FACILITATING RESPONSIBLE AND SELF-DIRECTED BEHAVIOURS IN LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN THE INTERMEDIATE PHASE: TEACHER’S PERCEPTIONS IN A PRIVATE LSEN SCHOOL IN SOUTH AFRICA

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A beggar had been sitting by the side of the road for thirty years.
One day a stranger walked by.

"Spare some change?" mumbled the beggar.
"I have nothing to give you," said the stranger. Then he asked: "What's
that you're sitting on?"

"Nothing," replied the beggar. "Just an old box. I've been sitting on it
for as long as I can remember."

"Ever look inside?" asked the stranger.

"No," said the beggar. "What's the point, there's nothing in there."

"Have a look inside," insisted the stranger. The beggar, reluctantly,
managed to pry open the lid. With astonishment, disbelief, and
elation, he saw that the box was filled with gold.

I am that stranger who has nothing to give you and who is telling you
to look inside. Not inside any box, as in the parable, but somewhere
even closer: inside yourself.

From *The Power of Now: A Guide to Spiritual Enlightenment* by
Eckhart Tolle (1999)
"What is REAL?" Real isn't how you are made,' said the Skin Horse. 'It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real." (Margery Williams, 1922. Extract from 'The Velveteen Rabbit')

To my daughter Shaylee, who gives my life meaning, joy and wonder and who has made me "real." Thank you for being you.

'A great teacher never strives to explain the vision – they simply invite you to stand beside them and see for yourself.' (Rev R Inman).

To my supervisor Dr Martyn van der Merwe, a "great teacher", who in addition to providing endless support, assistance, guidance and encouragement with infinite patience, invited me to believe.

To my friends and family who have always supported me in so many ways.

To the principal and staff of the school selected for this study who touch lives everyday and who have taught me so much.

To the children I have been privileged to teach, from whom I have learned as much as I have taught.

ABSTRACT

Internationally in countries such as the United States of America and Australia, there has been a shift in focus over recent years from essentially content based education curricula towards education curricula which offer the opportunity for all individuals to realize their potential, and that are capable of producing productive, contributing members of society. According to the United States Northwest Regional Educational Laboratory's most recent regional needs assessment (www.nwrel.org/planning/rna2000.html), "helping students become self-directed
learners who take responsibility for their own academic performance" was ranked near the top of identified priorities. The focus on developing responsible and self-directed learners extends beyond application to learning as cultivating responsible and self-directed behaviours is clearly intended to equip learners with responsible and self-directed behaviours and skills that in time will translate to their emergence as responsible and self-directed adult members of society. This is significant when considering the South African educational context, which also forwards educational goals that reflect the values of the society and that encapsulate the type of member of society that the educational system envisages producing. Given the legislative framework of South Africa, the resulting educational policies, as well as the importance of preparing learners to participate and contribute to a democratic society, it becomes clear that the development of responsible and self-directed learners is relevant to the South African context.

Self-directed learning encourages individuals to take control of the learning experience. This means that learners are given choices and encouraged to make decisions as well as accept responsibility for associated consequences. Various characteristics, attitudes and behaviours of self-directed and responsible learners have been forwarded by various researchers in the field. Jones, Valdez, Nowakowski, and Rasumssen (1995) suggest that responsible learners exhibit behaviours such as setting goals and choosing tasks, and have the ability to plan effectively and think ahead. Responsible and self-directed learners have been identified by Long (in Hiemstra, 1994) as having typical, common internal personality traits or characteristics as well as characteristic external behaviours, attitudes and responses. In addition to certain personality traits, specific kinds of cognitive skills are identified by Long (in Hiemstra, 1994) as being particularly important in successful self-directed learning. Self-directedness in learning is then a term recognizing both external factors that facilitate a learner taking primary responsibility, and internal factors that predispose an individual to accepting responsibility for learning-related thoughts and actions, which are
characterised by particular traits, and skills that are demonstrated by responsible and self-directed behaviours.

The characteristics, traits and demonstrable behaviours associated with responsibility and self-directedness have been identified and discussed in the context of general education and have not been specifically applied to learners with special educational needs. Given South Africa's commitment to the development of a democratic society, where individuals are treated with respect, human dignity and acknowledged as capable of participating in society as citizens free from unfair discrimination, learners with special educational needs have to be considered when discussing the development of responsible and self-directed behaviours in learners. The approach to inclusive education in South Africa is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn. This implies that all learners regardless of barriers to learning are given the opportunity to develop their potential and by extension should be given the opportunity to develop as responsible and self-directed individuals.

Teachers are seen to play a pivotal role in providing an environment conducive to the development of responsible and self-directed behaviours in learners. "It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get" (Hargreaves & Fullan in Yero, 2002, p. 4). This study focuses on the perceptions, attitudes, opinions, experiences and practice of teachers involved with learners with special educational needs.

The study investigates how responsible and self-directed behaviours in learners with special educational needs in one particular South African school may be influenced by the special needs status of learners and how these behaviours are perceived, experienced, defined, and facilitated by teachers and the learning environment in the particular school. The study considers findings from baseline
surveys completed by teachers, classroom observations, individual and focus group interviews and policy review.

Student Number: 909773520

DECLARATION

I declare that "Facilitating Responsible and Self-Directed Behaviours in Learners with Special Educational Needs in the Intermediate Phase: Teacher’s Perceptions in a Private LSEN School in South Africa" is my own work and that all
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CHAPTER ONE

CONTEXTUALISATION AND DELIMITATION OF THE STUDY

1.1 INTRODUCTION

Chapter One will provide the context and delimitation of this research. The importance of this study will be motivated and the problem to be investigated

For examination purposes, a copy of all raw data, interview transcripts, observations and baseline surveys completed by teacher participants were handed in, in hard copy.
outlined. The research methodology and research site will be briefly discussed and an outline of the chapters to follow provided.

1.2 VIEWS ON RESPONSIBLE AND SELF-DIRECTED BEHAVIOURS AND LEARNING

This study will consider the influence of teacher perceptions on the development of responsible and self-directed behaviours in learners with special educational needs. Various views on responsible and self-directed behaviours and learning will be discussed in order to contextualise this study.

1.2.1. INTERNATIONAL PERSPECTIVE

Internationally in countries such as the United States of America and Australia, there has been a shift in focus over recent years from essentially content based education curricula towards education curricula which offer the opportunity for all individuals to realise their potential, and that are capable of producing productive, contributing members of society. Rather than mastering skills of memorisation of factual content, learners are being challenged by education curricula and approaches to teaching and learning to become actively involved in the learning process, develop the ability to think critically, reflect, form opinions, set goals, make decisions and justify choices as well as develop initiative, and attitudes of respect and fairness towards others. This is evidenced by the educational goals of such countries. The Australian Developmental Learning Outcomes for Early Childhood Development, suggest that even before the age of six learners should be encouraged to be, "intellectually inquisitive," and "develop a range of thinking skills," (Department of Education and Children's Services (DECS), www.dete.sa.gov.au) a Middle Years Band Overview Outcome suggests that learners, "negotiate and agree on roles, responsibilities and alternative courses of action in order to achieve goals relating to human rights, democracy, equity, social justice and sustainable environments, at school and in the wider
community” (Department of Education and Children’s Services (DECS), www.dete.sa.gov.au). In The Goals 2000: Educate America Act, the American Congress declared eight National education goals, which include the directive that, "every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation’s modern economy” (The Goals 2000: Educate America Act, Title 1, Sec 102, 1994, www.ed.gov/legislation/GOALS2000/TheAct/sec102.html). In Japan the New Fundamental Law of Education and Basic Promotional Plan for Education Befitting to the New Times (March 2003) stated that in order to "cultivate the spirit of Japanese people to carve out the 21st century with richness in mind," it would be necessary to move toward the realisation of five objectives including cultivating, "people who are independent-minded and seek personal development" (Educational Reform, www.mext.go.jp/english/org/reform/09.htm). Goals such as these reflect the trend towards developing responsible and self-directed learners worldwide with the intention of laying the foundation for the realisation of responsible and self-directed individuals capable of positively contributing to a democratic society.

According to the United States Northwest Regional Educational Laboratory’s most recent regional needs assessment (www.nwrel.org/planning/rna2000.html), "helping students become self-directed learners who take responsibility for their own academic performance" was ranked near the top of identified priorities by 75 percent of teachers, 83 percent of principals, and 83 percent of superintendents in the region. Rothstien and Jacobson (2006) conducted a survey in the United States where participants, comprised of education officials, principals, teachers and parents, were asked to rank eight educational goals in order of relevance. The third highest ranked educational goal was that of developing, "good communication skills, personal responsibility, ability to get along well with others and work with others from different backgrounds" (Rothstein & Jacobson, 2006, p. 14). It appears then the educational goal of developing responsible and self-
directed learners and individuals was determined a relevant goal in this particular study and should then potentially be considered a valid educational goal for learners in a democratic South Africa.

The focus on developing responsible and self-directed learners extends beyond application to learning as cultivating responsible and self-directed behaviours is clearly intended to equip learners with responsible and self-directed behaviours and skills that in time will translate to their emergence as responsible and self-directed adult members of society. Responsible and self-directed learners will demonstrate behaviours such as organisational skills, critical thinking skills, planning, motivation, perseverance and problem-solving all of which are behaviours that are valued as contributing towards individuals becoming active, contributing citizens of a society. As educational goals reflect the values of the society that they serve, they reflect the type of graduate from the educational system that the society aims to produce. The emphasis in the educational goals of many international countries on the development of responsible and self-directed learners through the encouragement of responsible and self-directed behaviours with the intention of realising responsible and self-directed members of society points to the importance placed on the realisation of responsible and self-directed citizens by these countries.

1.2.2 SOUTH AFRICAN PERSPECTIVE

This is significant when considering the South African educational context, which also forwards educational goals that reflect the values of the society and that encapsulate the type of member of society that the educational system envisages producing. Education occurs within a specific context. Within the South African context education is informed by various National Education
Department directives and policies as well as by the adoption of particular approaches and curricula structure. South Africa has undergone various changes in the past decade and has moved from an apartheid driven country to an emerging democracy, which is framed by the Constitution of South Africa, which was adopted in 1996. The notion of a democratic society based on human dignity, freedom, and equality is entrenched in the Constitution. The Constitution of South Africa serves as a guiding principle for education in South Africa. As the Constitution guarantees the rights of all individuals to equal access to quality education and the right to freedom from discrimination as well as the right to human dignity and respect, education in South Africa needs to realise these ideals.

According to Muthukrishna (2000), education policy documents that have emerged since 1994 entrench the principles enshrined in the Constitution. Since 1994, when the new democratic government came into power in South Africa, all policy documents and legislation that have emerged such as the South African Schools Act (DoE, 1996); Report of the National Commission on Special Needs in Education and Training and the National Committee on Education Support Services (DoE, 1997) and the Draft Education White Paper 5: Special Education: Building an inclusive education and training system (DoE, 2000) stress the principles of social justice, quality education for all, the right to basic education; equality of opportunity, and redress of past educational inequalities (Muthukrishna, 2000). This focus encapsulates a vision of an education system that gives recognition to the wide diversity of needs amongst learners, and which ensures a more flexible range of responses in meeting these needs according to Asmal (2001). The strong human rights emphasis of this education legislature and policy, point to the need to view education as a means of creating a more just and democratic society. In discussing Higher Education in South Africa, Professor Bengu in his foreword stated that, higher education in South Africa, " must lay the foundations for the development of a learning society which can stimulate, direct and mobilise the creative and intellectual energies of all the
people towards meeting the challenge of reconstruction and development," and, "contribute to the socialisation of enlightened, responsible and constructively critical citizens. Higher education encourages the development of a reflective capacity and a willingness to review and renew prevailing ideas, policies and practices based on a commitment to the common good" (Bengu, 1997, Education Draft White Paper 3, www.info.gov.za/aboutsa/education.htm). By extension it then becomes important to consider the development of responsible learners capable of self-directed learning, who demonstrate responsible and self-directed behaviours and who will ultimately become responsible, self-directed adults and therefore productive and contributing members of society. Thus, given the legislative framework of South Africa, the resulting educational policies, as well as the importance of preparing learners to participate and contribute to a democratic society, it becomes clear that the development of responsible and self-directed learners is relevant to the South African context.

1.2.3. DEFINING RESPONSIBLE AND SELF-DIRECTED BEHAVIOURS

When considering the development of responsible and self-directed learners it becomes necessary to clarify what exactly is meant by the terms 'responsible' and 'self-directed'. As this study is concerned with the development of responsible and self-directed behaviours in learners with special educational needs it will in addition be necessary to discuss these definitions in relation to learners with special educational needs, bearing in mind that the term special educational needs in this study encompassed a wide range of barriers to learning including learning disabilities. Generic definitions of the terms 'responsible' and 'self-directed', will however be considered first. The American Heritage Dictionary of the English Language, (4th Ed, 2000), gives the following definition of the term 'responsible', "involving personal accountability or ability to act without guidance or superior authority; able to make moral or rational decisions on one's own and therefore answerable for one's behaviour; able to be trusted or depended upon; reliable; based on or characterised by good judgment or sound thinking." Self-
directed learning encourages individuals to take control of the learning experience. This means that learners are given choices and encouraged to make decisions as well as accept responsibility for associated consequences. Various characteristics, attitudes and behaviours of self-directed and responsible learners have been forwarded by various researchers in the field. Jones, Valdez, Nowakowski, and Rasumssen (1995) suggest that responsible learners exhibit behaviours such as setting goals and choosing tasks, and have the ability to plan effectively and think ahead. Such learners are actively engaged in the process of developing a range of learning strategies and the ability to select appropriate strategies to achieve specific goals.

According to Abdullah (2001, p.1), self-directed learners are "responsible owners and managers of their own learning process." Self-directed learning according to Abdullah (2001) integrates self-management with self-monitoring. Being self-directed can be seen as a habit that learners begin to develop, through the practice of various observable behaviours. Developing the skills and behaviours associated with self-directed learners is likely to enhance the development of a self-directed individual who demonstrates traits that extend beyond learning and that are transferable to all facets of daily life, leading to the development of personal responsibility, which is a valuable life skill for positive participation in society as an adult. Responsible and self-directed learners have been identified by Long (in Hiemstra, 1994) as having typical, common internal personality traits or characteristics as well as characteristic external behaviours, attitudes and responses. Self-directed individuals who demonstrate personal responsibility can be described by two psychological attributes according to Long (in Hiemstra, 1994). The first is associated with personality while the second is related to cognition. Some of the personality traits associated with self-directed individuals are that they tend to be self-confident, inner directed and achievement motivated.

In addition to certain personality traits, specific kinds of cognitive skills are identified by Long (in Hiemstra, 1994) as being particularly important in
successful self-directed learning. The development of these skills results in the
demonstration of self-directed and responsible behaviours both in the classroom
and in daily interactions, which contributes to the development of life-long self-
directed and responsible habits. The cognitive skills identified by Long (in
Hiemstra, 1994), include goal setting skills, information processing skills, deep
processing skills, executive skills, decision making skills, self-awareness and
self-reflection skills, other cognitive skills such as working memory.

Self-directedness in learning is then a term recognizing both external factors that
facilitate a learner taking primary responsibility, and internal factors that
predispose an individual to accepting responsibility for learning-related thoughts
and actions, which are characterised by particular traits, and skills that are
demonstrated by responsible and self-directed behaviours. Understanding the
types of skills and traits associated with self-directed and responsible learning is
significant if teachers are to facilitate the development of these skills and traits by
encouraging responsible and self-directed behaviours. The long-term benefit of
encouraging responsible and self-directed behaviours is the development of the
skills and traits associated with responsible and self-directed learners, which will
stand learners in good stead as they move into adulthood and begin to
participate as active citizens in a democratic society. This can be explained by
considering the skills and traits discussed in this chapter as having a broader
application than improving learning. If a learner is motivated, inner-directed and
self-confident, he or she is more likely to be motivated and inner directed in a
work setting and the benefits of self-confidence on performance continue past
school going age. A confident adult who is motivated and inner directed is likely
to perform well as a member of the work force. Responsible and self-directed
cognitive skills developed in learners such as information processing skills,
executive function and meta-cognition have a similar long-term benefit. An adult
able to make decisions, organise and plan their work effectively, and reflect on
and modify strategies applied to task, is likely to work more productively than an
adult who has not been provided with the opportunities to develop these skills.
The characteristics, traits and demonstrable behaviours associated with responsibility and self-directedness have been identified and discussed in the context of general education and have not been specifically applied to learners with special educational needs. While extensive literature exists regarding the nature, development and facilitation of responsible and self-directed behaviours in learners, there does however, appear to be a lack of information regarding the nature, development and facilitation of responsible and self-directed behaviours in learners with special educational needs in particular. This motivates the importance of investigating the development of these behaviours in learners with special educational needs, which this study will attempt to do through the investigation of teacher perceptions of this development.

1.2.4. AN INCLUSIVE EDUCATION PERSPECTIVE

Given South Africa’s commitment to the development of a democratic society, where individuals are treated with respect, human dignity and acknowledged as capable of participating in society as citizens free from unfair discrimination, learners with special educational needs have to be considered when discussing the development of responsible and self-directed behaviours in learners. "Our Constitution (Act 108 of 1996) founded our democratic state and common citizenship on the values of human dignity, the achievement of equality and the advancement of human rights and freedoms (Section 1a). These values summon all of us to take up the responsibility and challenge of building a humane and caring society, not for the few, but for all South Africans" (DoE, 2001, p.11). The emphasis on quality education for all learners suggests that schools have to meet the diverse needs of all learners and that all learners should be equipped to participate in their own development and the realisation of their own potential. This indicates a need to consider learners with special educational needs and the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs, if they too are to be afforded the
An important policy initiative by the South African government in the area of special needs education was the establishment of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) in November, 1996-1997. The Report of NCSNET and NCESS and the Education White Paper 5: Special Education: Building an inclusive education and training system (DoE, 2000) that emerged from it, endorsed and drew on the principles entrenched in all previous education policy documents and legislation according to Muthukrishna (2000). Inclusive education can then be seen as a broader concept than that of an education approach or policy as it is based on a philosophy that respects and values all individuals and accommodates individuals experiencing barriers to learning rather than requiring learners to adapt to existing circumstances. The definition of inclusion is found in the Draft White Paper 6: Special Needs Education - Building an Inclusive Education and Training System, (DoE, 2001, p. 7). Inclusion according to this definition is about, "acknowledging that all children and youth can learn and that all children and youth need support; enabling education structures, systems and learning methodologies to meet the needs of all learners; acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases; broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures; changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners; and maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning."

The approach to inclusive education in South Africa is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn. This implies that all learners regardless of barriers to
learning are given the opportunity to develop their potential and by extension should be given the opportunity to develop as responsible and self-directed individuals. The main aim is to create conditions in schools that value all learners irrespective of their diverse needs and provide equal opportunities through the use of appropriate teaching and learning strategies and approaches for the realisation of development that will equip learners to take their place in society.

1.2.5 LEARNING SUPPORT PERSPECTIVE

According to the Inclusive Education Perspective, learning support is required in order to minimise and address barriers to learning. It becomes necessary to define the term, 'barriers to learning'. Draft White Paper 6: Special Needs Education - Building an Inclusive Education and Training System, (DoE, 2001, p. 7) acknowledges that a wide range of learning needs exist amongst a diverse population of learners at any given time and suggests that these different learning needs may, "arise from a range of factors including physical, mental, sensory, neurological and developmental impairments, psycho-social disturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation." In addition different learning needs may arise because of, "negative attitudes to and stereotyping of difference; an inflexible curriculum; inappropriate languages or language of learning and teaching; inappropriate communication; inaccessible and unsafe built environments; inappropriate and inadequate support services; inadequate policies and legislation; the non-recognition and non-involvement of parents; and inadequately and inappropriately trained education managers and educators" (DoE, 2001, p. 7). Draft White Paper 6: Special Needs Education - Building an Inclusive Education and Training System, (DoE, 2001) also recognises learning needs as arising from learning disabilities and impairments. In this study, a school catering for learners experiencing a wide range of learning needs arising from numerous factors constituting a barrier to learning such as those identified in White Paper 6, (DoE, 2001) has been selected. The majority of learners in the selected school experience barriers to learning resulting from factors including mental, sensory,
neurological and developmental impairments, as well as psycho-social disturbances and specific learning disabilities such as dyslexia. However, learners in the selected school may also experience additional barriers to learning. In order to facilitate ease of discussion the term, 'learners with special educational needs', will be used to encompass the wide range of learning needs resulting from a variety of barriers to learning found amongst the learners of the selected school. In discussion of the literature, the terms 'learning disability', 'special needs', 'learning impairment' and 'learning difficulties' may be additionally referred to, as reference is being made to specific barriers to learning that learners within the selected school, under the umbrella term of 'learners with special educational needs', may be experiencing.

1.2.6 PERCEPTUAL PERSPECTIVE

It becomes necessary then to consider the described traits and characteristics of responsible and self-directed learners as they apply to learners with special educational needs in order to determine whether or not the special educational needs status of learners' influences the development and demonstration of responsible and self-directed behaviours. In addition to the influence that special needs status may or may not have on the development of responsible and self-directed behaviours and in the turn the possible implications for the description of responsible and self-directed learners with special education needs, it is important to consider the facilitation by teachers of the development of responsible and self-directed behaviours. The ability of learners to develop and demonstrate responsible and self-directed behaviours is dependent on a number of factors including developmental stage, exposure to learning opportunities and the influence of both internal and environmental context. "Self-directed learners develop by a continuing process" (Abdullah, 2001, p. 5). Teacher facilitation and support of the development of responsible and self-directed learners is considered especially important by Lumsden (1999) who asserts that, "although a student can become a self-directed learner without explicit instruction and
development of these traits, it is more likely to occur when teachers and administrators understand and foster them at the classroom or school level " (Lumsden, 1999, p. 17). Learners, who interact in an environment that negates their personal integrity, or that values memorisation of facts as opposed to integration of knowledge and that values conformity of thought and action rather than personal reflection and use of multiple learning strategies to encourage independent thinking, are not encouraging to the development of responsible and self-directed individuals. Learning environments that nurture, sustain, and develop the personality and cognitive attributes identified as essential to responsible and self-directed individuals are essential in the development of self-directed and responsible behaviours. Teachers are seen to play a pivotal role in providing an environment conducive to the development of responsible and self-directed behaviours in learners. According to Abdullah (2001), a learner cannot begin to develop as a self-directed learner unless supported by a curriculum and learning environment that encourages the development of responsible and self-directed behaviours. Teacher facilitation and perceptions of the development of responsible and self-directed behaviours in learners with special educational needs then becomes a focal point in this study.

"It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get” (Hargreaves & Fullan in Yero, 2002, p. 4). It is for this reason that this study has chosen to focus on the perceptions, attitudes, opinions, experiences and practice of teachers involved with learners with special educational needs. "Teachers' beliefs and attitudes are critical in ensuring the success of any inclusive practices" (Norwich, 1994 in Avramidis & Norwich, 2002, p.130). It is important to realise that teachers are individuals who bring to the learning environment their own belief set developed through interaction with their environment and that this belief set results in certain perceptions. The perceptions that teachers hold in turn influence their interaction within the learning environment. "Each teacher's behaviour is influenced by a largely
unexamined set of beliefs and assumptions about how the world does and/ or should work – the individual's worldview" (Yero, 2002, p. 30). The perceptions, attitudes and experiences of teachers regarding the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs could then provide valuable insight into the development of responsible and self-directed behaviours in learners with special educational needs.

The pivotal role that self-confidence plays in the development of responsible and self-directed behaviours makes it necessary to consider the type of facilitation that is provided by teachers in this regard. "The teacher plays an essential role in providing a supportive environment that encourages learner's motivation, self-confidence, desire to learn and willingness to engage" (Velez, 2006, pg.16). Dollard, Christensen, Colucci, and Epanchin (1996, p. 6) established that," giving more responsibility for their own behaviour to students was important for both general and special education students." Learners with special educational needs and particularly learners with learning disabilities frequently experience affective difficulties in addition to specific learning difficulties. Abrams in Gorman (1999, p. 2) stated, "the vast majority of children with learning disabilities have some emotional problem associated with the learning difficulty." When considering the development of responsible and self-directed learners with learning difficulties this becomes especially important. Taylor (1995) suggests that responsible and self-directed learners are motivated and persistent, independent, self-disciplined, self-confident and goal-oriented. Learning difficulties have been found to affect learners' mental health, self-esteem, and motivation (Johnson, 1995). "As mainstreaming and inclusion become increasingly pervasive, it is especially important for all teachers to understand the interaction of emotional concerns and learning disabilities and the impact of that interaction on children's functioning" (Gorman, 1999, p. 1). Gorman, (1999) conceptualises five main ways in which emotional concerns and learning disabilities interact. These include the fact that learning disabilities may lead to
emotional distress, learning disabilities may raise or exacerbate existing emotional concerns, emotional issues may mask a child's learning disability, emotional issues may exacerbate learning disabilities, and that conversely, emotional health may enhance the performance of children with learning disabilities. According to Gorman (1999) learners with learning disabilities tend to have higher levels of emotional concerns, such as depression, loneliness, and low self-esteem, than do their peers without disabilities. This suggests that the emotional effects of learning disabilities make life in school more difficult for children with learning disabilities than for their peers without disabilities. Learning disabilities have also been linked to greater anxiety in children, Margalit and Zak (in Gorman, 1999) found that children with learning disabilities have higher levels of anxiety than do their peers without disabilities.

Bender & Wall (1994) noted the high "comorbidity" of learning disabilities and depression. Many researchers have suggested that learning disabilities may negatively affect a child's social or emotional functioning because the disabilities influence the child's ability to develop positive interpersonal relationships. "Deficits in cognitive processing, which are sufficient to cause major learning problems in academic areas, are probably sufficient to cause major learning problems in nonacademic areas as well " (Bender & Wall, 1994, p. 323). Learners with learning disabilities often demonstrate more problems in social competence than do their peers without disabilities. Acting-out behaviours may be more common in learners with learning disabilities. Abrams (in Gorman,1999) believes that failure experienced by learners with learning disabilities may result in excessive anger, which is frequently reflected in behaviour. These learners may act out in class, get into fights with other children, display defiance, and exhibit other disruptive behaviours. Abrams (1986) stated, "constant failure and frustration may lead to strong feelings of inferiority, which in turn, may intensify the initial learning deficiency" (in Gorman,1999, p. 189). Bryan, Mathur, and Sullivan (1996) reported that "negative affective states have been found to produce low-effort processing of information and the use of less complex
semantic processing strategies and lower cognitive processing effort" (Bryan, Mathur, and Sullivan, 1996, p. 154). Meichenbaum (in Hiebert, Wong & Hunter, 1982) suggested that students with learning disabilities may think negative self-statements before they begin academic tasks. Their anticipation of failure may lead to reduced effort, decreased ability to concentrate, or difficulty applying the skills they do have. In contrast to the negative relationships between emotions and learning disabilities, there is growing evidence that emotional states may positively affect the performance and relationships of children with learning disabilities.

According to Bryan et al. (1996) positive "affective states" have been found to increase performance on various tasks, such as memory, computation, and discrimination tasks. "Self-worth is not a quality given, it is an attitude cultivated. It does not happen by chance; it occurs when educators allow the concept of self-worth to permeate themselves, their classroom, and the lives of their students" (Bear, Kortering & Braziel, 2006, p. 295). A self-concept based and perceptually anchored approach must then be considered when discussing the development of responsible and self-directed learners with special educational needs. Invitational Education is a self-concept based and perceptually anchored approach to education and informs the theoretical framework for this study which will be discussed in Chapter Two.

1.3 THE RESEARCH PROBLEM AND AIM OF THE STUDY

The problem to be investigated in this study focuses on how responsible and self-directed behaviours in learners with special educational needs in one particular South African school may be influenced by the special needs status of learners and how these behaviours are perceived, experienced, defined, and facilitated by teachers and the learning environment in the particular school.
The following questions arise from this discussion:

- Does the special needs status of learners influence the development of responsible and self-directed behaviours, in the opinion of their teachers, and if so, how?

- How do teachers of learners with special educational needs understand and define responsible and self-directed behaviours in learners with special needs and what are their perceptions, attitudes towards and experiences in this regard?

- What are teachers of learners with special educational needs in the identified learning environment, currently doing to facilitate the development of responsible and self-directed behaviours and is this facilitation Invitational in nature?

- Does the specific learning environment within which the teachers of the selected school operate influence their perceptions and experiences of the development of responsible and self-directed behaviours in the learners of the school?

The aim of this study is to investigate the facilitation of responsible and self-directed behaviours in learners with special educational needs through the investigation of teacher perceptions, experiences, definitions, and facilitation within a specific school environment as viewed from an Invitational perspective.

The objectives of this study are:
• To investigate the particular learning environment of the selected school informed by the various policies, programmes and processes of the school from an Invitational Education perspective;

• To investigate whether or not the special needs status of learners influence the development of responsible and self-directed behaviours in the opinion of their teachers, and elicit the opinion of the teachers on the nature of responsible and self-directed behaviours and characteristics of learners with special education needs and the facilitation of these behaviours in the Intermediate school phase in a particular school context;

• To investigate and describe teacher perceptions, definitions, attitudes towards and experiences of the facilitation of the development of responsible and self-directed behaviours of learners with special educational needs in the Intermediate phase in a particular school context; and

• To investigate and describe the supportive and facilitative conditions, approaches, procedures and practices implemented by teachers to support responsible and self-directed behaviours of learners with special education needs in the Intermediate school phase in a particular school context from an Invitational approach to education.

1.4 RESEARCH METHODOLOGY AND RESEARCH SITE

This study explored teacher perceptions and facilitation of the development of responsible and self-directed learners by utilising a qualitative research approach. Use of a qualitative research approach facilitated the gathering of
pertinent information from individuals, in this case teachers, who could assist in answering the research questions (Creswell, 2002, p. 159). This study is interpretive as discussion of data is facilitated through the interpretation of that data; explorative in that particular areas of investigation are explored, descriptive in that particular events and observations are described and contextual to the specific school selected. Qualitative research is concerned with understanding phenomena in their context as completely and authentically as possible (Henning, van Rensburg & Smit, 2004, p. 3). As one particular school was selected to investigate a specific phenomena as described in the research problem and aim of the study a phenomenological case study design was followed. The research design of the study will be discussed in greater detail in Chapter Two.

1.4.1 RESEARCH SITE

The school that was selected for this study is a private primary school in Gauteng. The school was founded in the 1970’s in order to provide an education for learners who were considered as being unable to cope within mainstream settings and whom were not easily classified according to specific categories of disability as was required by the medical model of education in place at the time. The school became in effect, a home for learners who could not be placed in other educational settings. This tradition has continued and the school is by its nature an inclusive school, as a variety of barriers to learning are accommodated. The inclusive nature of the school makes it difficult to categorise the exact special needs of the learners. Barriers experienced by learners in the school range from pervasive development disorders, learning disabilities, speech pathologies and cognitive impairments to physiological and degenerative disorders. For this reason the term 'special educational needs' was used in this study as an umbrella term for a range of barriers to learning.
The Intermediate Phase was selected for this study, given the fact that this phase is typically characterised by an increased need for responsible behaviour, self-directed learning, independent thinking and self-management as learners move from a class teacher setting experienced in the Foundation Phase to the subject teacher and rotating class setting of the Intermediate Phase. A Position Paper Jointly Adopted by National Middle School Association and The National Association of Elementary School Principals explains that, "once students reach middle schools, however, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility" (Position Paper, 2002, p.1). The school currently has three Intermediate Phase classes with an average of 12 learners per class. Classes rotate between the three Intermediate Phase teachers although each class does have a homeroom teacher. There is an increased demand on learners in this phase to complete tasks in class independently and to assume responsibility for the completion of tasks. Participation in the study was voluntary and all Intermediate Phase teachers were asked to participate, all three Intermediate Phase class teachers as well as three teachers involved in subject teaching within the Intermediate Phase gave their consent and participated in the study.

This school was not selected as representative of other South African primary schools although it needs to be borne in mind that findings based on this particular school may be similar to other South African primary schools and findings may find relevance for other schools given the Inclusive Education philosophy. The use of this particular school for the case study offered a unique opportunity to explore three threads of enquiry, namely the nature of responsible and self-directed behaviours in learners with special educational needs; the perceptions, attitudes and experiences of teachers in this regard; and the facilitation of these behaviours in this particular learning environment.

1.4.2 DIAGRAMATIC REPRESENTATION OF THE RESEARCH PLAN AND METHOD
Figure 1.1 represents the research plan and method for this study in table form.

<table>
<thead>
<tr>
<th>Research Plan and Method</th>
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<tbody>
<tr>
<td>Qualitative Research Approach</td>
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<tr>
<td>Interpretive, explorative, descriptive and contextual in nature.</td>
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<tr>
<td>Phenomenological Case study design</td>
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<tr>
<th>Research Site</th>
<th>A purposefully selected private LSEN primary school</th>
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<td>Participants</td>
<td>Voluntary participation of Intermediate Phase teachers at the identified school</td>
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<td>Data Collection Techniques</td>
<td>class observations</td>
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<td>individual phenomenological interviews with teachers of learners with special educational needs in the Intermediate Phase</td>
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<td>focus group interviews with Intermediate Phase teachers</td>
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<td>teacher questionnaires</td>
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<td>anecdotal records</td>
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<tr>
<td>Data Analysis Techniques</td>
<td>Qualitative Content Analysis technique</td>
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<td>Ensuring Trustworthiness</td>
<td>By considering four aspects:</td>
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<td>▪ Credibility</td>
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<td>Compliance with Ethical Standards</td>
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<td>▪ Assurance of rights</td>
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<td>▪ Feedback and Information</td>
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Figure 1.1
Table showing research plan and method for this study

1.5 CONCLUSION AND DEMARCATION OF THE STUDY
This study has been divided into six chapters.

Chapter One: Contextualisation and Delimination of the Study

This chapter serves to provide the context and motivation for the study as well as a description of the research problem and aims and a brief overview of the research methodology for the study.

Chapter Two: Theoretical Framework and Research Design of the Study

This chapter provides the theoretical framework of the study based on literature review and informs the theoretical perspectives that guide the discussions in chapters to follow. This chapter also provides a detailed explanation of the research design and methods of the study including data collection, data analysis, trustworthiness and ethical considerations.

Chapter Three: Discussion of Findings based on Policy Review, Surveys and Classroom Observations

This chapter presents findings based on the interpretation of data collected from various sources including a critical review of school policies, baseline surveys completed by participating teachers and Intermediate Phase classroom observations. These findings are presented in the form of a discussion that is descriptive in nature and related to current literature.
Chapter Four: Discussion of Findings based on Individual Interviews

This chapter presents findings based on the analysis and interpretation of data collected from four individual interviews conducted with teachers of the Intermediate Phase of the selected school. These findings are presented in narrative form with reference to literature and the narrative is supported by various diagrammatic representations of phenomena and process.

Chapter Five: Discussion of Findings based on a Focus Group Interview

This chapter presents findings based on the analysis and interpretation of data collected from a focus group interview conducted with teachers of the Intermediate Phase of the selected school. These findings are presented in narrative form with reference to literature and the narrative is supported by various diagrammatic representations of phenomena and process.

Chapter Six: Interpretations, Implications and Critical Reflection of the Study

This chapter provides an overview of the study and discusses the implications and limitations of the study as well as personal interpretations through a critical reflection of the study.

Summary

Chapter One has introduced the notion of the development of responsible and self-directed behaviour in learners as being significant for consideration in both the international and South African context. Various views on the development of
responsible and self-directed behaviours were presented and definitions of the terms explored. The Inclusive Education Policy was discussed with specific reference to the implication of this policy on the right of all learners to be afforded the opportunity to realise their full potential. Various barriers to learning were discussed and the term 'special educational needs', was forwarded as an umbrella term for this study to encompass various barriers to learning. The possible influence of barriers to learning on the development of responsible and self-directed behaviours in learners with special educational needs led to the problem statement for this study. The aim of the study to investigate the facilitation and development of responsible and self-directed behaviours in learners with special educational needs through the investigation of teacher perceptions, opinions, feelings and experiences in this regard and within a specific school environment was discussed. The research methodology was briefly outlined and the study demarcated.

Chapter Two will focus on providing the theoretical framework based on literature review for the study as well as a detailed description of the research design and method of the study.

CHAPTER THREE
SCHOOL CONTEXT, BASELINE SURVEYS AND CLASSROOM OBSERVATIONS

3.1 INTRODUCTION
In order to investigate teacher perceptions of the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs in the Intermediate Phase, a school catering for learners with special educational needs was selected for this study. The school itself provides a context for learning through the framework provided for educational practice laid by school policies, programmes and procedures. It is important then, to consider this framework in order to situate the school’s approach to education for learners with special educational needs. This provides a frame of reference for the consideration of teacher perceptions. A baseline survey completed by teachers of the Intermediate Phase of the school allows for the initial exploration of teacher perceptions regarding the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs and highlights further areas of inquiry to be explored. Classroom observations conducted in the three Intermediate Phase classes, contribute to this initial exploration of teacher perceptions within the specific school environment. Discussion of the school context; initial exploration of teacher perceptions as indicated by the baseline survey; and classroom observations have been considered from an Invitational perspective.

3.2 THE SCHOOL CONTEXT

As discussed in Chapter Two, Purkey and Novak (1996) identify five environmental areas that transmit inviting or disinviting messages that are perceived and interpreted by the individuals within that environment. The five areas identified by Purkey and Novak (1996, p. 2), are the people, places, policies, programmes and processes of the environment. Invitational education asserts that these five areas should communicate caring, positive, appropriate and invitational messages in order to support positive interactions within the environment. Invitational education therefore provides a framework for educational practice. With this in mind the school selected for this study has been considered in terms of the physical environment and school policies including those related to programmes and processes. Access to school policies was
granted by the principal of the school and observations of the school contributed to the consideration of the school as providing an invitational framework for practice. Copies of school policies are available in Appendix B. Reference to policies has been made by indicated the policy name e.g. General School Policy. Direct quotes from policy documents are indicated by the use of italics. The 'people' category was not included at this stage as the rest of the study is concerned with this area as the perceptions of teachers are investigated.

3.2.1 SCHOOL POLICIES

Policies regulate the common practices of the school. These policies send either inviting or disinviting messages regarding the value, ability, and responsibility of people and the respect extended to the people within the school environment.

The vision and mission statement of the school inform the policies, processes and programmes of the school and are reflected by the people and physical environment of the school. The vision and mission statement of the school sends either inviting or disinviting messages that are interpreted according to the perceptions of learners, parents, staff and the community. This gives the vision and mission statement of the school the essential role of setting the general tone of the school and guiding the typical practice of the school. The first avenue of investigation for this study therefore focused on the vision and mission statement of the school with the aim of determining whether or not these statements provide an invitational framework that tends towards informing inviting policies, processes and programmes.

3.2.1.1 CRITICAL ANALYSIS OF THE VISION AND MISSION STATEMENT OF THE SCHOOL

VISION STATEMENT
The New International Webster's Pocket Dictionary defines the word vision as, "the sense of sight; that which is seen; something beautiful; a mental image;
foresight; imagination" (2002, p. 482). A vision statement then can be explained as a statement of an imagined dream, ideal or perfect picture of a school or organisation. According to Emerson and Goddard (1993), the vision statement of the school should articulate the hope for that school and should create an image of the school as the people involved in the school would wish to see it. The vision statement should contain an expression of the values and ideals that the school holds dear and considers as guiding ideals of perfection worth striving for. The vision statement should give a clear indication of the type of school, school climate, educational programmes, typical practice, educational curriculum and goals, the aim and the skills, traits, knowledge and preparedness that the school wishes to impart to its learners as well as the aspirations of the school (Emerson & Goddard, 1993, p.10).

The vision statement of the selected school reads as follows:

"Roberts School strives for dynamic growth and development of all in the broad school community. We endeavour to meet the academic, emotional and social needs of individuals and assist them to achieve their potential in a nurturing, inclusive environment. A dedicated staff, guided by co-operative team work and professional integrity are committed to providing excellent learning opportunities and appropriate support for all our learners to develop the necessary skills, attitudes and values to enable them to fulfil meaningful and effective roles in society" (General School Policy, 2004, p.1)

The school's vision statement can be examined from the perspective of the four operating assumptions of Invitational education as discussed in Chapter Two; namely Trust, Respect, Optimism and Intentionality. The vision statement indirectly demonstrates trust. The statement implies that each individual has the potential to fulfil a meaningful and effective role in society but fails to clearly and directly state the belief that all individuals are capable and possessed of unlimited

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1 A pseudonym has been used to protect the confidentiality of the school
potential. The vision statement does not allude directly to respect, although the statement does refer to a nurturing, inclusive environment. By using the term *inclusive* the school implies that all individuals are respected, accommodated and included despite differences in race, culture, gender, language or ability and that diversity is celebrated. The philosophy of inclusion emphasises human dignity and demands that learning environments be altered to meet the needs of individual learners rather than that learners be forced to adjust to the environment. Optimism is conveyed by the vision statement through the statement that the *necessary skills, values, attitudes* to fulfil meaning roles in society will be developed. The statement does not however, fully convey optimism in the statement of achieving potential as the statement does not convey the belief that all learners are capable of learning and possess potential in many different areas and that the achievement of full potential would involve recognising and providing a variety of activities and learning opportunities. The vision statement of the school is unintentionally inviting in that it contains invitational elements as discussed but does not arise from the clearly and specifically stated intention to be invitational.

**MISSION STATEMENT**

A mission statement is a statement of intent and should indicate the manner in which the school aims to achieve its vision statement. The mission statement should give practical expression to the vision statement. The mission statement, "should put the daily activity into context. It should illuminate the broader purpose which underpins the regular pursuits" (Emerson & Goddard, 1993, p.11).

The mission statement of the selected school reads as follows:

"Our Mission is to:

- *nurture a sense of self-worth, confidence and self-efficacy through positive expectations*
• develop sensitivity to and understanding of different cultures and religions through interaction in an environment characterised by mutual respect and regard for others
• create an environment where full potential can be reached by ensuring the provisioning of adequate resources, appropriate curriculum, innovative teaching and learning strategies and individualised support
• provide skills to cope with the challenges of life by encouraging active participation in learning, developing problem solving skills and a positive work ethic
• foster the importance of family and community by providing an example of co-operative team work in action, involvement of families in the programmes offered by the school and by developing attitudes of care and concern for others
• remain at the forefront of teaching excellence by supporting the professional development of staff
• foster a sense of self-discipline and responsibility by providing opportunities for learners to demonstrate their capabilities and celebrate their success” (General School Policy, 2004, p.1).

The school's mission statement can also be examined from the perspective of the operating assumptions of Invitational education. The school's mission states that the school aims to nurture a sense of self-worth, confidence and self-efficacy through positive expectations (General School Policy, 2004, p.1). The use of the term positive expectations (General School Policy, 2004, p.1) implies the school's belief in the ability of its learners. The belief in the value of all individuals is conveyed through the commitment to providing an environment characterised by mutual respect and regard as well as the development of attitudes of care and concern for others (General School Policy, 2004, p.1). The belief in learners as capable and responsible is further reinforced by the stated aim to provide opportunities for learners to demonstrate their capabilities and celebrate their success (General School Policy, 2004, p.1). A commitment to encouraging the
active participation of learners by modelling co-operative teamwork (General School Policy, 2004, p.1) establishes that the school's mission statement does recognise the importance of collaboration in learning. It is however, not implicitly stated that learners will be assisted to develop co-operative and interpersonal skills. It does appear that the school operates from an assumption that all learners are capable of realising their unique potential and that this assumption is likely to guide policies, programmes and processes at the school as the mission states that an environment will be created where full potential can be reached by ensuring the provisioning of adequate resources, appropriate curriculum, innovative teaching and learning strategies and individualised support (General School Policy, 2004, p.1). As explained in Chapter Two, the assumption of intentionality in Invitational Theory is essential. Purkey and Novak (1999) identify four levels of intentionality; including intentionally inviting, intentionally disinviting, unintentionally inviting and unintentionally disinviting behaviours and interactions. The aim of invitational education is to encourage intentionally inviting behaviours, interactions and environments. The mission statement of the school whilst containing many invitational elements appears to operate on an unintentionally inviting level as there is no explicitly stated aim to operate invitational.

"The statement will inform the development of aims and objectives, which in turn should underpin all that the school does – the school development plan, the whole school curriculum plan, teaching and learning strategies, the allocation of resources, the staff development programme. The statement should be an authoritative document, which is actively used. It should form the basis of policy and it should be consulted and called in evidence when agreement cannot be reached" (Emerson & Goddard, 1993, p.11). It does appear that the vision and mission statement of the school contain invitational elements, such as those quoted in the discussion that are likely to lead to invitational policies, programmes, processes, people and an inviting physical environment. "The demands which the statement makes, and the expectations which it raises, will
very much determine the ambiance and perspective within which staff and pupils should operate" (Emerson & Goddard, 1993, p.12).

3.2.1.2 CRITICAL ANALYSIS OF THE SCHOOL POLICIES

The school has according to information supplied by the principal in the meeting arranged to discuss the study, developed in consultation with all relevant stakeholders, a comprehensive set of policies that guide procedures, programmes and practices at the school. These policies include a General School Policy, Foundation Phase, Intermediate Phase and Senior Phase Policy, Language Policy, Assessment Policy, Marking Policy, Discipline Policy and Code of Conduct, Religious Policy, Curriculum and Planning Policy, Staff Development Policy, Internal Monitoring Policy, Health and Safety, Medication and Critical Incident Policy, Computer and Cell Phone Use Policy, Admissions and Attendance Policy, Library Policy, Resource Policy, Quality Management Statement and Internal Monitoring Procedure, and a formal Grievance Procedure.

The school's policies can also be examined from the perspective of the four operating assumptions of invitational education. The consideration of the school's policy documents focused on the General School Policy although other policies were examined with a view to establishing whether or not these policies are sympathetic to the ideals expressed by the vision and mission statements and the general school policy.

The foreword of the general school policy states that the school:

"is committed to providing a learning environment that is supportive, encouraging, invitational and effective in addressing learner needs. Roberts Primary recognises that The Constitution of the Republic of South Africa, 1996
(Act No 108 of 1996) provides the basis for education delivery in South Africa and recognises the principles of Democracy, Social Justice and Equity, Non-Racism and Non-Sexism, Ubuntu, An Open Society, Accountability, Respect, and The Rule of Law and Reconciliation. These principles are reflected in the Revised National Curriculum Statement which is implemented by Roberts Primary (with necessary adaptations and accommodations for individual learner needs) and the school ethos reflects these values of democracy, respect and human dignity "(General School Policy, 2004, p. 1)

This foreword clearly demonstrates elements of the operating assumptions of Invitational education namely, intentionality as the school explicitly states its intention to provide a learning environment that is invitational, and respect for the democratic practices of South Africa as well as for the people of the school environment and broader community. Intentionality is reflected once again in the general school policy's description of the ethos of the school where it is stated that the school, aims to cultivate a school ethos that reflects the values and principles of the Constitution of South Africa and that is inclusive and invitational in nature (General School Policy, 2004, p.2). The general school policy's description of the type of learner envisaged where it is explained that the school, adopts elements of the type of learner envisaged as expressed in Revised National Curriculum Statement (General School Policy, 2004, p.2), demonstrates optimism through statements such as, learners will be guided towards developing their full potential by addressing barriers to learning and assisting learners in the development of skills and strategies for managing barriers to learning thus freeing their potential to learn, grow and develop at their own pace and according to their own individual capabilities, strengths and talents and learners will be encouraged in their development as independent and responsible learners, who are literate, numerate, multi-skilled, compassionate and with the ability to participate in society as a critical and active citizen. Respect is conveyed through the statement that learners will be educated in a learning environment that promotes the development of values enabling them to base their actions on a
respect for democracy, equality and human dignity (General School Policy, 2004, p.2), as is trust as learners are assumed to be responsible individuals capable of practicing these ideals. Intentionality is once again demonstrated in the teaching and learning aims of the general school policy as evidenced by the aim, to provide a happy, caring, inviting, supportive and challenging environment in which everyone can acquire knowledge, skills and attitudes relevant to themselves and society (General School Policy, 2004, p.4).

Optimism, trust and respect are further demonstrated in the aim to ensure that everyone achieves their full potential intellectually, physically, emotionally and socially and, to enjoy a busy life within the school community by creating and sustaining the values of friendship, patience, consideration and self-control (General School Policy, 2004, p. 4). The general school policy establishes as a measure of effective teaching that a classroom environment that promotes independent learning is created and that the qualities of an effective teacher include being, flexible, inspirational and respectful (General School Policy, 2004, p. 4). The general school policy acknowledges that, people learn in many different ways and recognises, the need to develop strategies that allow all children to learn in ways that best suit them and encourages, learners to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn (General School Policy, 2004, p. 5). This demonstrates the fundamental underlying belief system of the school which recognises learners as individuals capable of participating actively in the learning process as responsible partners who are capable, regardless of barriers to learning, of achieving their full and unique potential.

The school's religious policy echoes the school’s stance on respecting and celebrating individual differences and states that the school will strive to, make all members of the school community regardless of diversity, feel welcomed, respected and appreciated (Religious Policy, 2005, p. 1). The school's Marking Policy extends the invitational operating assumption of respect by stating that in
addition to marking learner work, teachers should encourage, *class valuing of work by celebrating and sharing with classmates* (Marking Policy, 2005, p.2) The Foundation Phase Policy restates sentiments expressed in the General School Policy in the stated aims of the policy document such as that, *the staff team will make every effort to ensure that all children feel included, secure and valued; no child will be excluded or disadvantaged and, parents and practitioners should work together in an atmosphere of mutual respect* (Foundation Phase Policy, 2005, p. 1).

In addition to reflecting the operating principles of Invitational Education, the policy documents of the school express Intentionality in regard to the development of self-confidence, self-motivation, responsibility, independence and reflective learning as expressed in the policy documents. The Foundation Phase Policy states the intention of providing, *a carefully planned, structured and monitored curriculum that will enable each child to develop maximum levels of self-confidence and self-motivation, whilst playing and working in harmony with others and addressing learning difficulties through individualised intervention and therapy* (Foundation Phase Policy, 2005, p. 1). The Homework Policy explains the intention of homework tasks to provide learners with the opportunities to, *extend and consolidate work experienced during lesson time, it encourages them to produce creative, reflective and investigative work independent of the teacher; it also develops skills in personal organisation and a sense of responsibility* (Homework Policy, 2005, p.1)

The Discipline Policy and Code of Conduct of the school further strengthen this stance by linking rights to a safe and nurturing environment with responsibilities. To this end the stated staff commitment includes providing, *education geared to each learner's individual needs so that they may reach their full educational and social potential. Our ultimate objective is to develop their self-esteem to enable them to become responsible and caring members of society and to assist learners to accept the principles of fairness, equity and participation in their own*
learning and to model policies and procedures on those that govern our society (Discipline Policy, 2004, p.1). Parents are asked as part of their commitment to recognise that the school has your child’s best interests at heart and that we welcome your input. You have the right and the responsibility to air your views regarding school matters in a constructive manner (Discipline Policy, 2004, p.2). The commitment expected of learners emphasises the importance placed on active participation as learners are asked to listen, learn and be willing to be educated and have a positive and respectful attitude (Discipline Policy, 2004, p.3). In more practical examples of desired behaviours learners are encouraged if conflict arises, I will work with those trying to solve the problem. I will try to see the situation from the other person's viewpoint and will respectfully apologise or accept the other person's apology and respect yourself and others (Discipline Policy, 2004, p.3). Stated objectives of the discipline policy include developing self-discipline and self-control; encouraging accountability for behaviour; teaching learners to solve problems and work co-operatively; teaching children to respect each other and the adults in their environment; resolving conflicts and to teach conflict resolution skills (Discipline Policy, 2004, p.1).

Demonstrating trust is further evidenced in the General Curriculum Policy where in addition to creating a secure and caring environment the school commits to providing an environment in which each individual child can experience success as a caring and supportive environment for learners is considered essential to gain confidence and develop independence for optimum growth and development (General Curriculum Policy, 2005, p. 1). The curriculum aims include exposing learners to a range of strategies and approaches to teaching and learning, the development of reflective practice amongst learners and most importantly given the Invitational framework established by the school to demonstrate high expectations of individuals’ performance (General Curriculum Policy, 2005, p. 1). Given the fact that the school caters for learners with special educational needs it is essential to note that the school retains high expectations for each individual learner and therefore views learners regardless of barriers to
learning as capable of meeting these expectations. The General Curriculum Policy (2005, p. 2) summarises this viewpoint by stating that we believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life. The Intermediate and Senior Phase Policy echoes this stance and states as a working aim to celebrate success and address identified barriers to learning in a supportive environment whilst maintaining high expectations for each learner and revisits the intention of encouraging the development of responsibility and self-directedness in learning by encouraging reflective learning practices within an invitational learning environment (Int/Sen Phase Policy, 2005, p.1).

3.2.2 SCHOOL PROGRAMMES

The programmes that the school chooses to implement send inviting or disinviting messages to the individuals involved with the school and to the community. A school for example, that offers extra curricular programmes that impact on the broader community, such as care clubs that visit local old age homes, send positive and invitational messages to the broader community. The programmes that are offered by the school should complement the school's vision and mission and should not conflict with the values of the school. The academic programmes offered as evidenced by the policy documents and observations of classroom activities in the Intermediate Phase appear to be individualised, needs-based and of an academically high standard. However, when considering the extra-curricular programmes, very little appears to be offered by the school in terms of extra-curricular activities. This could be perceived as a disadvantage to the holistic development of the learners. The lack
of an extensive extra-curricular programme is explained in part by the limited facilities at the school. This could be addressed by offering activities that could be accommodated within the space available or by arranging to share sports facilities of the local primary schools and clubs. The reason that this is an issue of concern is that a disinviting message is being sent that is in conflict with the vision and mission statement of the school. By not offering an extra-curricular programme, the message is being sent that only achievement in the classroom or academic arena is valued. The school's stated goal is to ensure that learners are offered the opportunities within a supportive and nurturing environment to reach their full potential. By ignoring the potential of learners in areas outside of the classroom, the learners are being denied the opportunities to develop their potential in these areas.

3.2.3 SCHOOL PROCESSES

Processes, refers to the way that things are done at the school. As evidenced by observation at the school, in general democratic practices are followed and the staff makes decisions collaboratively. This is due to the fact that as a staff, teamwork is essential with therapists and teachers meeting regularly to formulate plans of action for each learner. Decisions that affect the running of the school are usually discussed at staff meetings and the school principal is extremely open to listening to the input of his staff. Evidence to support these claims includes a copy of scheduled meeting dates and minutes of general staff meetings. Examples of these documents are available in Appendix B. There are also processes in place to ensure that parents are considered and given input into the decision making process. Regular team meetings concerning the progress of the learner are held and parents are invited to these team meetings and are free to contribute, parents are also encouraged to take their concerns to the school as part of this interactive process.
This is supported by the findings of the Client Satisfaction Survey completed in May 2007, where parents were asked to complete a survey rating their satisfaction with various criteria examining the policies, processes, programmes and general functioning of the school including physical environment and learner/staff interactions and performance. A copy of the Client Satisfaction Survey is available in Appendix B. A one hundred percent participation rate was achieved with at least one parent of each child at the school completing a survey form. One of the criteria rated included *I feel comfortable taking my concerns to the school* (Client Satisfaction Survey, 2007, p.2) with 73% of participants responding that they strongly agreed, and the remaining 27% responding that they agreed with the statement. During the observation period at the school, a number of incidents were observed, such as playground disagreements, and classroom interactions where learners were clearly treated with respect, had decisions and expectations explained to them and where learners were treated fairly and sensitively by staff members. These observations were recorded in a journal of the research process. Examples from this journal are available in Appendix C.

As a process the Client Satisfaction survey yielded further evidence of the invitational framework being established by the school. Statements rated included *the school is welcoming, inviting, nurturing and an intimate family atmosphere prevails; learners are treated as individuals and assisted to develop their full potential; there is an atmosphere of tolerance, appreciation for individual differences and respect for all; teachers and therapists have high expectations of my child's progress; the teachers and therapists assist my child in his/her development towards independence; and the learning environment at Roberts Primary School encourages the development of motivated, responsible and self-directed learners capable of making decisions, planning, organising, participating actively in learning and communicating effectively* (Client Satisfaction Survey, 2007, p.1-5). All of these statements received a majority 'strongly agree'
response, with the remainder of the responses being 'agree' rather than 'disagree', or 'strongly disagree.'

3.2.4 SUMMARY OF SCHOOL CONTEXT

It appears from the consideration of the school policies, processes and programmes that this particular school context is one, which contains invitational aspects that are apparent at both an unintentionally and intentionally invitational level. These aspects include statements in the school policies and evidence in the form of implemented programmes and processes. The invitational aspects of the school context provide an Invitational framework for practice within the school. The people involved in the education process within the school experience this invitational framework. Teacher perceptions can then be considered against the background provided by the particular school context.

3.3 THE ROLE OF TEACHERS WITHIN THE SCHOOL CONTEXT

This study focuses on teachers of the school as teachers are primarily the people who set either an inviting or disinviting tone at the school. The importance of teachers in the process of education extends beyond teaching a curriculum in the classroom. As education is based on interpersonal interactions between learners and teacher the human element of these interactions cannot be underestimated. As explained in Chapter Two, the perceptual theory forms one of the theoretical underpinnings of Invitational education. Perceptual theory holds that all individuals experience their world through their own unique perceptual fields and that these perceptions in turn influence their further interaction within their world. It holds then that not only are learners experiencing educational environments and interactions through their unique perceptual fields which are then in turn influencing their future interactions and experiences within that environment but that teachers are as well. Teachers too, bring their own unique perceptual frame of reference to the classroom, to their interpretation of curriculum, role, and function and to their relationships and interactions with their learners. A study by
Drame (2002) found that teacher perceptions, with specific reference to learning disabilities and academic performances, affected teachers’ instructional patterns and their interaction with learners. The perceptions that teachers hold will therefore influence their behaviour, decisions, expectations, intentions, interactions and teaching practice. Each individual teacher has developed a unique perceptual framework for reference based on experience, feedback from the environment and interaction within that environment. This perceptual framework serves both as a reference point and a filter for future interpretation of events and experiences. The perceptual framework held, colours interpretations of events and experiences and so contributes to the development of a set of beliefs concerning in this instance the nature of teaching and learning as well as the development of personal definitions of self as a teacher and of individual learners. These beliefs in turn confirm or strengthen perceptions that are compatible to the current belief system. If for example, a particular teacher has had frequent experiences both growing up and as an adult of perceiving herself as competent this may well have led to the belief in personal self-efficacy, this teacher will then be more likely to perceive experiences as confirming or supporting this belief.

The beliefs and perceptions held by a teacher in turn influence that teacher’s behaviour and expectations. Pajares cited in Czerniak, Lumpe, Haney, and Beck (1999, p.3) found that "teacher's educational beliefs are strong indicators of their planning, instructional decisions and classroom practices." Tobin in Czernaik, Lumpe, Haney, and Beck (1999) forwards the view that teacher beliefs are the most pervasive influence on classroom interactions. Thus, a teacher who believes in her competency as a teacher is more likely to behave confidently in the classroom and hold the expectation that her students will achieve. This is a simplified example that in no way covers the complexity of the inter-relationships between perceptions, beliefs and expectations but serves to demonstrate the value of considering these aspects as part of the investigation of teacher perceptions of learners. Teacher perceptions form the focus of this study,
however the terms teacher beliefs and teacher expectations will also be used in the description of research findings. For this reason it becomes necessary to differentiate between the terms and define the terms as they will be used in the context of this study.

3.3.1 TEACHER PERCEPTIONS

In this study perceptions refer to what is thought or the personal interpretation of events, experiences and interactions. Perceptions influence the formation of beliefs; serve as a filter through which future events, experiences and interactions are interpreted, and influence behaviours and subsequent expectations.

3.3.2 TEACHER BELIEFS

In this study the term beliefs refers to what teachers hold to be true. Based on their interpretation of experiences, interactions and events, influenced by their perceptions of these events, experiences and interactions, teachers believe certain things to be true. The beliefs held by teachers strengthen, support or contradict their perceptions of subsequent interactions, experiences and events in turn influencing behaviour, decisions, future interactions, expectations and perceptions.

3.3.1 TEACHER EXPECTATIONS

In this study teacher expectations are considered only in relation to the expectations for learners with special educational needs as responsible and self-directed based on the perceptions and beliefs held of teachers of these learners
and the influence of these expectations either intentionally or unintentionally on teaching practice.

In this study teacher perceptions will be used as an umbrella term, encompassing teacher beliefs and expectations given the intertwined nature of these terms in this conceptualisation. In order to investigate teacher perceptions of the development of responsible and self-directed behaviours in learners with special educational needs, six teachers involved in teaching in the Intermediate Phase completed baseline surveys. As described in the research process discussed in Chapter Two, baseline surveys were selected as a means to assist in determining the direction to be taken with individual and focus group interviews as well as to guide the focus of classroom observations. The results of the analysis of the baseline survey guided the selection of areas for further investigation to be explored during interviews and observations.

3.4 BASELINE SURVEYS

Six baseline surveys were distributed to the six educator participants namely the Intermediate Phase educators of the school. All six surveys were completed and returned. The baseline survey was designed with the aim of exploring teacher perceptions regarding certain issues relevant to the development of responsible and self-directed learners with special educational needs, as they pertain to the current class of each teacher. The survey design was structured to allow for the inclusion of four categories. These categories were comprised of various criteria based on prevailing literature as discussed in Chapter One, regarding the nature of special needs learners (Gorman, 1999); the identified characteristics, traits and cognitive skills of self-directed and responsible learners (Long in Hiemstra, 1994); as well as teaching practices associated with the development of responsible and self-directed learners (Abdullah, 2001). The four categories of the baseline survey included affective concerns and learners with special educational needs, personality traits associated with responsible and self-
directed learners, cognitive skills and capabilities associated with the development of responsible and self-directed behaviours and teaching and learning strategies associated with the facilitation of the development of responsible and self-directed behaviours. An explanation of the criteria in each category used in the baseline survey follows.

3.4.1 AFFECTIVE CONCERNS AND LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

Numerous studies over recent years have investigated the effect on affective aspects of special educational needs and in particular learning disabilities. Bear, Kortering and Braziel (2006) cite Johnson’s study (1995) which found that learning disabilities affect mental health, self-esteem, and the social activities of children. "Children who have experienced humiliation, rejection, and failure, as many children with learning disabilities have, generally have feelings of low self-worth and vulnerability" (Hughes & Baker, in Bear, et al, 2006, pg 3). Much research has focused on the effect of learning disabilities on the global self-concept of children although findings have been mixed and frequently contradictory according to Bear, Kortering and Braziel (2006). There does however seem to be a general consensus that the experience of a learning disability may lead to learners viewing themselves more negatively in the intellectual or academic self-concept domains (Bear, Minke, Manning, 2002). Certain other general affective concerns have also been found to be more common amongst children with learning disabilities, and tend to manifest as emotions such as anxiety, frustration and anger. According to Gorman (1999) anxiety can be linked to feelings of self-consciousness, lack of confidence and lack of enjoyment within the classroom situation. Goldstein (2000) reports that anxiety is the most frequent emotional symptom reported by individuals with learning disabilities and that frustration and anger are also commonly experienced. Teacher perceptions of their learners as experiencing these types of affective concerns were examined for this study. A teacher cannot realistically
be asked to assess the global, intellectual or academic self-concept of their learners but they are able to comment on whether or not they feel any of their learners experience anxiety, frustration or anger within the classroom based on their interaction with their learners in the learning environment. In order to investigate teacher perceptions relating to affective concerns that they feel are experienced by the learners in their class, this study asked teachers to rate criteria that are grouped into categories relating to anxiety, frustration and anger and based on observable behaviours, reactions and experiences. The criteria used for this section of the baseline survey are represented in Figure 3.1.

<table>
<thead>
<tr>
<th>AFFECTIVE CONCERNS</th>
<th>CRITERION RATED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANXIETY</strong></td>
<td></td>
</tr>
<tr>
<td>anxiety in the classroom situation without a specific cause for anxiety</td>
<td></td>
</tr>
<tr>
<td>anxiety when confronted with specific work related tasks</td>
<td></td>
</tr>
<tr>
<td>anxiety when interacting with peers</td>
<td></td>
</tr>
<tr>
<td>anxiety when interacting with teachers</td>
<td></td>
</tr>
<tr>
<td>dread coming to school in the morning</td>
<td></td>
</tr>
<tr>
<td>enjoyment coming to school in the morning</td>
<td></td>
</tr>
<tr>
<td>confidence within the classroom situation</td>
<td></td>
</tr>
<tr>
<td>self consciousness when participating in class activities</td>
<td></td>
</tr>
<tr>
<td><strong>FRUSTRATION</strong></td>
<td></td>
</tr>
<tr>
<td>frustration coping with the demands of the school day</td>
<td></td>
</tr>
<tr>
<td>frustration when experiencing difficulty with a specific task</td>
<td></td>
</tr>
<tr>
<td><strong>ANGER</strong></td>
<td></td>
</tr>
<tr>
<td>anger without a specific reason</td>
<td></td>
</tr>
<tr>
<td>anger directed towards others in the classroom when experiencing difficulty with tasks</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3.1**

Affective Concerns

*(Developed from Gorman, 1999 and Goldstein, 2000)*

Figure 3.2 provides an example of a portion of the affective concerns category in the actual baseline survey completed by teachers.
3.4.2 IDENTIFIED PERSONALITY TRAITS OF SELF-DIRECTED AND RESPONSIBLE LEARNERS

Long (in Hiemstra, 1994) identified internal personality traits that are common to responsible and self-directed learners, as discussed in Chapter One. These personality traits associated with self-directed individuals include, that they tend to be self-confident, inner directed and achievement motivated.

Learner motivation determines the reasons why learners chose to become engaged in a learning task. Learners may be either intrinsically or extrinsically motivated to perform a particular task. Intrinsically motivated learners desire to do well for their own personal satisfaction. Extrinsically motivated learners desire to do well for an external reason such as a reward or the approval of another. Learners may also be intrinsically motivated to complete one learning task, whilst extrinsically motivated to complete another. It does appear however, that most learners are predominantly either intrinsically or extrinsically motivated. Self-directed and responsible learners tend to be predominantly intrinsically motivated or inner-directed as they seek success for their own personal satisfaction. Self-
directed and responsible learners also tend to be goal-orientated. Goal orientation is a narrower concept than motivation. Caraway, Tucker, Reinke, and Hall (2003), define goal orientation as the individual's ability to make plans and set goals. Goal orientation works in conjunction with self-efficacy to increase motivation. Goal-oriented individuals set challenging goals for themselves. There is a high level of commitment to these goals and goal-orientated individuals continue to pursue their goals even when faced with challenges. The fact that personalised goals have been set, as well as the individual's belief in their own ability to realise these goals serves as an intrinsic motivating factor. These learners are typically seen as achievement motivated.

Self-efficacy is defined as "people's judgments of their capabilities to organise and execute courses of action required to attain designated types of performances" (Bandura, 1986, in Linnenbrink & Pintrich, 2003, p. 120). Self-efficacy is a personal judgment of competence. This separates the notion of self-efficacy from the notion of self-esteem, which can be considered the measure of how positively individuals view themselves in totality. Self-efficacy is generally related more to a specific task than to a global picture of self. Linnenbrink and Pintrich (2003), describe three important components linked to self-efficacy namely behavioural engagement, cognitive engagement, and motivational engagement. Behavioural engagement is the observable behaviour associated with engaging with a task such as organising work. Cognitive engagement is thinking critically, taking advantage of different learning strategies, and using meta-cognition. Motivational engagement includes the learner's personal interest in a task and willingness to engage in the task. High self-efficacy beliefs increase self-confidence when approaching tasks and interactions. Learners with high self-efficacy beliefs are frequently seen as self-confident.

Locus of control determines the reasons learners ascribe to their success or failure at a learning task. Learners with an external locus of control tend to ascribe reasons for their success or failure to factors outside of their own personal control such as ascribing success to luck or failure to the result of the
actions of others. Learners with an internal locus of control tend to ascribe reasons for their success or failure to factors within their control such as ascribing success to hard work, or failure to a lack of effort. According to Hiemstra (1994), self-directed and responsible learners tend to have a higher internal locus of control than an external one. Learners with a high internal locus of control, tend to be able to take control of their learning process as they feel responsible for it, and these learners can then be seen as inner-directed (Hiemstra, 1994).

It is important to note that the personality traits described have been described in relation to learners without special needs. The perceptions of the teachers participating in this study of these traits in relation to their special needs classes are relevant for the consideration of developing responsible and self-directed behaviours in learners with special educational needs. In order to investigate teacher perceptions relating to personality traits demonstrated by the learners in their class, this study asked teachers to rate their learners as self-confident, inner-directed and achievement motivated. No definition of these terms was provided to the teachers, as teacher perceptions in this area were being investigated in an attempt to determine the underlying beliefs that teachers hold concerning the nature of their learners. In addition, as this study is a data-driven research study, it was considered important to elicit teacher definitions of these terms in subsequent interviews without influencing thoughts, opinions, beliefs and perceptions by providing definitions and constructs at this stage of the study. The criteria used for this section of the baseline survey are represented in Figure 3.3.

<table>
<thead>
<tr>
<th>PERSONALITY TRAITS</th>
<th>CRITERION RATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-confident</td>
<td></td>
</tr>
<tr>
<td>Inner-directed</td>
<td></td>
</tr>
<tr>
<td>Achievement motivated</td>
<td></td>
</tr>
</tbody>
</table>
Figure 3.3
Personality Traits
(Developed from Hiemstra, 1994)

Figure 3.4 provides an example of a portion of the personality traits category in the actual baseline survey completed by teachers.

<table>
<thead>
<tr>
<th>2. Would you describe your learners as:</th>
<th>Most Learners (More than half your class)</th>
<th>Some Learners (Less than half your class)</th>
<th>No learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-confident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inner-directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>achievement motivated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.4
Example of a Portion of the Baseline Survey: Personality Traits
(Developed from Hiemstra, 1994)

3.4.3 COGNITIVE SKILLS AND CAPABILITIES ASSOCIATED WITH RESPONSIBLE AND SELF-DIRECTED LEARNERS

As discussed in Chapter One, certain cognitive skills are identified by Long (in Hiemstra, 1994) as being essential for successful self-directed learning. These skills include goal setting skills, information processing skills, deep processing skills, executive skills, decision making skills, self-awareness and self-reflection skills, other cognitive skills such as working memory and competence or aptitude in the topic or a closely related area.

Information processing skills are deemed essential for the development of responsible and self-directed behaviours. Individuals are continually engaged in
interaction with their environment. According to the learning theory of constructivism, individuals construct their own understanding and knowledge of the world through this interaction with the environment. Interaction with the environment occurs through the senses. Information received through the senses needs to be processed in order to be understood and acted upon. Within a learning situation, learners rely on the interaction with the environment through two primary senses, namely visual and auditory systems. Visual input includes observation and reading. Learners with strong visual information processing skills are able to observe and repeat an action or observe and understand an action according to Konde (2004), who further explains that such learners have the ability to read, interpret and understand written material as well as the ability to graphically reproduce visual information and interpret, understand and relate this information to existing information schemes. Learners with strong auditory information processing skills are able to listen, understand, relate, interpret, remember and act on auditory input. Information processing skills then, refer to making meaning of information received through the senses. Information processing skills enable learners to find, collect and correlate relevant information, to sort, classify, sequence, compare and contrast, and to analyse relationships.

Sensory skills, memory, elaboration skills and problem solving skills are additional cognitive skills that have been associated with responsible and self-directed learners according to Long (in Hiemstra, 1994). Sensory skills can be explained as the ability to select relevant information from multiple sensory input sources, and identify, sort and classify this information. This is an important skill in the classroom where learners are confronted by varying degrees of background distractions, which may present as various sensory inputs. The ability to focus on the relevant input and identify this information is vital.

Memory can be described in terms of four stages, sensory memory, short-term memory, working memory and long-term memory. Memory, especially working
memory is important in the processing of information before it is assimilated into existing long-term memory. Working memory is involved in all cognitive processes. Working memory can be explained as the system that allows for the temporary storage and analysis of information. The distinction between working memory and short term memory can be made based on the manipulation of information by the working memory as opposed to the storage and retrieval function of the short term memory according to Narayanan (1992). In the working memory system information is stored and retrieved, but is also simultaneously processed. Working memory is vital for the higher order cognitive tasks associated with learning such as comprehension and reasoning. According to Baddeley (in Narayanan, 1992), working memory can be divided into three subcomponents, namely the central executive, the visuospatial sketchpad, and the phonological loop. The visuospatial sketchpad is responsible for the manipulation of visual images and the phonological loop responsible for the storage of speech-based information. The phonological loop is vital for the acquisition of both first and subsequent-language vocabulary. The central executive subsystem is assumed to be an attentional-controlling system according to Narayanan (1992), and executive functions are controlled in this system.

The terms self-regulation and executive function are frequently used interchangeably. According to Singer and Bashir (1999), both self-regulation and executive function are considered "meta" constructs. "Together, executive functions and self-regulatory processes are central to cognitive, linguistic, behavioural, and affective control—all of which are fundamental to learning and success in school" (Singer, Bashir, 1999, p. 268). Although aspects of executive functions and self-regulation overlap and are inter-dependent, a distinction can be drawn between the two. Various definitions of executive function exist but there is a general consensus regarding the components of executive function according to Singer and Bashir (1999). These components of executive function as explained by Singer and Bashir (1999) include inhibiting actions, restraining
and delaying responses, attending selectively, setting goals, planning, and organizing, as well as maintaining and shifting set. Processes that involve developing action plans, retaining these plans and action sequences and restricting irrelevant or distracting action plans are controlled by the executive function of the working memory. Executive functions are then vital to setting and attaining future goals. These goals may include executing complex motor tasks, producing oral and written explanations, monitoring and regulating effect and controlling behaviour (Singer & Bashir, 1999). Self-directed learners have the ability to focus on information, monitor their processing and other cognitive activities, and are able to react to information effectively according to Abdullah (2001). Self-directed learners are able to change their behaviour and adopt different strategies when the strategy they are currently applying is no longer effective. This assists these learners to remain focused on the task and actively engaged in learning. Executive functioning skills include pre-task monitoring or selecting a strategy for gathering and using information; self-awareness regarding existing prior knowledge, personal cognitive processes, and ability to control the cognitive system and self-monitoring, reflection and the ability to assimilate or accommodate information.

Self-regulation refers to a set of behaviours that are used in different combinations depending on circumstances and are needed to guide, monitor, and adjust actions and responses in order to enhance performance. Self-regulation is also used to manage and direct interactions within the learning environment. Self-regulation includes three reciprocal sub-processes (Singer & Bashir, 1999) namely self-observation, self-judgment, and self-reaction. Learners are required to self-regulate their activities throughout the school day, and self-regulatory behaviours are evidenced in the ways that learners approach tasks, attend to tasks and alter strategies selected for tasks. These self-regulatory behaviours emerge through maturation and the developmental processes but can be shaped by the environment and can therefore be encouraged through active facilitation. "Self-regulation is co-constructed within social interactions and
influenced in various settings by others’ attitudes and behaviours” (Paris & Byrnes, 1989, p.173). Zimmerman (1989) describes self-regulation as the result of the reciprocal influences of personal processes such as perceptions of ability and self-motivation; the environment including the demands of the task and teacher facilitation; and individual behaviour. "Students can be described as self-regulated to the degree that they are meta-cognitively, motivationally, and behaviourally active participants in their own learning process" (Zimmerman, 1989, p. 329).

Elaboration includes the ability to take an item from working memory and process it by applying strategies such as imaging, deducing, discriminating, generalizing, and classifying (Reigeluth, 1992). Elaboration theory asserts that learners should be taught information that is organised and presented in increasing order of complexity for optimal learning. Elaboration theory proposes seven major strategy components including an elaborative sequence building in complexity; learning prerequisite sequences to ensure prior knowledge; summary; synthesis; analogies; cognitive strategies, and learner control. Although elaboration theory will not be specifically explored for this study it is interesting to note that the theory builds on the notion of manipulation of information through the selection of cognitive strategies by the learner to enhance learning and emphasises the necessity of learners being afforded control over the selection of these strategies. This assumes that not only is the skills of elaboration important in the development of responsible and self-directed behaviours but that the practice of selecting strategies for effective elaboration in order to enhance learning contributes to increased responsibility and self-directedness on the part of the learner.

Decision making is the cognitive process leading to the selection of a final choice or course of action among alternatives. The final choice or selection can be an action or an opinion. Decision making is a reasoning process which can be rational or irrational. However, making a decision is making a commitment to action. The ability to make decisions or select amongst alternatives is important in
the development of a responsible and self-directed individual. Learners who are encouraged to develop the skill of decision-making are better able to self-direct their actions, behaviour and learning and are simultaneously assuming personal responsibility for the results or consequences of their decisions. The ability to be logical, analytical or apply critical thinking skills is important in the development of self-directed behaviours. The self-directed learner has the ability to identify, prioritise, select, validate, evaluate, and interpret information obtained through the processing skills according to Abdullah (2001). Learners who are unable to make decisions regarding the relevant importance of information based on learning goals are unlikely to be self-directed learners.

Self-directed learners engage in deep cognitive processing rather than surface processing. This means that learners are able to draw conclusions and manipulate information they are interacting with. Self-directed learners enjoy learning activities as they are engaged in deriving meaning from the information. Information is frequently personalised by the learner as self-directed learners have the ability to relate information to their own experiences. In addition self-directed learners are able to relate parts of the information to the whole picture and form theories or opinions regarding the information. These abilities assist the learner to avoid seeing learning as a set of unrelated parts that are not connected to a larger learning goal. Self-directed learners do not rely solely on memorisation, but rephrase or elaborate information in order to extract meaning and the learner is therefore engaged in active meaningful mental activity.

Metacognition refers to a level of thinking that involves active control over the process of thinking that is used in learning situations according to Ridley, Schutz, Glanz, and Weinstein (1992). Metacognitive activities include monitoring the planning approach to a task, evaluating understanding of the task and, and monitoring progress towards the completion of a task. The ability to engage in metacognitive activities is fundamental to self-directed and responsible learning. In order to assume responsibility for learning and behaviour learners require the ability to plan, check, monitor, select, revise and evaluate strategies. According
to Ridley, Schutz, Glanz, and Weinstein (1992), metacognition can be seen as "stable' and 'situated'. Metacognition is 'stable' in that learners base their initial decisions concerning the selection of strategies on their experiences of learning. This implies the importance of teacher facilitation in the provision of learning experiences that enhance the the ability to reflect on learning strategies for effective selection of learning strategies in appropriate situations. Metacognition is also 'situated' as it depends the learner being familiar with the task as well as relies on the learners' motivation and affective state (Seeratan, 2000). The ability to apply metacognitive strategies to learning is then closely linked to developing independence, self-regulation, self-directedness and responsibility.

A self-directed learner is aware of "self." This attribute is closely related to some of the executive processes identified with meta-cognition according to Abdullah (2001). An awareness of "self" enables learners to be aware of their learning processes, of their weaknesses and strengths, their concentration, their ability to select different approaches, their awareness of external distractions and the importance of a given learning activity, their determination of times when assistance is required and the realistic perception of their ability to achieve their learning goal.

In order to demonstrate self-directed and responsible learning and behaviours, it is necessary for learners to have some competency in the area of learning. A learner is therefore more likely to demonstrate self-directed learning behaviours if they have some pre-existing awareness of fundamental vocabulary, concepts and structure of the information according to Abdullah (2001). This is important to consider when facilitating the development of responsible and self-directed behaviours as the approaches selected for teaching and learning in the classroom may need to ensure the provisioning of certain basic content competence prior to setting the tasks.

It is once again, important to note that the cognitive skills here have been described in relation to learners without special needs. The perceptions of the
teachers participating in this study of these skills in relation to their special needs classes are relevant for the consideration of developing responsible and self-directed behaviours in learners with special educational needs. In order to investigate teacher perceptions relating to cognitive skills and capabilities demonstrated by the learners in their class, this study asked teachers to rate criteria that are grouped into categories relating to the skills and capabilities identified by Long (in Hiemstra, 1994). The criteria used for this section of the base-line survey are represented in Figure 3.5.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERION RATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL SETTING SKILLS</td>
<td>goal setting skills</td>
</tr>
<tr>
<td>INFORMATION PROCESSING SKILLS</td>
<td>Observing (seeing and doing, seeing and understanding)</td>
</tr>
<tr>
<td></td>
<td>Seeing and translating (the ability to translate visual information to notes and records)</td>
</tr>
<tr>
<td></td>
<td>Ability to graphically reproduce visual information</td>
</tr>
<tr>
<td></td>
<td>Ability to relate information to existing information schemes</td>
</tr>
<tr>
<td></td>
<td>Ability to read, translate, and comprehend written material</td>
</tr>
<tr>
<td></td>
<td>Ability to receive and process aural information and relate it to existing information schemes</td>
</tr>
<tr>
<td>DEEP PROCESSING SKILLS</td>
<td>Deriving enjoyment from the learning activities</td>
</tr>
<tr>
<td></td>
<td>Searching for meaning in the information</td>
</tr>
<tr>
<td></td>
<td>Personalizing the task by relating it to his or her own experience</td>
</tr>
<tr>
<td></td>
<td>Relating separate parts of the information</td>
</tr>
<tr>
<td></td>
<td>Relating evidence to conclusions</td>
</tr>
<tr>
<td></td>
<td>Relating the whole to previous knowledge</td>
</tr>
<tr>
<td></td>
<td>Developing theories or forming hypotheses</td>
</tr>
<tr>
<td></td>
<td>Rephrasing or elaborating as means of understanding</td>
</tr>
<tr>
<td>EXECUTIVE SKILLS</td>
<td>Focusing on information</td>
</tr>
<tr>
<td></td>
<td>Monitoring own processing and other cognitive activities</td>
</tr>
<tr>
<td></td>
<td>Reacting to information</td>
</tr>
<tr>
<td></td>
<td>Adopting a different procedure when experiencing difficulty with a task</td>
</tr>
<tr>
<td></td>
<td>Using a strategy for gathering and using information</td>
</tr>
</tbody>
</table>
| DECISION MAKING SKILLS | - Decision making skills  
| | - Displaying logic in thought processes  
| | - Displaying analytical processes  
| | - Displaying critical thought  
| | - Ability to identify problems  
| | - Ability to prioritise  
| | - Ability to select relevant information  
| | - Ability to validate information  
| | - Ability to evaluate information  
| | - Ability to interpret information obtained through the processing skills  
| | - Ability to establish some kind of observation protocol based on learning goals  
| | - Ability to determine and evaluate the sources, reliability, validity, and meaning of information |
| SELF-AWARENESS AND SELF-REFLECTION SKILLS | - Displaying self-awareness of own existing prior knowledge  
| | - Displaying self-awareness of own personal cognitive processes  
| | - Displaying self-awareness of own ability to control the cognitive system  
| | - Displaying self-monitoring in the form of personal reflection |
| OTHER COGNITIVE SKILLS | - Ability to retrieve and use information from working memory  
| | - Ability to take an item from working memory and process it by imaging, deducing, discriminating, or generalizing  
| | - Problem solving  
| | - Problem posing |
| COMPETENCE OR APTITUDE IN THE TOPIC | - Displaying pre-existing awareness of fundamental vocabulary |

Figure 3.5
Cognitive Skills and Capabilities
(Developed from Abdullah, 2001)

Figure 3.6 provides an example of a portion of the cognitive skills and capabilities category in the actual baseline survey completed by teachers.
3.4.4 TEACHING PRACTICES AND STRATEGIES

Various approaches to the development of responsible and self-directed learners exist. These include amongst others Self-Directed Learning (Abdullah, 2001), Independent Learning (Kesten, 1987), and Problem Based Learning (Savery and Duffy, 1995). These approaches, which will be discussed in further detail in chapter Five, although different and varied, do have various points of commonality. Review of literature on each of the approaches indicates that there is a clear emphasis on active participation, development of self-confidence, involvement in the decision-making process and the inclusion of affective aspects. Each of the approaches mentioned list the development of responsible and/or self-directed learners as a benefit of the approach. This may well be due to the fact that all of the approaches share commonalities in the type of learning activities provided. The type of learning activities suggested by the various approaches bear certain similarities including the use of collaborative tasks, independence in setting learning goals as well as in deciding how to approach the task within a given framework, exposure to real-world problems, and opportunities for learners to pursue their own interests. The types of skills

| Decision making skills |   |   |
| Displaying logic in thought processes |   |   |
| Displaying analytical processes |   |   |
| Displaying critical thought |   |   |
| Ability to identify problems |   |   |

Figure 3.6
Example of a Portion of the Baseline Survey: Cognitive Skills and Capabilities
(Developed from Abdullah, 2001)
developed through these activities and regarded as valuable by the different approaches include the development of enquiry skills, critical evaluation and reflective learning, meta-cognitive strategies, problem-solving and decision-making skills. Learning activities allow for opportunities, which encourage learner motivation, curiosity, self-confidence, self-reliance and positive self-concept; and experiences that allow learners to feel capable and self-reliant. Learning activities are structured to be approached either collaboratively or independently. There is a focus on developing self-motivation; empathy; interpersonal skills and self-concept in addition to cognitive skills (Abdullah, 2001).

The premise of this study is that teacher perceptions, including beliefs and expectations, will influence their behaviour, decisions, interactions and experiences including the personal selection of teaching and learning strategies selected for the classroom. For this reason, the baseline survey was employed to establish the frequency of use of certain teaching and learning strategies, with the intention of establishing whether or not the teacher perceptions of their learners are reflected in the selection of teaching and learning strategies. Teachers were asked to rate the frequency of their use of certain teaching and learning strategies. These strategies were selected for their link to the potential development of skills, traits and capabilities associated with the development of responsible and self-directed learners used as criteria in previous sections of the baseline survey. The link between these criteria and the posed strategies used for rating are represented in Figure 3.7.

<table>
<thead>
<tr>
<th>TEACHING AND LEARNING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
</tr>
<tr>
<td>GOAL SETTING SKILLS</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### INFORMATION PROCESSING SKILLS
- Using mind maps
- Using flow charts

### DEEP PROCESSING SKILLS
- Making choices between a set of given options
- Brainstorming options to choose between
- Predicting outcomes

### EXECUTIVE SKILLS
- Using check lists
- Developing check lists
- Explaining work to peers
- Reporting back to classmates

### DECISION MAKING SKILLS
- Explaining how a task was approached
- Explaining how a task was approached

### SELF-AWARENESS AND SELF-REFLECTION SKILLS
- Self-assessment according to supplied criteria
- Self-assessment according to own criteria
- Expressing feelings about the process of completing the task

### OTHER COGNITIVE SKILLS
- Organising work space
- Organising elements of a task
- Collecting apparatus

---

**Figure 3.7**

**Teaching and Learning Strategies**

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Figure 3.8 provides an example of a portion of the teaching and learning strategies category in the actual baseline survey completed by teachers.
By investigating teacher perceptions of their current classes as related to the criteria in each of these categories it was hoped that prevailing perceptions would be identified. Teachers were asked to rank each criteria as applicable to set descriptors. These descriptors as used for the baseline survey, required teachers to rank each criteria as applicable to most (more than half), some (less than half) or none of the learners in their classes. The descriptors were provided to teachers in the following format: Most (more than half), some (less than half) and none. This allowed for a qualitative interpretation of the survey results as opposed to a quantitative scoring of each criterion. Teachers indicating that most of the learners in their classes experience difficulties with particular criteria are demonstrating their perception of a general difficulty in that particular area. This is a perception based on the individual teacher's experience and opinion and is not supported by formalised test results to indicate that this is indeed the case. For the purpose of this study however, it is the perceptions of teachers that are being investigated rather than the exact nature of difficulties or successes experienced by learners with special educational needs in their development as responsible and self-directed learners. By examining teacher perceptions of the criterion in each of the categories it was also hoped that a sense of the invitational or non-invitational stance of the participant teachers would begin to
emerge to provide direction for further investigation and comparison against the stated invitational stance of the general school policy. At this stage of the study biographical details of teacher participants were not considered as baseline surveys were completed anonymously. The purpose of the baseline survey was to provide an initial impression of general teacher perceptions rather than identifying perceptions of individual teachers. By identifying prevailing and common teacher perceptions in each of the categories, associated with the development of responsible and self-directed behaviours as identified by current literature, including affective concerns; personality traits; cognitive skills and capabilities; and teaching and learning strategies, it became possible to direct further investigation to more completely investigate the areas represented by each category.

3. 5 FINDINGS OF THE BASELINE SURVEY AND DISCUSSION

Each of the four categories of the baseline survey, including affective concerns; personality traits; cognitive skills and capabilities; and teaching and learning strategies were analysed. For each of the four categories, teacher responses were collated for ease of comparison and results represented graphically in order to determine prevailing general teacher perceptions for each criteria rated. An individual qualitative interpretation for each of the completed baseline surveys for each of the four categories was then provided in table form in order to compare individual responses in each category.

3.5.1 RESULTS OF BASELINE SURVEY, CATEGORY ONE: AFFECTIVE CONCERNS

Key to Symbols and Descriptors:

- Teacher Participant One/Two/Three/Four/Five/Six indicated as T.P. One/Two/Three/four/Five/Six
- Most Learners (More than half your class) represented by M
- Some Learners (Less than half your class) represented by S
- No learners represented by N

<table>
<thead>
<tr>
<th>Categories and Criteria</th>
<th>T.P. One</th>
<th>T.P. Two</th>
<th>T.P. Three</th>
<th>T.P. Four</th>
<th>T.P. Five</th>
<th>T.P. Six</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel that any of your learners experience the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anxiety in the classroom situation without a specific cause for anxiety</td>
<td>S</td>
<td>S</td>
<td>N</td>
<td>N</td>
<td>S</td>
<td>S</td>
<td>M = 0</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>S</td>
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<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N = 2</td>
</tr>
<tr>
<td>anxiety when confronted with specific work related tasks</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>M</td>
<td>M = 1</td>
</tr>
<tr>
<td></td>
<td>S</td>
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<td>S</td>
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<tr>
<td>anxiety when interacting with teachers</td>
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<td>M = 0</td>
</tr>
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<tr>
<td>frustration coping with the demands of the school day</td>
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<td>S</td>
<td>S</td>
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<td>S</td>
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</tr>
<tr>
<td></td>
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<tr>
<td>frustration when experiencing difficulty with a specific task</td>
<td>S</td>
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<td>M</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M = 4</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>M</td>
<td></td>
<td>S = 2</td>
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<tr>
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<td></td>
<td>N</td>
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</tr>
<tr>
<td>anger without a specific reason</td>
<td>S</td>
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<td>dread coming to school in the morning</td>
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<td>N</td>
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<td>N</td>
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<td></td>
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<tr>
<td>enjoyment coming to school in the morning</td>
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<td></td>
<td></td>
<td></td>
<td>N</td>
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<td>N = 0</td>
</tr>
<tr>
<td>confidence within the classroom situation</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M</td>
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<td>M</td>
<td>M = 4</td>
</tr>
<tr>
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<td>S</td>
<td>S</td>
<td>M</td>
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<td>S = 2</td>
</tr>
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<td></td>
<td></td>
<td>N</td>
<td></td>
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</tr>
<tr>
<td>self consciousness when participating in class activities</td>
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</tr>
</tbody>
</table>

Figure 3.9
Results of Baseline Survey, Category One: Affective Concerns
(BS: 1-6)

3.5.2 GRAPHIC REPRESENTATION OF BASELINE SURVEY RESULTS, CATEGORY ONE: AFFECTIVE CONCERNS

General teacher perceptions of affective concerns related to the Intermediate Phase special needs learners of the selected school indicating that the teacher...
respondents hold the common perception that learners in their classes experience affective concerns.

![Affective Concerns Pie Chart]

### 3.5.3 Qualitative Interpretation Per Teacher Respondent of Baseline Survey, Category One: Affective Concerns

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ANXIETY</th>
<th>FRUSTRATION</th>
<th>ANGER</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher One</strong></td>
<td>The teacher clearly perceives the learners in the class to be free of anxiety when interacting with teachers, confident within the classroom situation, and experiencing enjoyment at school. However, the teacher did indicate that some learners (less than half the class) do experience some anxiety, or self-consciousness when interacting with peers or when confronted with specific work related tasks (BS:1).</td>
<td>The teacher is of the perception that less than half the learners in her class experience frustration coping with the demands of the school day or when experiencing difficulty with a specific task (BS:1).</td>
<td>The teacher indicated that none of the learners in the class experience anger directed towards others when experiencing difficulty with a specific task or anger without a specific cause (BS:1).</td>
<td>Teacher One rated the criteria for this category as applying only to some of the learners in the class. There is a clear perception on the part of this teacher that there are few affective concerns applicable to most of the learners in the class (BS:1).</td>
</tr>
<tr>
<td><strong>Teacher Two</strong></td>
<td>The teacher perceives the learners in the class to be free of anxiety when interacting with peers. The teacher perceives that less than half the class do however,</td>
<td>The teacher is of the perception that less than half the learners in the class experience frustration coping with the demands of the school day but that more than half the</td>
<td>The teacher indicated that some of the learners in the class experience anger directed towards others when experiencing difficulty with a specific task or anger without a specific cause (BS:1).</td>
<td>Teacher Two rated the criteria for this category as applying only to some of the learners in the class, although frustration was identified as an affective concern for</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>The teacher perceives the learners in the class to be free of generalised anxiety in the classroom, confident within the classroom situation, and experiencing enjoyment at school. However, the teacher did indicate that some learners do experience anxiety when interacting with peers and the teacher or when confronted with specific work related tasks. The teacher also perceives all the learners in the class as being self-consciousness when participating in class activities (BS:3).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Three</td>
<td>The teacher is of the perception that less than half the learners in the class experience frustration coping with the demands of the school day but that more than half the class experience frustration when encountering difficulty with a specific task (BS:3).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>The teacher indicated that some of the learners in the class experience anger directed towards others when experiencing difficulty with a specific task or anger without a specific cause (BS:3).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>Teacher Three rated the criteria for this category as applying only to some of the learners in the class, although frustration as identified as an affective concern for most of the learners in the class as was self-consciousness. There is a clear perception on the part of this teacher that affective concerns are applicable to some of the learners in the class and that frustration and anxiety related to self-consciousness are applicable to most of the learners in the class (BS:3).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>The teacher is of the perception that less than half the learners in the class experience frustration coping with the demands of the school day but that more than half the class experience frustration when encountering difficulty with a specific task (BS:4).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>The teacher indicated that some of the learners in the class experience anger directed towards others when experiencing difficulty with a specific task but that none of the learners in the class experience anger without a specific cause (BS:4).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>Teacher Four rated the criteria for this category as applying only to some of the learners in the class, although frustration was identified as an affective concern for most of the learners in the class. There is a clear perception on the part of this teacher that frustration rather than anxiety or anger is an affective concern applicable to most of the learners in the class (BS:4).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Five</td>
<td>The teacher clearly perceives none of the learners in the class as being self-consciousness when participating in class activities (BS:4).</td>
<td>The teacher is of the perception that less than half the learners in her class experience frustration coping with the demands of the school or when experiencing difficulty with a specific task (BS:5).</td>
<td>The teacher indicated that some of the learners in the class experience anger directed towards others when experiencing difficulty with a specific task or anger without a specific cause (BS:5).</td>
<td>Teacher Five rated the criteria for this category as applying only to some of the learners in the class. There is a clear perception on the part of this teacher that there are few affective concerns applicable to most of the learners in the class (BS:5).</td>
</tr>
<tr>
<td>Teacher Six</td>
<td>The teacher clearly perceives all of the learners in the class to be free of anxiety when interacting with peers, and more than half of the learners in the class as confident within the classroom situation, and experiencing enjoyment at school. However, the teacher did indicate that more than half the class do experience anxiety when confronted with work related tasks, and that less than half the class experience anxiety coping with the demands of the school day, interacting with the teacher and self-consciousness when interacting with peers (BS:6).</td>
<td>The teacher is of the perception that less than half the learners in the class experience frustration coping with the demands of the school but that more than half the class experience frustration when encountering difficulty with a specific task (BS:6).</td>
<td>The teacher indicated that none of the learners in the class experience anger directed towards others when experiencing difficulty with a specific task or anger without a specific cause (BS:6).</td>
<td>Teacher Six rated the criteria for this category as applying only to some of the learners in the class, although anxiety and frustration when experiencing difficulty with specific tasks were identified as affective concerns for most of the learners in the class. There is a clear perception on the part of this teacher that frustration and anxiety when related to specific work tasks is an affective concern applicable to most of the learners in the class (BS:6).</td>
</tr>
</tbody>
</table>
3.5.4 SUMMARY OF FINDINGS OF BASELINE SURVEY, CATEGORY ONE: AFFECTIVE CONCERNS

It appears that the Intermediate Phase teachers of the selected school are of the general perception that affective concerns are experienced by some of the special needs learners in their classes. The two categories of affective criteria that were perceived as of most concern by the majority of the teachers were anxiety and frustration specifically when related to learning tasks. There was a general consensus of perception however, that most of the learners in the Intermediate Phase enjoyed coming to school.

3.5.5 RESULTS OF BASELINE SURVEY, CATEGORY TWO: PERSONALITY TRAITS

<table>
<thead>
<tr>
<th>Categories and Criteria</th>
<th>T.P. One</th>
<th>T.P. Two</th>
<th>T.P. Three</th>
<th>T.P. Four</th>
<th>T.P. Five</th>
<th>T.P. Six</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-confident</td>
<td>M</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>M = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N = 0</td>
</tr>
<tr>
<td>inner-directed</td>
<td>M</td>
<td>M</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>M = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S = 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N = 0</td>
</tr>
<tr>
<td>achievement motivated</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S = 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N = 0</td>
</tr>
</tbody>
</table>
3.5.6 GRAPHIC REPRESENTATION OF BASELINE SURVEY RESULTS, CATEGORY TWO: PERSONALITY TRAITS

General teacher perceptions of personality traits related to the Intermediate Phase special needs learners of the selected school indicating that teacher respondents hold the common perception that learners in their classes demonstrate personality traits commonly associated with responsible and self-directed learners.
<table>
<thead>
<tr>
<th><strong>SUMMARY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher One</strong></td>
</tr>
<tr>
<td><strong>Teacher Two</strong></td>
</tr>
<tr>
<td><strong>Teacher Three</strong></td>
</tr>
<tr>
<td><strong>Teacher Four</strong></td>
</tr>
<tr>
<td><strong>Teacher Five</strong></td>
</tr>
<tr>
<td><strong>Teacher Six</strong></td>
</tr>
</tbody>
</table>

**Figure 3.13**
Qualitative Interpretation of Baseline Survey Results per Teacher Respondent, Category Two: Personality Traits (BS: 1-6)

3.5.8 SUMMARY OF FINDINGS OF BASELINE SURVEY, CATEGORY TWO: PERSONALITY TRAITS

It appears that the Intermediate Phase teachers of the selected school are of the general perception that there are learners in their classes who can be considered self-confident, inner-directed or achievement motivated. The personality trait of self-confidence was attributed to learners by the majority of the teachers. There was a general consensus of perception however that the personality traits of self-confidence, inner-directedness or achievement motivation could be attributed to learners with special educational needs in the Intermediate Phase.

3.5.9 RESULTS OF BASELINE SURVEY, CATEGORY THREE: COGNITIVE SKILLS AND CAPABILITIES
3. Do your learners have difficulty with any of the following skills:

<table>
<thead>
<tr>
<th>GOAL SETTING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATION PROCESSING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information processing skills</td>
</tr>
<tr>
<td>Observing (seeing and doing, seeing and understanding)</td>
</tr>
<tr>
<td>Seeing and translating (the ability to translate visual information to notes and records)</td>
</tr>
<tr>
<td>Ability to graphically reproduce visual information</td>
</tr>
<tr>
<td>Ability to relate Information to existing information schemes</td>
</tr>
<tr>
<td>Ability to read, translate, and comprehend written material</td>
</tr>
<tr>
<td>Ability to receive and process aural information and relate it to existing information schemes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEEP PROCESSING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deriving enjoyment from the learning activities</td>
</tr>
<tr>
<td>Searching for meaning in the information</td>
</tr>
<tr>
<td>Personalizing the task by relating it to his or her own experience</td>
</tr>
<tr>
<td>Relating separate parts of the information</td>
</tr>
<tr>
<td>Relating evidence to conclusions</td>
</tr>
<tr>
<td>Relating the whole to previous knowledge</td>
</tr>
<tr>
<td>Developing theories or forming hypotheses</td>
</tr>
<tr>
<td>Rephrasing or elaborating as means of understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXECUTIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing on information</td>
</tr>
<tr>
<td>Task</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monitoring own processing and other cognitive activities</td>
</tr>
<tr>
<td>Reacting to information</td>
</tr>
<tr>
<td>Adopting a different procedure when experiencing difficulty with a task</td>
</tr>
<tr>
<td>Using a strategy for gathering and using information</td>
</tr>
<tr>
<td><strong>SELF-AWARENESS AND SELF-REFLECTION SKILLS</strong></td>
</tr>
<tr>
<td>Displaying self-awareness of own existing prior knowledge</td>
</tr>
<tr>
<td>Displaying self-awareness of own personal cognitive processes</td>
</tr>
<tr>
<td>Displaying self-awareness of own ability to control the cognitive system</td>
</tr>
<tr>
<td>Displaying self-monitoring in the form of personal reflection</td>
</tr>
<tr>
<td><strong>DECISION MAKING SKILLS</strong></td>
</tr>
<tr>
<td>Decision making skills</td>
</tr>
<tr>
<td>Displaying logic in thought processes</td>
</tr>
<tr>
<td>Displaying analytical processes</td>
</tr>
<tr>
<td>Displaying critical thought</td>
</tr>
<tr>
<td>Ability to identify problems</td>
</tr>
<tr>
<td>Ability to prioritise</td>
</tr>
<tr>
<td>Ability to select relevant information</td>
</tr>
<tr>
<td>Ability to validate information</td>
</tr>
<tr>
<td>Ability to evaluate information</td>
</tr>
<tr>
<td>Ability to interpret information obtained through the processing skills</td>
</tr>
<tr>
<td>Ability to establish some kind of observation protocol based on learning goals</td>
</tr>
<tr>
<td>Ability to determine and evaluate the sources, reliability, validity, and meaning of information</td>
</tr>
</tbody>
</table>
### OTHER COGNITIVE SKILLS

<table>
<thead>
<tr>
<th>Ability</th>
<th>M</th>
<th>S</th>
<th>M</th>
<th>S</th>
<th>M</th>
<th>M</th>
<th>M = 4</th>
<th>S = 2</th>
<th>N = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to retrieve and use information from working memory</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M</td>
<td>M = 4</td>
<td>S = 2</td>
<td>N = 0</td>
</tr>
<tr>
<td>Ability to select from multiple sensory input, identify, and classify the sensory information</td>
<td>S</td>
<td>S</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M</td>
<td>M = 4</td>
<td>S = 2</td>
<td>N = 0</td>
</tr>
<tr>
<td>Ability to take an item from working memory and process it by imaging, deducing, discriminating, or generalizing</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M</td>
<td>M = 4</td>
<td>S = 2</td>
<td>N = 0</td>
</tr>
<tr>
<td>Problem solving</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M</td>
<td>M = 5</td>
<td>S = 1</td>
<td>N = 0</td>
</tr>
<tr>
<td>Problem posing</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>M</td>
<td>M = 5</td>
<td>S = 1</td>
<td>N = 0</td>
</tr>
</tbody>
</table>

### COMPETENCE OR APTITUDE IN THE TOPIC

<table>
<thead>
<tr>
<th>Displaying pre-existing awareness of fundamental vocabulary</th>
<th>S</th>
<th>M</th>
<th>M</th>
<th>S</th>
<th>M</th>
<th>M</th>
<th>M = 4</th>
<th>S = 2</th>
<th>N = 0</th>
</tr>
</thead>
</table>

---

**Figure 3.14**

Results of Baseline Survey, Category Three: Cognitive Skills and Capabilities

(BS: 1-6)

**3.5.10 GRAPHIC REPRESENTATION OF BASELINE SURVEY RESULTS, CATEGORY THREE: COGNITIVE SKILLS AND CAPABILITIES**

General teacher perceptions of difficulties associated with cognitive skills related to the Intermediate Phase special needs learners of the selected school indicating that teacher respondents hold the common perception that cognitive skills and capabilities pose difficulties for learners in their classes.
Graphic Depiction of Overall Baseline Survey Results, Category Three: Cognitive Skills and Capabilities

Graphic representation of results per criteria:

1. Goal Setting Skills
2. Information Processing Skills
3. Deep Processing Skills
4. Executive Skills
5. Self-Awareness/Reflection Skills
6. Decision Making Skills
7. Other Cognitive Skills
8. Topic Competence
Figure 3.16
Graphic Depiction of Baseline Survey Results per Criteria, Category Three: Cognitive Skills and Capabilities

Figure 3.16 showing a graphic depiction of baseline survey results per criteria in category three, demonstrates that the teacher respondents are of the perception that learners in their classes may experience difficulty with each of the criteria presented for rating. The only criterion where it was felt that some certain learners experienced no difficulty was in the area of deep processing skills. This may however, be influenced by the supportive learning environment provided by this particular school.

3.5.11 QUALITATIVE INTERPRETATION PER TEACHER RESPONDENT OF BASELINE SURVEY, CATEGORY THREE: COGNITIVE SKILLS AND CAPABILITIES

<table>
<thead>
<tr>
<th>Cognitive Skills and Capabilities</th>
<th>Goal Setting Skills</th>
<th>Information Processing Skills</th>
<th>Deep processing Skills</th>
<th>Executive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher One</td>
<td>The teacher perceives that most learners in class have difficulty with goal setting skills (BS:1).</td>
<td>The teacher perceives that most learners experience difficulty with the majority of criteria in this category with some learners experiencing difficulty with the remainder. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:1).</td>
<td>The teacher perceives that some learners experience difficulty with all but one of the criteria in this category with most learners experiencing difficulty with the remaining criterion. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:1).</td>
<td>The teacher perceives that some learners experience difficulty with the majority of criteria in this category with most learners experiencing difficulty with the remainder. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:1).</td>
</tr>
<tr>
<td>Self-Awareness and Self-Reflection Skills</td>
<td>Decision Making Skills</td>
<td>Other Cognitive Skills/Competence or aptitude in the topic</td>
<td>Summary</td>
<td></td>
</tr>
</tbody>
</table>

Johannesburg
<table>
<thead>
<tr>
<th>Teacher Two</th>
<th>Goal Setting Skills</th>
<th>Information Processing Skills</th>
<th>Deep processing Skills</th>
<th>Executive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher perceives that some learners experience difficulty with the majority of criteria in this category with most learners experiencing difficulty with the remainder. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:1).</td>
<td>The teacher perceives that some learners experience difficulty with the majority of criteria in this category with most learners experiencing difficulty with the remainder. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:1).</td>
<td>The teacher perceives that most learners experience difficulty with the majority of criteria in these categories with some learners experiencing difficulty with the remainder. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:2).</td>
<td>It appears that this teacher is of the perception that some or most of the learners in the class experience difficulty with cognitive skills presented in each of the categories (BS:1).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Awareness and Self-Reflection Skills</th>
<th>Decision Making Skills</th>
<th>Other Cognitive Skills/Competence or aptitude in the topic</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher perceives that most learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:2).</td>
<td>The teacher perceives that most learners experience difficulty with the majority of criteria in this category with most learners experiencing difficulty with the remainder. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:2).</td>
<td>The teacher perceives that most learners experience difficulty with half of the criteria in these categories with some learners experiencing difficulty with the remaining half. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:2).</td>
<td>It appears that this teacher is of the perception that some or most of the learners in the class experience difficulty with cognitive skills presented in each of the categories (BS:2).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Setting Skills</th>
<th>Information Processing Skills</th>
<th>Deep processing Skills</th>
<th>Executive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Goal Setting Skills</td>
<td>Information Processing Skills</td>
<td>Deep Processing Skills</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>-------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>The teacher perceives that most learners in the class have difficulty with goal setting skills (BS:3).</td>
<td>The teacher perceives that most learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:3).</td>
<td>The teacher perceives that most learners experience difficulty with the majority of criteria in this category with some learners experiencing difficulty with the remainder. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:3).</td>
</tr>
<tr>
<td>Teacher Four</td>
<td>The teacher perceives that some learners in the class have difficulty with goal setting skills (BS:4).</td>
<td>The teacher perceives that some learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:4).</td>
<td>The teacher perceives that some learners experience difficulty with the majority of criteria in this category with most learners experiencing difficulty with elaboration and no learners experiencing difficulty with deriving enjoyment from the activities (BS:4).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Awareness and Self-Reflection Skills</th>
<th>Decision Making Skills</th>
<th>Other Cognitive Skills/Competence or aptitude in the topic</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher perceives that most learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:3).</td>
<td>The teacher perceives that most learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:3).</td>
<td>It appears that this teacher is of the perception that some or most of the learners in the class experience difficulty with cognitive skills presented in each of the categories (BS:3).</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Goal Setting Skills</td>
<td>Information Processing Skills</td>
<td>Deep processing Skills</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>--------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Teacher Five</td>
<td>The teacher perceives that some learners experience difficulty with all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:4).</td>
<td>The teacher perceives that some learners experience difficulty with all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:4).</td>
<td>The teacher perceives that some learners experience difficulty with all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:4).</td>
</tr>
<tr>
<td>Teacher Six</td>
<td>The teacher perceives that most learners in the class have difficulty with goal setting skills (BS:5).</td>
<td>The teacher perceives that most learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:5).</td>
<td>The teacher perceives that most learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:5).</td>
</tr>
<tr>
<td>Teacher Five</td>
<td>The teacher perceives that most learners experience difficulty with the all of the criteria in this category. No learners were perceived as experiencing no difficulties with the criteria in this category (BS:5).</td>
<td>The teacher perceives that most learners experience difficulty with the majority of criteria in this category with most learners experiencing difficulty with personalizing the task and searching for meaning and no learners experiencing difficulty with deriving enjoyment from the activities (BS:6).</td>
<td>The teacher perceives that some learners experience difficulty with the majority of criteria in this category with most learners experiencing difficulty with personalizing the task and searching for meaning and no learners experiencing difficulty with deriving enjoyment from the activities (BS:6).</td>
</tr>
</tbody>
</table>
3.5.12 SUMMARY OF FINDINGS OF BASELINE SURVEY, CATEGORY THREE: COGNITIVE SKILLS AND CAPABILITIES

It appears that the Intermediate Phase teachers of the selected school are of the general perception that cognitive skills such as goal-setting, information processing skills, deep processing skills, self-awareness and self-reflection skills, decision making skills, executive skills, other cognitive skills and content aptitude present difficulties for at least some of the special needs learners in their classes. Only two teachers perceive that all of their learners derive enjoyment from learning activities. There is a general consensus of perception therefore; that the cognitive skills associated with the development of responsible and self-directed behaviours present difficulties for the special needs learners in the Intermediate Phase of the selected school.

3.5.13 RESULTS OF BASELINE SURVEY, CATEGORY FOUR: TEACHING AND LEARNING STRATEGIES
### Key to Symbols and Descriptors:

- Teacher Participant One/Two/Three/Four/Five/Six indicated as T.P. One/Two/Three/four/Five/Six
- Frequently represented by F
- Occasionally represented by O
- Never represented by N

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</table>

Figure 3.18

Results of Baseline Survey, Category Four: Teaching and Learning Strategies
(BS: 1-6)

3.5.14 GRAPHIC REPRESENTATION OF BASELINE SURVEY RESULTS, CATEGORY FOUR: TEACHING AND LEARNING STRATEGIES

General frequency of use by teachers of specific teaching and learning strategies related to the development of responsible and self-directed behaviours in their Intermediate Phase special needs classes of the selected school indicating the frequency of claimed use of the teaching and learning strategies presented.
3.5.15 QUALITATIVE INTERPRETATION PER TEACHER RESPONDENT OF BASELINE SURVEY, CATEGORY FOUR: TEACHING AND LEARNING STRATEGIES

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<td>Teacher One</td>
<td>The teacher indicated that sixteen of the twenty proposed teaching strategies were used frequently with the remaining four strategies being used occasionally (BS:1).</td>
</tr>
<tr>
<td>Teacher Two</td>
<td>The teacher indicated that eleven of the twenty proposed teaching strategies were used occasionally, four were used frequently and five never used (BS:2).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>The teacher indicated that ten of the twenty proposed teaching strategies were used occasionally, three were used frequently and seven never used (BS:3).</td>
</tr>
<tr>
<td>Teacher Four</td>
<td>The teacher indicated that eleven of the twenty proposed teaching strategies were used frequently with the remaining nine strategies being used occasionally (BS:4).</td>
</tr>
<tr>
<td>Teacher Five</td>
<td>The teacher indicated that sixteen of the twenty proposed teaching strategies were used occasionally with the remaining four strategies never used (BS:5).</td>
</tr>
<tr>
<td>Teacher Six</td>
<td>The teacher indicated that ten of the twenty proposed teaching strategies were used frequently, eight were used occasionally and two never used (BS:6).</td>
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</tbody>
</table>

Figure 3.20
Qualitative Interpretation of Baseline Survey Results per Teacher Respondent, Category Four: Teaching and Learning Strategies
(BS: 1-6)

3.5.16 SUMMARY OF FINDINGS OF BASELINE SURVEY, CATEGORY FOUR: TEACHING AND LEARNING STRATEGIES
An interesting observation emerged during the analysis of this category of the baseline survey. Two distinct groups emerged, namely those teachers who frequently or occasionally employ a wide range of the proposed strategies in the classroom with few strategies being never used, and those that only occasionally or never use the proposed strategies with very few strategies being used frequently. Teachers One, Four and Six represent the first group. Teachers Two, Three and Five represent the second group. Based on this observation, a comparison was made between the perceptions of teachers regarding the cognitive skills of the learners in their classes. It appeared that teachers who perceived the majority of the learners in their classes as experiencing difficulties with cognitive skills in their responses to Category Three indicated that they selected a narrower range of teaching and learning strategies in their responses to Category Four. Teachers who perceived that only some of their learners experienced difficulties with cognitive skills in their responses to Category Three tended to indicate that they selected a wider range of teaching and learning strategies in their responses to Category Four.

This suggested that of the teachers surveyed, those who perceive their learners as experiencing less difficulty with cognitive skills indicated that they used a wider variety of teaching and learning strategies in the classroom according to their responses in the baseline survey. Conversely teachers, who tended to perceive their learners as experiencing more difficulty with cognitive skills, indicated that they used fewer of the teaching and learning strategies in the classroom. This does not suggest whether or not the beliefs of teachers regarding the cognitive abilities of their learners influenced their selection of strategies or conversely, if the selection of strategies impacted on the perception of teachers regarding the cognitive difficulties experienced by their learners, but did raise a point for consideration in the subsequent interviews. It appears then that the Intermediate Phase teachers of the selected school fall into two distinct groups, namely those teachers who indicate that they employ a wide range of the of the proposed
teaching and learning strategies in the classroom, and those who indicate that they use a narrower range of the proposed teaching and learning strategies.

3.5.17 SUMMARY OF FINDINGS OF BASELINE SURVEY

It appears that the Intermediate Phase teachers of the selected school are of the general perception that affective concerns are experienced by some of the special needs learners in their classes. The two categories of affective criteria that were perceived as of most concern by the majority of the teachers were anxiety and frustration specifically when related to learning tasks. There was a general consensus of perception however, that most of the learners in the Intermediate Phase enjoyed coming to school. It appears that the Intermediate Phase teachers of the selected school are of the general perception that there are learners in their classes who can be considered self-confident, inner-directed or achievement motivated. The majority of the teachers attributed the personality trait of self-confidence to learners. There was a general consensus of perception however; that the personality traits of self-confidence, inner-directedness or achievement motivation could be attributed to learners with special educational needs in the Intermediate Phase.

It appears that the Intermediate Phase teachers of the selected school are of the general perception that cognitive skills such as goal-setting, information processing skills, deep processing skills, self-awareness and self-reflection skills, decision making skills, executive skills, other cognitive skills and content aptitude present difficulties for the special needs learners in their classes. Only two teachers perceive that all of their learners derive enjoyment from learning
activities. There is a general consensus of perception therefore; that the cognitive skills associated with the development of responsible and self-directed behaviours present difficulties for the special needs learners in the Intermediate Phase of the selected school.

It appears that the Intermediate Phase teachers of the selected school fall into two distinct groups, namely those teachers who indicate that they employ a wide range of the proposed teaching and learning strategies in the classroom, and those who indicate that they employ a narrower range of the proposed teaching and learning strategies in the classroom.

3.6 CLASSROOM OBSERVATIONS

The policies of the school selected for this study clearly state the intention of the school to operate from an invitational stance. This assumes that teachers need to operate from an invitational stance and demonstrate the craft of inviting as explained by Purkey and Novak (1996). In order for teachers to be considered to be demonstrating an invitational stance it is necessary to understand what is implied by the terms "invitational stance" and the "craft of inviting".

3.6.1 INVITATIONAL STANCE

"Stance goes beyond beliefs in that it is action – orientated and gives life to goals, purposes, and attitudes. In invitational education a teacher's good stance is built around four assumptions: trust, respect, optimism, and intentionality" (Purkey & Novak, 1996, pg. 50).

Teachers need to believe and demonstrate the underlying assumptions of Invitational Theory if they wish to adopt an invitational stance. According to Purkey and Novak (1996) an atmosphere of trust is essential for Invitational education to flourish. Teachers can develop this atmosphere of trust by believing
in themselves and behaving positively and consistently and in collaboration with the learners. According to Purkey and Novak (1996), cultivating an atmosphere of respect involves valuing each learner for their uniqueness, remaining sensitive to individuals, cultural and religious perspectives and ensuring that all learners are treated respectfully. Mutual respect can be demonstrated by sharing responsibility. According to Purkey and Novak (1996) learners tend to live up to the teacher’s expectations and so teachers need to remain alert to the fact that these expectations should always be optimistic. Teachers need to believe in the success of their learners in order for their learners to be successful. This is especially relevant when considering this study, which investigates teacher perceptions of learners with special educational needs with regards to the development as responsible and self-directed behaviours. Apart from being optimistic about the learners’ ability to be successful it is also important to remain optimistic about their ability to manage independently and to take responsibility for themselves.

According to Purkey and Novak (1996) there must be intentionality in extending an invitation implying that it would be beneficial for the learner to accept the invitation. Invitational environments can only be created and maintained if the intention to create and maintain invitational environments exists. By intentionally sending invitational messages, messages sent become more reliably and consistently invitational. Intentionality should underpin all the other assumptions of Invitational theory if teachers are to adopt an invitational stance. The assumption of intentionality in Invitational Theory is essential as without intentionality, invitational behaviours are not directed, focused, maintained, and consciously applied to achieve an invitational environment. Purkey and Novak (1999, pg. 55) identify four levels of intentionality, including intentionally inviting, intentionally disinviting, unintentionally inviting and unintentionally disinviting behaviours and interactions. At Level One, which is Intentionally Disinviting, demeaning, humiliating or undermining messages are intentionally transmitted usually in anger or frustration. Level Two, which is Unintentionally Disinviting,
insensitive messages that could be condescending, sexist or racist in nature are unintentionally transmitted usually due to insensitivity. At Level Three, which is Unintentionally Inviting, invitational messages are transmitted without conscious thought. Teachers operating at this level are usually aware that something has worked but cannot explain what or why. The unconscious or unintentional nature of operation at this level may however result in a lack of consistency and dependability on the part of the teacher. At Level Four, which is Intentionally Inviting, teachers are intentionally inviting, understand what they are doing, the reasons for doing so and are able to explain their methods and results. They are consistently and dependably invitational. The aim of invitational education is to encourage intentionally inviting behaviours, interactions and environments. Teachers need to consider the different levels at which they may be transmitting messages.

3.6.2 THE CRAFT OF INVITING

Education is concerned with interpersonal relationships and so the more positive the relationships developed the more positive the educational interaction. According to Purkey and Novak (1996), the ability to consistently function in an inviting manner combined with the integration of a set of skills that develop the craft of inviting set dependently invitational teachers apart from others teachers who may at times act invitationally but without consistency. The set of skills associated with the craft of inviting described by Purkey and Novak (1996) can be used before, during and after an interaction with another person. As interactions are influenced by perceptions these skills do however, need to be used with sensitivity and an awareness of the uniqueness of each interaction and are intended to be used as a tool for "ethical persuasion" (Purkey & Novak, 1996) rather than as a replacement for dialogue. The skills associated with developing the craft of inviting are clustered into sets concerned with "Being Ready, Doing With and Following Through".
3.6.2.1 BEING READY

Being ready involves setting the tone and expectation for the interaction. All aspects of the environment including the people involved in the interaction need to be considered. This includes "preparing the environment" as inviting messages conveyed by pleasant, well cared for surroundings transmit messages that learners’ welfare and well-being are considered important and so contribute to learners’ positive perceptions as being considered valued. Within the classroom teachers who intentionally create warm, welcoming environments, who display learners work and ensure that comfort of their learners is considered transmit an invitational message that sets the tone for learning interactions within that classroom. Teachers who invite learners to participate in the creation of an inviting classroom environment encourage a sense of ownership and convey messages of trust, respect and optimism in their learners. By sharing responsibility learners feel valued for their contribution and are able to view themselves as an integral, contributing member of the class community, developing positive perceptions of their role within this environment and setting positive expectations for future interactions.

One of the most challenging aspects of the "Being Ready" cluster is that of "preparing oneself" (Purkey & Novak, 1996). In order for teachers to prepare themselves for demonstrating a dependably invitational stance they need to engage in a process of personal reflection, examining their own values, beliefs, attitudes, experiences and perceptions. In order to function in a consistently inviting manner, teachers need to respect all individuals regardless of race, background, culture, religion or other differences. It needs to be noted however, that teachers are also unique individuals with their own unique frame of reference, upbringing, perceptions, experiences, values and beliefs. Almost all individuals hold stereotypes, prejudices and personal bias, which will affect interactions even if at an unconscious level only. It is only be examining,
reflecting on and confronting these personal suppositions that teachers can become aware of the influence of these suppositions.

### 3.6.2.2 DOING WITH

Seven skills are associated with the cluster of skills "Doing With" (Purkey & Novak, 1996). The first of these skills is developing trust so that learners feel that their efforts are recognised, that they are respected, accepted and understood by their teachers. In order to encourage the development of trust teachers need to keep promises, respect confidentiality and treat learners in a non-judgemental manner. According to Purkey and Novak (1996), trust needs to be conveyed at all levels of interactions with learners including the spoken interaction as well as non-verbal cues such as body language, gesture and facial expressions. Trust should be conveyed consistently, honestly and genuinely. The development of trust can be aided by appropriate self-disclosure on the part of the teacher where relevant.

The second set of skills is referred to as "Reaching each Student" (Purkey & Novak, 1996). This set of skills involves not only sending invitations to learners to become involved in their own learning but also ensuring that invitations are evenly sent to all learners. Teachers should take care to send invitations systematically. By ensuring that each learner receives equal personal attention and personal contact the message is conveyed that each learner is valued and invitations to participate in learning are more likely to be accepted. Purkey and Novak (1996) forward suggestions for achieving this such as engaging in an informal exchange with each learner at least once a day, or by utilising an interactive journal.
"Reading the Situation" (Purkey & Novak, 1996) is the third set of skills and is concerned with listening to learners in order to attempt to determine how they are perceiving invitations. Gordon in Purkey and Novak (1996, p. 71) refers to this process as "active listening." When engaging in active listening the teacher tries to understand how the learners' behaviour is being affected by their perceptions in effect seeing their reactions to internal thought processes. This aids the teacher in understanding the learners' point of view. As individuals all experience their environment through their own unique perceptual filters each individual will interpret invitations differently. "Teachers who adopt an invitational approach use a variety of informal, non-threatening evaluation techniques and discussions to determine what types of invitations to learning may be necessary and which ones are most likely to be accepted" (Purkey & Novak, 1996, p. 72). By remaining sensitive to their learners, teachers are better able to recognise a learners desire to accept an invitation and encourage this engagement through acknowledgement and support.

In order to ensure that as many invitations as possible are accepted, teachers need to ensure that invitations are made as attractive as possible utilizing body language, oral communication, appearance, stance and physical environment to intentionally design messages. According to Purkey and Novak (1996) invitations that are most likely to be accepted are appropriate to the situation, specific enough to be understood and are not too demanding. Both praise and invitations need to be honest as learners are aware when they receive false praise and in much the same way will reject invitations that they recognise as false. In order to function as an independently invitational teacher, it is necessary to ensure that in addition to issuing invitations care is taken to ensure that invitations are being received. Purkey and Novak (1996), suggest that three steps including ensuring the clarity of the invitation, being specific in the invitation and checking the receipt of the invitation be followed to ensure delivery of invitations. It should be noted that not all invitations issued will be accepted however, the delivery of the
invitation should be acknowledged and teachers should continue to issue invitations regularly and consistently.

The sixth step is "Negotiating" (Purkey & Novak, 1996). Invitational education stresses the importance of education as a collaborative process involving both teacher and learner. There should therefore be collaboration in the issuing and acceptance of invitations. The sender of the invitation sets the rules under which the invitation is issued but the recipient of the invitation sets the rules under which the invitation is accepted according to Purkey and Novak (1996). In keeping with the democratic practice as a theoretical underpinning of Invitational Education, these rules can be negotiated, choices offered and terms amended or restructured. This type of negotiation increases the likelihood of an invitation being accepted.

Teachers also need to develop the skill of handling rejection of their invitations if they are to avoid becoming demoralised. An important skill associated with handling rejection is to develop the ability to separate the rejection or non-acceptance of an invitation from the individual person. It is important for teachers to understand that many factors such as environmental reasons, perceptions or previous experience may be contributing to the non-acceptance of an invitation and that this may not necessarily mean a rejection of the teacher. Teachers need to work on separating personal feelings of rejection whilst concentrating on "active listening", providing the necessary time for changes in behaviours and reactions, developing trust and persistently re-issuing invitations.

3.6.2.3 FOLLOWING THROUGH

The acceptance or non-acceptance of an invitation does not signal the end of the process. The teacher needs to ensure that accepted invitations are followed through, and adapted where necessary and that non-accepted invitations are reflected on. New invitations also need to be sent in order to begin the process once again. This discussion of the Craft of Inviting sets the framework for the
observation of classes in this study, as classroom observations will be discussed from an Invitational perspective.

3.6.2 DISCUSSION OF CLASSROOM OBSERVATIONS

For this study, classroom observations were conducted with a twofold intention, namely to observe teacher/learner interactions within the classroom from the perspective of the development of responsible and self-directed behaviours in learners and in order to consider these interactions from the perspective of Invitational education and teacher invitational stance including the craft of inviting. In order to do so, three Intermediate classes were observed; a Grade Four, Grade Five and Grade Six class. Each of these classes is comprised of between eight and twelve learners, and the learners in each class experience a range of barriers to learning.

As discussed in Chapter Two, observations were conducted over a three week period. In order to guide the observations, an observation sheet was designed to accommodate note taking in the classroom. The observation sheet included categories for each of the underlying assumptions of Invitational education and for observations related specifically to interactions or activities related to the development of responsible and self-directed behaviours.

In response to the findings of the Baseline Survey a further two categories were included, namely a category related to teacher perception of cognitive and/or affective difficulties experienced by learners and a category related to the types of teaching and learning strategies employed in the classroom. Finally a general
observation category was included for additional notes related to general impressions. Figure 3.21 provides an example of the observation sheet.

As observations were conducted over a period of three weeks, notes were continually added to the sheet for each class and a final sheet compiled and

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRUST</td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td></td>
</tr>
<tr>
<td>OPTIMISM</td>
<td></td>
</tr>
<tr>
<td>INTENTIONALITY</td>
<td></td>
</tr>
<tr>
<td>INTERACTIONS/ACTIVITIES RELATED TO THE DEVELOPMENT OF RESPONSIBLE AND SELF-DIRECTED BEHAVIOURS</td>
<td></td>
</tr>
<tr>
<td>TEACHER PERCEPTIONS OF AFFECTIVE AND/OR COGNITIVE DIFFICULTIES OF LEARNERS</td>
<td></td>
</tr>
<tr>
<td>TEACHING/LEARNING STRATEGIES EMPLOYED IN THE CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>GENERAL</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.21
Example of the Classroom Observation Sheet
typed at the end of the observation period. Observation sheets were numbered and identified by the legend Classroom Observation Sheet (COS). Each of the completed observation sheets are represented below and a discussion of each based on the craft of inviting follows.

### 3.6.2.1 CLASSROOM OBSERVATIONS: GRADE FOUR CLASS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRUST</td>
<td>The teacher demonstrated trust in the learners by asking learners if homework had been completed without physically checking the work.</td>
</tr>
<tr>
<td></td>
<td>Learners are given the opportunity to work independently.</td>
</tr>
<tr>
<td></td>
<td>When learners indicated that they had completed work, the teacher asked if they had checked their work and if they responded affirmatively, they were then praised for finishing and asked to put their books on the teachers desk without the teacher immediately checking the work. The teacher transmitted the message that he trusted that if the learner regarded the work as correctly completed then the teacher was happy to accept that it had been done.</td>
</tr>
<tr>
<td></td>
<td>The teacher did not intrude on group work although he did maintain a presence walking from group to group. He had previously instructed the class that he was available to assist but tended to wait until asked for assistance before offering advice.</td>
</tr>
</tbody>
</table>
|          | One particular child in the class appeared to be in need of frequent reassurance that she was on the right track with tasks. She would ask repeatedly, "Am I doing this right?" It was frequently observed that the teachers response to this child was consistently," Do you think you are doing it right? The following dialogue (or variations thereof) would then ensue Child: "I think so." Teacher: "Then I am sure that you are." Child: "But what if I
<p>| | |</p>
<table>
<thead>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECT</strong></td>
<td>- Learners are clearly respected and asked for their opinions, which are considered.</td>
</tr>
<tr>
<td></td>
<td>- Learners are asked to contribute to the class discussions.</td>
</tr>
<tr>
<td></td>
<td>- Many personal references are made, e.g. Asking after an unwell parent.</td>
</tr>
<tr>
<td><strong>OPTIMISM</strong></td>
<td>- Challenging work is provided.</td>
</tr>
<tr>
<td></td>
<td>- Instructions are clearly given, and generally a visual reference for instructions is provided, learners are then asked if they understand what is expected. Those learners who indicate that they are experiencing some difficulty are then assisted whilst the other learners continue by themselves.</td>
</tr>
<tr>
<td><strong>INTENTIONALITY</strong></td>
<td>- The craft of inviting is not intentionally in evidence, but many unintentionally invitational aspects are evident.</td>
</tr>
<tr>
<td><strong>INTERACTIONS/ACTIVITIES RELATED TO THE DEVELOPMENT OF RESPONSIBLE AND SELF-DIRECTED BEHAVIOURS</strong></td>
<td>- An activity was observed where learners were asked to consider the assessment outcomes and brainstorm the steps necessary to achieve the task.</td>
</tr>
<tr>
<td></td>
<td>- Learners were busy with an independent study task during the observation period. They were allocated time twice a week to work on their project which involved researching (using the internet and library resources) a topic of their own choice related to the theme 'movement'. A wide range of studies were being worked on ranging from racing cars to dance. It was clear that the learners had selected their topics based on personal interest and had then been assisted to structure their study eg. Racing car design/performance/comparisons etc. The learners were very enthusiastic and had been encouraged to develop lists of tasks still to be undertaken to complete their studies. This was an excellent example of an activity to encourage the development of responsible and self-directed behaviours.</td>
</tr>
<tr>
<td></td>
<td>- It was also observed that learners in the class were able to demonstrated responsible and self-directed behaviours. Learners would take out something to do when finished before others or would begin to tidy their work space without being prompted to do so.</td>
</tr>
<tr>
<td><strong>TEACHER PERCEPTIONS OF AFFECTIVE AND/OR COGNITIVE DIFFICULTIES OF LEARNERS</strong></td>
<td>- The teacher demonstrated through actions in the classroom that there is a perception that the learners are capable of meeting the challenges set.</td>
</tr>
<tr>
<td></td>
<td>- Learners were assisted but also expected to try before seeking assistance.</td>
</tr>
<tr>
<td>TEACHING/LEARNING STRATEGIES EMPLOYED IN THE CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>▪ Examples of checklists, group work, paired work, setting of goals and self-reflection activities were observed.</td>
<td></td>
</tr>
<tr>
<td>▪ Learners were asked how they felt about activities, what they had found difficult and what they had found easy.</td>
<td></td>
</tr>
<tr>
<td>▪ A few activities observed during the observation period included a self-reflection task at the end where learners were asked to write what they had learned, and how they had felt about the activity.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL</th>
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</thead>
<tbody>
<tr>
<td>▪ The classroom is cheerful, there appears to be a comfortable relationship between learners and teacher.</td>
</tr>
<tr>
<td>▪ Challenging work is provided and there is a clear expectation from the teacher that the work will be completed.</td>
</tr>
<tr>
<td>▪ There is a supportive environment but learners are given many opportunities to complete work independently and attempt to solve problems by themselves.</td>
</tr>
<tr>
<td>▪ Many examples of learner work is displayed, praise is frequent but sincere and learners are acknowledged for their contribution.</td>
</tr>
<tr>
<td>▪ Strategies such as audio taped readings are used to assist certain learners clearly as a result of specific barriers to learning; however these learners are frequently asked to decide for themselves which form of assistance they feel will be needed to complete a specific task and it was observed on more than one occasion that at times learners will turn down offers of assistance and attempt tasks without such assistance. In these cases the learners are praised not for going without assistance but for making a personal decision, which is invitational and encourages the development of personal responsibility and self-directed learning.</td>
</tr>
<tr>
<td>▪ This teacher appears to achieve a balance between perceiving learners as capable and providing activities that encourage the development of responsible and self-directed learning whilst at the same time providing the necessary learning support in a respectful manner.</td>
</tr>
</tbody>
</table>

Figure 3.22
Classroom Observation Sheet: Grade Four
(COS:1)
In discussing the observations of interactions in this Grade Four class, the skills associated with the craft of Inviting have been discussed with specific reference to the teacher of the observed class. This teacher sets a tone of positive expectations for teacher/learner interaction as evidenced by the attention paid to the creation of a welcoming classroom environment and a demonstration of trust and respect for learners. It was however, noted that the teacher assumed the responsibility of creating this environment and there was little evidence during the observation period of learner involvement in this area. It is not clear if this teacher has engaged in the process of preparing oneself but demonstrated a belief in the learners that despite their special educational needs they were capable of meeting challenges set and expectations for learners were high. Trust was developed in the classroom, and supported by actions and interactions on the part of the teacher. The teacher did appear to divide attention fairly equally amongst learners and several informal exchanges of a more personal nature were observed. This may however, be an area where this particular teacher is operating on an unintentionally invitational level as there did not appear to be a systematic issuing of invitations. This teacher responded to various situations and interactions in the classroom during the observation period by engaging in attempts to understand underlying thought processes. This was clear in comments such, as "Tell me why", "I would like to understand why you seem to be so frustrated, can you tell me what's made you feel so angry?" Invitations issued, such as the invitation to participate in independent study were made attractive, by being made personal, realistic and achievable. The independent studies were also an example of negotiating invitations, as learners were encouraged to structure their projects to both meet the requirements but also to suit their personal preference. It did appear that invitations accepted were followed through and new invitations were being sent.

During the observation period in this classroom, the impression formed was that this is a classroom where the teacher demonstrates an invitational stance in that trust, optimism and respect are clearly evidenced. The teacher also
demonstrates many of the skills associated with the craft of inviting. It is however, a possibility that this teacher is functioning on an unintentionally inviting level as elements of intentionality appear to be lacking and whilst this does not detract from the positive engagement that is clearly evident in the classroom, may impact on the consistency and dependability of these interactions.

### 3.6.2.2 CLASSROOM OBSERVATIONS: GRADE FIVE CLASS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
</table>
| TRUST     | - The teacher continually checks on the progress of work and the completion of tasks. Numerous examples were observed where learners indicated that they had finished and the teacher asked them to bring her the work to "see if it is done correctly."
|           | - Instructions are clearly given but repeated frequently. Although this in and of itself does not demonstrate a lack of trust in the learners' ability to follow instructions, the frequent comments such as "remember what I said", "I am sure some of you will forget so I'll tell you again just in case" do demonstrate a lack of trust in the learners.
|           | - Tasks are very structured and usually completed in small segments as an assistive tool for certain learners, it was evident during observation however, that two or three of the learners were usually finished portions of the task before others and when the teacher was asked if they could continue, the general response was, "wait until I come and show you."
| RESPECT   | - All observations indicated that learners are spoken to respectfully, no derogatory or personally negative comments were made and it was observed that learners were encouraged to treat each other respectfully. However, certain actions undermined the respectful tone in the classroom. |
| **OPTIMISM** | - Learners were not asked to contribute to the class discussions very often.  
- Learners were not given opportunities to voice personal opinions or make decisions for themselves during the observation period.  
- Although the work provided is of a high academic standard closely related to the assessment standards for Grade Five as stated in the Revised National Curriculum Statement, tasks are presented in such a way as to provided step by step assistance, leaving little room for independent problem solving.  
- Class work tends to be done with the teacher demonstrating or explaining, allowing the learners to complete one portion of the task, checking that portion, explaining the next allowing completion and then checking again.  
- Learners are not often given an overall view of a task at the beginning for example by being presented with the assessment outcomes. |
| **INTENTIONALITY** | - There are elements of invitational interactions but these appear unintentional and unfortunately there are also examples of unintentionally disinviting interactions. |
| **INTERACTIONS/ACTIVITIES RELATED TO THE DEVELOPMENT OF RESPONSIBLE AND SELF-DIRECTED BEHAVIOURS** | - During the observation period, activities and interactions related to the development of responsible and self-directed learning were not observed.  
- Activities tended to be teacher directed and structured.  
- Learners were not encouraged to assume personal responsibility for learning and did not often work independently or in groups independently of the teacher.  
- Learners would frequently ask the teacher what they should do when they had finished work, or what they should do next. Learners also waited for prompting before beginning any tidy up. |
| **TEACHER PERCEPTIONS OF AFFECTIVE AND/OR COGNITIVE DIFFICULTIES OF LEARNERS** | - The teacher demonstrated through actions in the classroom that she is of the perception that her learners experience cognitive difficulties that limit their ability to problem solve or understand concepts without teacher intervention. Examples of actions that demonstrate this perception include the teacher structuring of all tasks, the close monitoring of each step of the task, the lack of opportunity to make decisions and the lack of independent attempts to solve problems. |
| **TEACHING/LEARNING** | - Teaching/Learning strategies observed were mainly those of teacher instruction and learner completion of tasks according to teacher provided guidelines. |
| STRATEGIES EMPLOYED IN THE CLASSROOM | Very little group work was observed with class instruction being the preferred method of interaction observed.  
| | There was no evidence of activities aimed at developing metacognitive strategies or personal reflection. |
| GENERAL | The classroom is neat and well organised.  
| | There are clear rules and set boundaries in the classroom and there appear to be few discipline issues.  
| | The teacher appears to assume the role of the class manager in all respects, and no examples of learner involvement in class management ie such as assuming responsibility for tasks such as collection of apparatus, were observed.  
| | Learner work is displayed and learners are praised frequently, although learners do tend to be praised for following instructions and are generally discouraged from trying things their own way.  
| | Much assistance is provided for learners and tasks are clearly explained. In some cases it did appear that learners may be being over assisted however, such as when a learner completing a maths problem told the teacher that he understood what to do and the teacher replied, "well let me just do it with you in case you get stuck."  
| | This teacher appears to genuinely care about the learners in her class and is clearly concerned that they not feel frustrated by their inability to understand or complete work. It does, appear that at times however, this may be leading to overcompensation on the part of teacher depriving the learners of the opportunity to develop as responsible and self-directed individuals and transmitting an unintentionally disinviting message concerning the perception of the teacher of the capability of her learners. |

**Figure 3.23**

**Classroom Observation Sheet: Grade Five**

(COS:2)

In discussing the observations of interactions in this Grade Five class, the skills associated with the craft of Inviting have been discussed with specific reference to the teacher of the observed class. A neat and well-organised classroom set the tone in this classroom for interactions that are structured, safe and supportive. It was however, noted that the teacher assumed the responsibility of creating this environment with the majority of materials being teacher made and
there was little evidence during the observation period of learner involvement in this area. It was also noted that many of the posted reminders on the walls were stated in a manner that may be perceived as unintentionally disinviting by the learners. These include charts headed "DO NOT", "YOU MUST REMEMBER", "WHEN YOU NEED HELP". It is not clear if this teacher has engaged in the process of preparing oneself but demonstrated an underlying belief that these special educational needs learners do require high levels of support and assistance and little evidence of independent work was noted. The development of trust in this classroom was slightly undermined by teacher actions such as asking if learners were sure that they had completed work correctly, and not allowing learners to proceed without step-by-step instructions. The teacher did appear to divide attention fairly equally amongst learners and a system of individual time with the teacher for reading was observed. Informal discussions were not observed during this observation period and exchanges were generally work related rather than personal exchanges. It was observed that this teacher reacted to behaviours by focusing on the behaviour, it was not apparent that the teacher made attempts to understand the underlying thought process of the learners as contributing to the behaviour. There also appeared to be little evidence of invitations being negotiated, most activities observed were teacher directed. There was follow through on invitations sent however, as the interactions are mostly teacher directed, it is difficult to suggest that there is collaboration in the process of following through on invitations.

During the observation period in this classroom, the impression formed was that this is a classroom where the teacher demonstrates some invitational stance in that some elements of trust, optimism and respect are evidenced. It is however, a possibility that this teacher is functioning on an unintentionally disinviting level as elements of intentionality appear to be lacking and many conflicting messages are being transmitted that may undermine the development of trust and optimism in the classroom. Whilst this does not imply that there is no positive engagement
in the classroom, unintentionally disinviting messages may result in some negative perceptions of the learning interactions in this classroom.

### 3.6.2.2 CLASSROOM OBSERVATIONS: GRADE SIX CLASS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
</table>
| TRUST | - The teacher demonstrated trust in the learners through setting high expectations of behaviour, interaction and engagement.  
- Learners are given the opportunity to work independently.  
- Learners are frequently asked to make decisions in the classroom on matters ranging from choice of activity or learning strategy to issues of classroom management.  
- Learners keep a personal journal and the teacher demonstrated trust in the learners by referring them to the behavioural goals they had set for themselves when issues arose in the classroom. For example, one of the learners was becoming disruptive during a lesson by playing the class clown and commenting inappropriately. The teacher stopped the lesson, calmly and politely asked the learner to take out his journal and spend a few minutes checking on the goals he had set for himself for that week. She then continued with the lesson, demonstrating trust that the learner would remind himself of his goal to curb disruptive behaviour and adjust his behaviour accordingly. It was then observed that once the class had been given the written task to complete for the lesson, the teacher... |
quietly approached the learner who had earlier been disruptive and thanked him for his renewed commitment to his stated goals.

- Group work is commonly used in the classroom, with learners generally being given a problem to solve, or material to read through and report to the class. The teacher demonstrates trust in her class, by allowing learners to organise themselves within their groups, deciding on the roles that each learner will assume and the steps to be followed to complete the task. The teacher referred the learners to the group work rules displayed on the wall, but gave no further instructions as to what was expected. She demonstrated her trust in the ability of the learners to comply with the class rules as regards group work.

- It was observed that when learners asked for assistance with particular tasks, that this teacher provided assistance only after first asking learners what they had already tried. She then provided assistance in the form of eliciting from the learner where the problem was occurring and guided learners in suggesting solutions of their own to try. This demonstrated her trust in the learners ability to solve their own problems whilst still providing support.

| RESPECT | Learners are clearly respected and asked for their opinions, which are considered. |
| Learners are asked to contribute to the class discussions. |
| Many personal references are made, eg. Deferring to a particular learner to explain the rules of cricket as this particular learner belongs to a local cricket team. |
| Each learner has desk chart which reads, "My preferred learning style is (filled in by each child). Learning strategies that work for me include (filled in and added to by each child)." This demonstrates a respect for each learners individual learning preferences as well as a respect for their ability to monitor their own selection of learning strategies. |

| OPTIMISM | Challenging work is provided. |
| Instructions are given and learners are encouraged to make a personal check list for the task. It was evident during the observations that this is an activity that learners have had extensive practise with as learners were developing their checklists as the teacher was giving instructions on a white board kept for that purpose on their desks. It was interesting to note that the checklists took different forms for each learner. For example, one learner list: Date, Sums 1-10, Check, Rule Off; whilst another drew a page with a date at the top, numbers 1-10 underneath and a ruled off line thus using a more visual representation. The teacher clearly demonstrates optimism in her belief that the learners are capable of developing their own assistance tool and self-regulating their work. |
| Learners were frequently asked to summarise the main points of a discussion using their |
own choice of summary. Once again it was evident that the learners had been encouraged to develop learning strategies that they were comfortable with, as again a range of summaries were seen including mind maps, notes in point form and flow diagrams.

- The teacher introduced new vocabulary for topics by using a range of strategies. For example, learners were asked to think of synonyms, antonyms, anagrams and pneumonics amongst other strategies observed. This lent a familiarity to words before the topic was introduced and demonstrated the teachers optimism that her learners would internalise the necessary vocabulary to aid their understanding of new concepts whilst allowing her to continue topic introductions without breaking the flow of the lesson to introduce new vocabulary.

### INTENTIONALITY

- The craft of inviting is very much in evidence, and this teacher clearly practises the craft of inviting. Invitations are issued frequently, evidenced by comments such as, "Would you like to take this book home with you, then you can find out some more about building of engines?". Invitations are then followed up as evidenced by the interaction that occurred with the learner who had borrowed the book on engines. The learner returned the book, thanking the teacher and telling her he had found it interesting. The teacher then asked the learner if he would like to tell the class about what he had read. He then did so and it was clear that he felt proud of his ability to explain to the class how internal combustion occurs.

### INTERACTIONS/ACTIVITIES RELATED TO THE DEVELOPMENT OF RESPONSIBLE AND SELF-DIRECTED BEHAVIOURS

- As the Grade Sixes were approaching the time of year were they become paired off with Grade Seven prefects in preparation for assuming those responsibilities the following year the teacher engaged the class in an interesting activity. She invited those learners who were interested in assuming a position of responsibility the following year to complete a job application form. This application form required learners to specify the position they were applying for (eg. Class monitor, playground monitor, library monitor etc) after reading a job description of each. The learners were then required to suggest the strengths that they felt they could bring to the position and motivate their application. This activity was invitational in the sense that an invitation was extended to all the learners and the choice of accepting that invitation was made by each individual child. Having to complete an application form lent an air of seriousness to the process and allowed the teacher and staff at large to consider the interest expressed by each learner in specific positions as well as provided the opportunity for learners to articulate their understanding of their strengths and assume personal responsibility for actively seeking a position of responsibility. The teacher mentioned that the application forms provided a good source of future reference should learners need to remind themselves at a future date of their
Learners were observed resolving a class conflict in what is clearly the standard procedure for the class. A teacher that had been on playground duty came to the classroom to advise the Grade Six teacher that some of the Grade Sixes had been disturbing the games of other learners at break. The teacher called for a class counsel. Without further prompting the class quickly rearranged their desks into a semi-circle. The teacher drew two columns on the board heading one "Concerns" and the other "Solutions". She then summarised the complaint without asking for individual learners involved to identify themselves. She wrote "Disruptive behaviour at break" under the "Concern" column and then opened the discussion by asking the class to forward their views on why this was a concern, what type of behaviour could be considered disruptive, and any associated concerns. The class entered into the discussion and concerns such as, "Our classes reputation suffers", "It will damage us chance to be seen as leaders" and "we let ourselves down" were quickly added to the list of concerns. The teacher then asked for suggested solutions which were forthcoming and included, "taking more care"," thinking before acting" and more concrete suggestions such as," apologising to the learners whose games were disrupted," and "apologising to the teacher on duty". At no time during this discussion were individual learners targeted, when one learner attempted to identify a particular child the teacher reminded the class that concerns such as these affect the class as a whole and need to be solved by the class as a whole. The tone of the discussion remained respectful and constructive guided by the teacher and it was clear that the class had previously engaged in similar problem solving. This was an excellent example of allowing for the development of responsible behaviours as articulating concerns, and then suggesting solutions allowed for the consequences of actions to be considered rather than merely punishing bad behaviour.

<table>
<thead>
<tr>
<th>TEACHER PERCEPTIONS OF AFFECTIVE AND/OR COGNITIVE DIFFICULTIES OF LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher demonstrated through actions in the classroom that there is a perception that the learners are capable of meeting the challenges set.</td>
</tr>
<tr>
<td>- Learners were assisted but also expected to try before seeking assistance.</td>
</tr>
<tr>
<td>- Learners were encouraged to evaluate their own performance and develop self-knowledge of their own individual strengths and weaknesses with the aim of finding ways to work that were successful for each.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING/ LEARNING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Examples of checklists, learning strategy charts, paired work, individual work, meta-cognitive strategies, problem-solving, debate and discussion, motivating personal opinion, asserting beliefs, setting of goals and self-reflection activities were observed.</td>
</tr>
<tr>
<td>EMPLOYED IN THE CLASSROOM</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Strategies such as de Bono’s Thinking Hats were utilised and the thinking hats were displayed and refereed to during numerous lessons. Edward de Bono developed the six thinking hats as a model for teaching and practising parallel thinking. Each hat represents a different type of thinking and are: white hat – information, red hat – feelings, black hat – caution/problem, yellow hat – benefits/value, green hat – ideas/creativity, blue hat – facilitating/organising.</td>
</tr>
<tr>
<td>Dove guidelines for brainstorming are displayed. These are D – defer judgement on any one else’s ideas or comments, O – opt for the unusual and creative, V – generate a vast number of ideas, E – expand on the ideas by piggy backing off others.</td>
</tr>
<tr>
<td>Learners were asked to explain their thought processes and justify decisions.</td>
</tr>
<tr>
<td>Learners were asked to take an active role in the classroom, encouraged to voice their opinions and actively guided in the monitoring of their progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom is warm, intimate and an atmosphere of happy, productive engagement prevails.</td>
</tr>
<tr>
<td>The work provided is of a high standard as is the involvement of the learners in the tasks.</td>
</tr>
<tr>
<td>Many innovative strategies are employed to encourage the personal as well as academic growth of the learners.</td>
</tr>
<tr>
<td>Support is provided but learners are guided to find solutions rather than merely being given the correct answers.</td>
</tr>
<tr>
<td>It is clear that this class functions particularly well as a cohesive unit and there is a definite sense that learners respect their teacher and each other and find genuine enjoyment in each other’s company.</td>
</tr>
<tr>
<td>Although conflicts and behaviour concerns were observed, the manner in which these were dealt with remained true to the teachers clear belief that the learners are capable of finding their own solutions and were handled with an obvious fundamental belief that each learner was to respected and appreciated as an individual.</td>
</tr>
</tbody>
</table>

**Figure 3.24**

*Classroom Observation Sheet: Grade Six (COS:3)*

In discussing the observations of interactions in this Grade Six class, the skills associated with the craft of Inviting have been discussed with specific reference to the teacher of the observed class. This teacher sets a tone of positive
expectations for teacher/learner interaction as evidenced by the attention paid to the creation of a welcoming classroom environment and a demonstration of trust and respect for learners. It was noted that the teacher assumed the overall responsibility of creating this environment but elicited learner involvement in this area by for example, inviting learners to make contributions and suggestions for a display corner on a new theme. It is clear that this teacher has engaged in the process of preparing oneself as evidenced by the following example. One of the learners in the class was born with only one hand, and after school one afternoon the teacher commented that she, "used to have such a thing about physical disabilities, but I really had to work on that when I knew Mary\textsuperscript{3} was coming to me, and now when I see how amazing she is I just don't know what my problem was!"

The teacher also demonstrated a belief in the learners that despite their special educational needs they were capable of meeting challenges set and expectations for learners were high. Trust was developed in the classroom, and supported by actions and interactions on the part of the teacher. The teacher did appear to divide attention fairly equally amongst learners and several informal exchanges of a more personal nature were observed. This teacher responded to various situations and interactions in the classroom during the observation period by engaging in attempts to understand underlying thought processes and encouraged learners to engage in a reflective process as evidenced by the handling of a complaint from another teacher. Invitations issued such as the invitation to apply for a position as prefect, were made attractive and were appropriate, specific and achievable. Examples of negotiating invitations were observed such as when learners requested reconsideration of due dates. Invitations accepted were followed through and new invitations were consistently sent.

During the observation period in this classroom, the impression formed was that this is a classroom where the teacher demonstrates an invitational stance in that trust, optimism and respect and intentionality are clearly evidenced. The teacher

\textsuperscript{3} Pseudonym
also demonstrates many of the skills associated with the craft of inviting. It appears that this teacher is functioning on an unintentionally inviting level as she cannot explain her reasons for utilising certain strategies and techniques in her classroom in terms of her intention to transmit invitational messages. There is however, consistency and dependability of these interactions as well as of this teacher's invitational stance.

3.7 SUMMARY

The school selected for this study provides an invitational framework for educational practice as evidenced by the school policies. The baseline surveys completed by Intermediate Phase teachers of the school suggested that teachers hold the perception that learners with special educational needs may experience affective and cognitive difficulties that may impact on their development of responsible and self-directed behaviours. The baseline survey also indicated the possibility that teacher perceptions may influence their selection of teaching and learning strategies used in the classroom. Classroom observations were conducted to observe classroom interactions including the use of teaching and learning strategies and these observations were approached from an Invitational stance. The classroom observations suggested that two of the three teachers observed operate from an Invitational stance and appear to select strategies and provide opportunities that may encourage the development of responsible and self-directed behaviours in the learners in their classes. One of the teachers observed appeared to operate from a less invitational stance and her selection of strategies and provision of activities appeared to be of a more supportive nature and as such may inhibit the development of responsible and self-directed behaviour.
Investigation of these initial impressions is explored further in Chapter Four where individual interviews conducted with teachers of the Intermediate Phase are discussed.

CHAPTER FOUR
DISCUSSION OF INDIVIDUAL INTERVIEWS

4.1 INTRODUCTION

In the preceding chapter the results of the baseline survey completed by teachers of the Intermediate Phase were discussed. The baseline surveys, which were completed, were intended to investigate teacher perceptions regarding the nature of and development of responsible and self-directed learners in the Intermediate Phase. The results of the baseline survey indicated that the Intermediate Phase teachers of the selected school are of the general perception that affective concerns such as feelings of low self-worth, anxiety and frustration may be experienced by special needs learners although it was felt that the learners in the Intermediate Phase generally enjoyed coming to school. This indicated that individual interviews should explore the perception that learners with special needs experience affective concerns that could influence the development of responsible and self-directed behaviours.

The baseline survey also indicated that there is a perception amongst the Intermediate Phase teachers of the school that the traits of self-confidence, inner-directedness and achievement motivation could be applied to learners with
special educational needs. This indicated that individual interviews should explore the perception that learners with special needs are capable of demonstrating traits and behaviours associated with the development of responsible and self-directed behaviours. The baseline survey indicated that the Intermediate Phase teachers of the selected school are of the general perception that cognitive skills such as goal-setting, information processing skills, self-awareness, self-reflection skills and decision making skills may present difficulties for learners with special educational needs. This indicated that individual interviews should explore the perception that cognitive difficulties, which may be experienced by learners with special needs, should be explored as influencing the development of responsible and self-directed behaviours.

Individual interviews should also explore the definitions that individual Intermediate Phase teachers of the selected school attach to the terms responsible and self-directed and whether or not these definitions would change in the opinion of the teachers if applied specifically to learners with special educational needs. A further point of inquiry namely the strategies employed by Intermediate Phase teachers of the selected school related to the development of responsible and self-directed behaviours needed to be investigated, which was done during the focus group interview with participants comprised of Intermediate Phase teachers. Thus, the baseline survey revealed certain perceptions that teachers of the Intermediate Phase of the selected school hold of the development of responsible and self-directed behaviours in learners with special educational needs and provided a framework for further investigation in individual interviews with these teachers.

As previously discussed the baseline survey provided direction for the further investigation of teacher perceptions of the development of responsible and self-directed behaviours in learners with special educational needs in the Intermediate Phase. These questions were explored during individual interviews conducted with the teachers of the Intermediate Phase. Interviews were
conducted in a conversational tone, in a non-threatening environment and with due attention to ethical considerations. The main points of inquiry included inviting teacher participants to express their thoughts and opinions regarding the development of responsible and self-directed behaviours in learners, explored the impact of special needs status on this development, sought to elicit a definition of the terms responsible and self-directed and attempted to explore teacher perceptions regarding the nature of this development with specific regards to learners with special educational needs. Four teachers were interviewed, namely the Grade Four, Grade Five and Grade Six class teachers representing the class compositions of one class per grade in the school. In addition a specialist subject teacher was interviewed as she teaches classes across the Intermediate Phase and so comes into contact with all learners in the phase. Interviews were recorded and transcribed; transcripts were then made available to all participants for their comment. Transcripts of all interviews are available in Addendix D. Individual interview transcripts were identified by the legend Individual Interview (II). Teacher participants were identified by the legend Teacher (T) One/Two/Three/Four. Summaries of the interviews highlighting main points as related to the identified areas of inquiry were then prepared and presented to the teacher participants for comment on the accuracy of the representation of their comments, thoughts, opinions and perceptions. These summaries, which are preceded by biographical information for each teacher, are included below in order to provide an overview of the findings of the individual interviews. Direct quotes are indicated by the use of italics and summaries are referenced to the original individual interview transcripts.

4.2 BIOGRAPHICAL INFORMATION AND INDIVIDUAL INTERVIEW SUMMARIES

4.2.1 TEACHER ONE
Teacher One is the Grade Six teacher at the selected school. Teacher One is female and has almost twenty years of teaching experience, the majority of which has been with learners with special educational needs. The individual interview began with asking the teacher to explain her thoughts and feelings on the development of responsible and self-directed behaviours in learners with special educational needs. This question was asked with the intention of providing the teacher with the opportunity to express personal feelings regarding the topic in order to examine this teacher’s perception in this regard. The teacher felt that the development of responsible and self-directed behaviours could be considered one of the biggest priorities for learners as she is of the perception that responsible and self-directed behaviours are associated with the development of a personal value and belief system which she feels to be lacking in a materialistically motivated modern society (II, T1). She expressed the idea that in order to mature as worthy adults, learners need to develop the ability to self-monitor, and associates internal monitoring and motivation with the development of responsible and self-directed behaviours (II,T1). The teacher is of the perception that the development of responsible and self-directed behaviours in learners with special educational needs is especially important as she feels that learners with special educational needs may be more likely to have a low self-esteem coupled with a tendency to follow others without questioning, thus making the development of responsibility and by extension the ability to self-monitor important (II,T1). The teacher is of the perception that the self-esteem of learners with special educational needs is definitely lower than that of their peers and that this lowered self-esteem impacts on the development of responsible and self-directed behaviours in learners with special educational needs (II,T1).

She does then perceive the special needs status of learners as impacting on the development of responsible and self-directed behaviours and further explains that in her opinion the ability to read social cues, the ability to problem solve and the ability to foresee consequences is often compromised in learners with special educational needs impacting on their development of responsible and self-
directed behaviours (II,T1). The teacher is of the perception however, that learners with special educational needs are capable of developing these behaviours and feels that there is *nothing to prevent* them from developing these behaviours although the nature of their needs may impact on that development and *require additional guidance* (II,T1). However, the teacher expressed the opinion that given the opportunity and guidance learners with special educational needs tend to be *creative participants* in this development (II,T1). The teacher feels that the development of responsible and self-directed behaviours does need to be facilitated for both mainstream learners and learners with special educational needs and stated that this facilitation is something that she personally often thinks about during the planning of activities in her classroom (II,T1). When asked to define "responsible" behaviour, the teacher identified components of what she regards as responsible behaviours. She divided responsible behaviours into *academic responsibility* and *conversational responsible behaviour* (II,T1). Academic responsibility included *organisational and management responsibility* such as finishing assignments on time, having the necessary equipment at school and organising work space and tasks efficiently (II,T1). Conversational responsibility included the ability to be responsible for the *way that one interacts with others*, the *decisions taken in dealing with others* as well as the ability to *read social cues* and observe *social conventions* (II,T1). This definition highlighted the teacher's perception that responsible behaviour is linked to the development of a *value and belief system* by incorporating aspects of *social interaction, responsible decision making, ability to interact responsibly and without doing harm* as well as the *ability to think about actions and self monitor* (II,T1). Self-directedness was seen by this teacher as being *entwined* with responsible behaviour and was defined as a *positive value or belief system that is developed within the home*, influenced by the learners' upbringing but also as an *internal personality trait* of certain learners (II,T1). The teacher personally felt that her definitions were *generic* for all learners and would not be altered if applied specifically to learners with special educational needs (II,T1).
4.2.2 TEACHER TWO

Teacher Two is the Grade Five teacher at the selected school. Teacher Two is female, has fourteen years of teaching experience the majority of which has been with learners without special educational needs. The teacher felt that the development of responsible and self directed behaviours is important for all learners and particularly for learners with special educational needs as she is of the perception that responsible and self-directed behaviours are associated with the ability to distinguish between right and wrong, which she perceives as particularly difficult for learners with special educational needs (II,T2). She expressed the idea that in order to demonstrate responsible and self-directed behaviours, learners need to be trained to work within clear boundaries that include recognisable consequences of acceptable behaviour (II,T2). The teacher associated responsible behaviour with making the conscious decision to accept the boundaries set and work within them as well as with the following of rules (II,T2). The teacher is of the perception that the development of responsible and self directed behaviours in learners with special educational needs is especially important as in her opinion learners are too often allowed to work without adequate direction and clear parameters (II,T2). She feels that learners with special educational needs may require more direction than their peers given the fact that in her view these learners are frequently either over-indulged at home or ignored leading to associated affective difficulties such as the perceived inability to please their parents (II,T2). She does then perceive the special needs status of learners as impacting on the development of responsible and self-directed behaviours. The teacher is of the perception however, that learners with special educational needs are capable of developing these behaviours to a limited extent, although these learners may never become fully independent and will require ongoing additional guidance and direction (II,T2).
The teacher feels that the development of responsible and self-directed behaviours does need to be facilitated for both mainstream learners and learners with special educational needs and stated that this facilitation is necessary as children are in her opinion born without the ability to distinguish between right and wrong (II,T2). She feels that the teacher plays a role together with the parents to develop a sense of right and wrong which is associated with the development of responsible and self-directed behaviours in her view. When asked to define “responsible” behaviour, the teacher defined responsibility as working within parameters, boundaries and rules and the acceptance rather than rejection of these norms (II,T2). Self-directedness was defined by this teacher as being the ability to determine one's own direction (II,T2). The teacher was however, of the perception that learners need to be guided in their discovery of their own personal direction. The teacher felt that her definitions would change if applied specifically to learners with special educational needs as these learners would in her view require more guidance and direction in the development of responsible and self-directed behaviours whereas mainstream learners could be presumed to be able to conceptualise independently (II,T2).

4.2.3 TEACHER THREE

Teacher Three is an Intermediate Phase teacher at the selected school. Teacher Three is female, has four years of teaching experience two of which have been with learners without special educational needs. This teacher does not class teach but teaches subjects such as Technology, Computer Science and Economic Management Sciences across the grades in the Intermediate Phase. The teacher felt that the development of responsible and self directed behaviours is important and difficult for all learners particularly in her view in our modern society which encourages the use of technology as a replacement for human interaction (II,T3). She expressed the idea that many parents have abdicated their role in the development of responsible and self-directed behaviours in children and that it has fallen to the school to assume this role (II,T3). The
teacher defined responsible behaviour as taking *responsibility for one’s own actions and directing one’s own goals* (II,T3). She felt that self-directedness and responsibility were linked and defined self-directedness as *responsibility coupled with discipline and accountability* (II,T3). The teacher is of the perception that learners with special needs are capable of developing responsible and self-directed behaviours to the extent that their individual *potential* allows and that the ability to develop these behaviours was dependent on their individual needs and *developmental levels* (II,T3).

4.2.4 TEACHER FOUR

Teacher Four is a male teacher and is the Grade Four teacher at the selected school. The teacher has sixteen years of teaching experience most of which have been with learners with special educational needs. The teacher is of the perception that the development of responsible and self-directed behaviours should be regarded as an essential component of any learning support programme (II,T4). The teacher feels that the special needs status of learners makes the development of responsible and self-directed behaviours more important as he feels that these learners need to be encouraged in *developing their independence* which he associates with responsibility and self-directedness (II,T4).

The teacher expressed the view that learners with special educational needs may, given the nature of their difficulties, be prone to becoming less independent as they may become used to *relying on others for assistance* which is usually freely provided by their caregivers (II,T4). The teacher associated the development of *meta-cognitive thinking skills, problem solving* and the development of *logic* with responsible and self-directed behaviours (II,T4). The teacher was of the perception that learners with special educational needs were
frequently over assisted and that this impacted negatively on their ability to *think for themselves, problem solve independently* and develop *personal coping skills* for dealing with their learning difficulties (II,T4). He felt that this was one factor that would impact on the development of responsible and self-directed behaviours in learners with special educational needs although in general he felt that this development was likely to be harder for these learners than for others given the nature of their special needs and their need to *compensate* for their learning difficulties (II,T4). The teacher defines responsible behaviour as the ability to *recognise one's own role in events* (II,T4). He further defines responsible behaviour as the ability to *self-regulate* which he feels is compromised in learners with special educational needs once again given the fact that in his opinion learners with special educational needs are frequently over assisted. The teacher was of the perception that responsible behaviour developed more naturally and with less facilitation in mainstream learners but attributed this in part to the fact that expectations for mainstream learners were generally higher (II,T4). The teacher also expressed the view that learners with special educational needs may develop *manipulative* behaviours in order to avoid acting responsibly as they become accustomed to having things done for them in an over assisted environment (II,T4).

The teacher was of the perception that *self-regulation*, or the ability to regulate one’s own behaviour, and *independence* were key features of responsible behaviour and mentioned the ability to *motivate and direct oneself* as further features of responsible behaviour (II,T4). The teacher defined self-directedness as the ability to make *personal decisions* about what needs to be done (II,T4). The teacher felt that self-directedness led back to responsibility but also introduced his view that self-directedness was associated with *intrinsic motivation* (II,T4). The teacher was of the opinion that in order to develop self-directed behaviour learners need to be encouraged to develop intrinsic motivation rather than developing an over-reliance on extrinsic motivation. The teacher was of the opinion that responsible and self-directed behaviours need to be facilitated
particularly for learners with special educational needs but felt that given the desire of learners to please; this facilitation addressed *basic needs for love and acceptance* (II,T4).

### 4.2.5 DISCUSSION OF INDIVIDUAL INTERVIEW SUMMARIES

The individual interviews revealed that teachers hold personal and individual views regarding the development of responsible and self-directed behaviours in learners with special educational needs and that definitions of the terms responsible and self-directed behaviour differ for each individual interviewed. First impressions of the interviews suggested that all the teachers interviewed felt that the development of responsible and self-directed behaviours in learners is important and can be considered a valid educational goal. It further appeared however, that teacher perceptions regarding the impact of special needs on this development as well as the perception of capability of learners with special educational needs as regards this development differed. This was however, an initial impression only, and further analysis of the actual transcripts was necessary in order to confirm, correct or clarify these impressions. Transcript analysis was therefore undertaken in order to identify common themes for further discussion.

### 4.3 TRANSCRIPT ANALYSIS

The analysis of interview transcripts was conducted in three phases. The first phase of analysis involved establishing areas of inquiry and extracting teacher responses to these areas of inquiry from the interview transcripts for ease of comparison. Figure 4.1 represents the initial analysis.

<table>
<thead>
<tr>
<th>Individual Interviews Initial Transcript Analysis</th>
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<tbody>
<tr>
<td>Areas of Inquiry</td>
</tr>
<tr>
<td>One: Teacher thoughts, opinions, perceptions and feelings on the development of responsible and self-directed behaviours in learners with special educational needs.</td>
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<tr>
<td>Teacher (Important) <em>Because we live in a society that's externally motivated in terms of everything from</em></td>
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</tbody>
</table>
### One

Materialism to negotiating with people to do things, and my belief is that if we are going to grow into the adults we are supposed to become, we've got to start doing it early. To make children ... if they could start at any age... just internally monitor and internally motivate and internally develop their own value system and belief system so they don't have to buy into even their parents, but if you know who you are and you know how to be on the planet, like what are the basic universal values, what are the basic self-monitoring values with other people, that's what the planet needs, we need people like that. You are going to be an adult that's worthy and if we don't do it early, especially in the learning disabled child they go off the rails quite easily because they don't question how not to fit in. Anything to fit in is good for them, their self esteem is so low often in the learning disabled kid, so if they don't start questioning it early in themselves and monitoring it in themselves they are going to go with the crowd and that's frightening (II,T1, lines 9-21).

### Teacher Two

I think particularly with children, any young child as a whole, battles to actually understand where they are really going right and wrong and they are very impulsive. I just think with the special needs child they tend to they are even more impulsive and that the training and teaching is actually that much harder to actually register the difference between black, white and grey. They need to work in black or white and be taken away from grey (II, T2, lines 3-7).

(Important) I think totally because I mean there's nothing worse for anybody whether you are a child or an adult getting into trouble whether its for whatever reason and all the more so more if you don't know you are getting yourself into trouble so that if you're going to get into trouble you know the consequences and you know where you are actually going. The child of that nature they need to know the boundaries and if they are trained to work within the boundaries they know that if they are going to steal Johnny's pen its wrong but they know if they are going to stab Johnny with the pen that's even worse that they do know their boundaries that stealing a pen is okay its a play thing but stabbing is not. Boundaries are hugely important I think particularly with kids who are more impulsive and have attention deficit problems. I think it's even more important (II, T2, lines 9-18).

### Teacher Three

I think it is very important and I think it is very difficult in this day and age in which children are not encouraged to be self-directed and responsible in their own way (II, T3, lines 3-4).

### Teacher Four

Okay I would have to say it is an essential part of any child's learning but for special needs it probably is the most or a fundamental part of their learning curriculum throughout (II,T1, lines 3-4).

Um, so my thoughts are that it should be the most fundamental aspect of any support programme, is getting them to work independently. Working with meta-cognitive skills even logic which I'm starting to become myself become more interested in. Teaching kids to think in logical ways using logic as part and parcel of a learning programme (II, T4, lines 14-17).

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**Two:** Teacher Perceptions regarding the effect of special needs on the development of responsible and self-directed behaviours in learners with special needs.

### Teacher One

I think they come just by having special needs, already your self-esteem has been battered and already your armor, the armor they might be wearing is a little bit stronger. So to get through the armor, they have got to peel off the layers of bad self esteem. I think their self-esteem is more damaged than others. I do, I do (II,T1, lines 26-29)

If you mean cognitive I can't define it but I can say, like... I don't know if it falls under the academic cognitive but reading social situations correctly is often an issue. I'm only speaking from tweens into adolescence but a misinterpretation of what really happened socially to an objective onlooker is often an issue which is something we teach so that the meta-cognition of that, how to teach it, we do have to give that example. So misinterpreting a social situation and reacting. It's almost like stimulus, response, react, react, react instead of stand back. What
really happened? Who was involved? How do I deal with it? So a lot of LO teaching would be around what is assertive behaviour, agony aunt letters, like what advice would you really give that is sensible, how do you remove yourself and just look at the situation (II,T1, lines 35-43).

Without a doubt, there’s nothing to prevent them from developing those behaviours. But there may be things that impact on that development. I think the road might need more examples and more practise. I’m not talking about a brain injured person because I don’t know but for your child with barriers they can absolutely and in fact they should even more so because of their impulsivity (II,T1, lines 99-103).

Teacher Two

Purely that I think a special needs learner their needs are so much greater that’s why they’re called special needs learners but that doesn’t mean that they are not bright or they are not intelligent but often they’ve got areas that are lacking in their lives. So you’ve got to make sure their direction is correct. It doesn’t mean you’re stupid, it’s just that his direction needs actual… you can’t just let him sit in class and teach himself you have to say, “hey your direction, look at me, let me show you the instructions and get you further.” In a normal classroom environment you don’t, you just presume that kids are conceptualising what we give them. They can self direct themselves (II, T2, lines 45-52).

Teacher Three

It depends on their developmental needs; it depends on where they are in their development. Yes, they can according to how well developed they are. So you need to encourage them to reach their own full potential within that (II, T3, lines 26-28).

Teacher Four

They would have to (develop responsible and self-directed behaviours) simply because at the end of the day with their learning disabilities internal, physiological, whether it be ADHD, blind, deaf whatever the case may be, they have to be able to be independent. You know with a regular kid I would say they become independent just because they are regular kids but kids with learning difficulties usually are either what’s the word not pandered but sort of mollycoddled when they are little kids by their parents. You know, I have a child he’s got this problem I must help him with the problem and often the parents don’t realise that what they assume to be helping is more just taking over. One of the things that I’ve observed with these kids is a lot of them can’t think for themselves they want you to do the problem solving for them or they want you to do the actual work for them in extreme cases (II,T4, lines 5-14).

Um but often like I say with special especially with your kids with ADD and that sort of thing they don’t see their role and they can’t until its pointed out to them and then even when you point it out to them they don’t understand, sometimes they don’t understand how that came about or why something has happened (II, T4, lines 52-55).

Whereas um with a child like lets see one of our kids grade six or grade seven kid they are so used to having things done for them (II, T4, lines 68-70).

Three: Teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs.

Teacher One

Yes (it is difficult for learners with special needs to problem solve) and often that needs to be adult or externally directed which I see as a little bit different perhaps to a mainstream learner. Often though when they do get directed a lot of the children think right out of the box and will come up with much more interesting solutions and very real and gentle solutions around an issue but that is directed. It is quite hard to get a learning needs child to that point, to do it on their own (II, T1, lines 51-55)

(The development of responsible and self-directed behaviour needs to be facilitated) Without a doubt, without a doubt (II, T1, line 58).

Teacher Two

I think so; I think with any child… no child knows the difference between right and wrong. As parents you try and in the classroom you’ve got no idea where your parents actually are
coming from, you've got no knowledge what your parents know. In any school you have to facilitate it and I think particularly with the child that's got special needs. They are either over indulged or they are ignored at home and from that point you've got to actually go on giving that direction either to remove the indulgence and give them guidance and discipline or give them guidance and stuff that they're just ignored and enrich their lives (II, T2, lines 58-64).

**Teacher Three**

Un fortunately yes, (the development of responsible and self-directed behaviour needs to be facilitated) especially in this day and age. The teacher is the most essential because now days the parents have lost that role they have abdicated that role to the school and if the school doesn't fulfill that role then as a society we've lost it (II, T3, lines 30-32).

**Teacher Four**

So for someone who's ADHD for example you would have to build some kind of functional you know some kind of way they can compensate for the fact that they're paying attention to the bird outside on the tree or that um they've noticed that somebody's ear is bigger than the other ear or you know little things that they do notice. Um what worked for me growing up was that there was a time and a place for everything and everything was very strictly adhered to. And its obvious I've carried it through and now I have... sometimes now I have the opposite problem where I am so used to getting a time like for example at this time this must be done, someone will say to me I need this done and I say when and they say Ah whenever you do it and I end up never doing it because its not structured enough and its not in my list of things to do (II, T4, lines 38-47).

**Four: Teacher perceptions of any difference in development of responsible and self-directed behaviours between special needs and main stream learners.**

**Teacher One**

Yes (it is difficult for learners with special needs to problem solve) and often that needs to be adult or externally directed which I see as a little bit different perhaps to a mainstream learner. Often though when they do get directed a lot of the children think right out of the box and will come up with much more interesting solutions and very real and gentle solutions around an issue but that is directed. It is quite hard to get a learning needs child to that point, to do it on their own (II, T1, lines 51-55).

I think for both (facilitation of the development of responsible and self-directed behaviours is required). I mean even when I was in the high school there was a guidance lady there and we did a lot of it as well, so I think for both. I think for learners with special needs perhaps we have to just take it a different route and do a little bit more on it, give more examples (II, T1, lines 61-64).

**Teacher Two**

To a degree I think when a child is young they want to please but if they are unable to please because they've got disabilities they are going to see themselves more negatively and they need more guidance to be made to feel more positive. No child is inherently bad, any person in actual fact, but a child... they do need that guidance and particularly younger children with learning disabilities. It's got to be hard because you are battling to please your teacher, your friend on the left is able to do something perfectly where you can't. It’s gotta hurt and there they need that direction and guidance even more so (II, T2, lines 67-73).

**Teacher Three**

It depends on their developmental needs; it depends on where they are in their development. Yes they can according to how well developed they are. So you need to encourage them to reach their own full potential within that (II, T3, lines 26-28).

**Teacher Four**

It would depend on the individual because um or say someone who has got a pronounced physiological defect like being unable to see or being unable to hear they would probably have to um you know they would have to learn how to cope with that disability so like ***** hasn’t
got a hand so she’s learned to compensate. Alright but when it becomes more um more directed into in terms of behaviour problems or attention problems you know there’s no obvious no concrete compensation. You know where someone without a hand or with someone who cannot see there’s a concrete compensation they gonna have a stick or they can get a hearing aid or the classroom can be designed to suit their needs and we get taught that anyway with kids with attention problems. You know try and keep the classroom simple, don’t overwhelm their sensory systems but because its a sort of an internal or you know abstract process it is more difficult to find a compensation for it and they don’t have the ability to do that for themselves. Um, its like I don’t know if you have ever seen a puppy that’s born deaf. People don’t notice its deaf it actually learns to follow you around and stuff you know because you don’t notice the dog is deaf it figures out how to survive. Whereas I think when it comes to a behavioural learning problem there is no way of figuring out like where my food bowl is and things like that so also because you are so distractible things affect you. I could be wrong but you know that’s how I see it

<table>
<thead>
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<th>Five: Definition of responsible behaviour.</th>
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<tr>
<td><strong>Teacher One</strong></td>
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<tr>
<td>I think it's layered. I think you have to... within a school context one would have to look at the academic responsible academic behaviour. You know doing your homework, controlling your work space, being organised, being on top of work, being ahead of work, handing things in on time, all of that, not losing your pens, if you do replacing that. So that's the academic organisational responsible behaviour. The second one is the communication. What responsible behaviours you've got towards other, how do you communicate with other? So it's academic and conversational responsible behaviour. It's self-monitoring skills. I would say that's the big... that's another level of it. You know, what are you self-monitoring? What comes out of your mouth? What do you do? How physically do you hurt people or not hurt people? Its teaching kids how to... not teaching... its children developing the understanding that different echelons have different ways of communicating. So to communicate to a principal is different to your mother is different to your peer etc etc. So all of that, it's layered, it's just layered I don't know if I've answered that actually (II, T1, lines 69-81).</td>
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<tr>
<td><strong>Teacher Two</strong></td>
</tr>
<tr>
<td>Responsible behaviour is working within the norms that you work within, the parameters and the rules within which you work I think that defines responsible behaviour. As a child you don't really know societies laws you know the rules with which you live and where you go to school so you know where your boundaries are, your responsible behaviour is do you accept or don't you accept those boundaries and if you are going to be allowed to challenge them and break them every single time you are not going to learn responsible behaviour ever (II, T2, lines 28-33).</td>
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<td><strong>Teacher Three</strong></td>
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<tr>
<td>Responsible behaviour is when you take responsibility for your actions, responsibility for directing your own goals, responsibility for driving yourself, basically responsibility for your own actions (II, T3, lines 14-16).</td>
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<td><strong>Teacher Four</strong></td>
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<td>I'd say it would probably simply come down to recognising your role in what you've done or what you haven't done and then finding a way to - if what you've done or haven't done has caused a problem - being involved in rectifying the problem and that's how I would see responsible behaviour (II, T4, lines 49-52).</td>
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<td>(There is a) link between responsibility, self-regulation and independence, yes but also motivation and being directed (II, T4, lines 99-100).</td>
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<th>Six: Definition of self-directed behaviour</th>
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<tr>
<td><strong>Teacher One</strong></td>
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<td>I think it’s entwined (with responsible behaviour). I think it starts off... I actually think that the self directed learners that I’ve met over the years sort of have it from home often. It’s a value system or a belief, I don’t know what to call it, a belief, a way of growing up that they got, whether they are learning disabled, whether they are special needs, whether they are</td>
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mainstream. I think it actually stems from when they are very little and what the value system of the home is personally. But I have been surprised, there have been children who have nothing, who like have every disadvantage at home and are self directed so they are buying into some belief system in the society then, that is good or that is worthy (II, T1, lines 83-90).

**Teacher Two**

Self directedness. That’s learning to go in the right direction where you want to actually take yourself and that you want to learn to go in that particular direction. Whether it’s you want to learn to walk, you don’t tell a child how to walk you let them go at their own direction, sometimes you have to assist them but you’ve got to let them fall. You can’t let them not fall so self-directedness is letting them actually go in the right area but it does need some guidance (II, T2, lines 35-40).

**Teacher Three**

Self-directedness is linked it is different but it’s linked. Self directedness comes with discipline. In today’s world we do have enough discipline in our children. We do not allow it, we do not actually encourage it in our children because we are too free with them. It is related because with self directedness you can get responsibility without self-directedness you cannot expect someone to take responsibility for their own actions because you have taken out accountability. It comes down to accountability not just responsibility (II, T3, lines 18-23).

**Teacher Four**

I would probably say that means being able to make decisions about um what you need to do. So being able to say I need to do this project to pass the term and not just wait for someone to say have you done the project um which goes back to responsibility. I think its more to do with intrinsic motivation which is what I try and encourage in special needs kids because we often use an extrinsic kind of motivation like if you follow this checklist or we’ll give you a marble or you know there’s always something concrete that they can always link onto and I think that’s flawed ultimately because then they rely on material things to get things done or to motivate themselves. Whereas if you say try and teach them you want to do this project not because you’re going get some marks for it not because you’re going to pass the term but because its actually interesting and you’re going to learn something and grow from it. That’s where you want to get them to so self directedness would probably mean um getting them to that point getting them to the point where they can motivate themselves simply for the sake of you know doing whatever for self enrichment and growth and that sort of stuff (II, T4, lines 102-115).

**Seven: Teacher perceptions regarding any change to definitions if applied specifically to learners with special educational needs.**

**Teacher One**

Not really, I think its generic... I think. It should be, it's human (II, T1, line 96).

**Teacher Two**

I think so yes. Purely that I think a special needs learner their needs are so much greater that’s why they’re called special needs learners but that doesn’t mean that they are not bright or they are not intelligent but often they’ve got areas that are lacking in their lives. So you’ve got to make sure their direction is correct. It doesn’t mean you’re stupid, it’s just that his direction needs actual... you can’t just let him sit in class and teach himself you have to say, “hey your direction, look at me, let me show you the instructions and get you further.” In a normal classroom environment you don’t, you just presume that kids are conceptualising what we give them. They can self direct themselves (II, T2, lines 45-52).

**Teacher Three**

No (II, T3, line 35).

**Teacher Four**

No, but mainstream children are like I said one of the things I feel is the biggest problem is that learning disabled kids are so assisted that they don’t learn to be... they don’t learn to self regulate very well. Whereas, a mainstream child because the child can do the schoolwork, because he can put on his pants in the morning, because he can get out of bed in the morning, you know all that kind of stuff he can sort himself out in the afternoon, he can make himself a sandwich, all that, because they can do it we tend to leave them alone and um let them get on
**Eight: Teacher perceptions regarding the development of responsible and self-directed behaviours as a valid educational goal.**

<table>
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<tr>
<th>Teacher</th>
<th>Response</th>
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<tr>
<td>Teacher One</td>
<td>Without a doubt I think its one of the most... the biggest priorities, especially in the preteen learner (II, T1, lines 6-7).</td>
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| Teacher Two | I think incredibly so, I think its what’s lacking in our current educational system these kids are allowed to try to learn at their own system more than in actual fact being encouraged to actually work at it, to work in parameters. There’s too much learn to count your own way and if you have to count using your fingers and your toes and your teeth its fine but there’s not enough direction given (II, T2, lines 21-25).
If a kid is given the right to be self directed yes it’s going to make a huge difference in their lives but the direction needs guidance and that’s where responsibility comes in. You teach them to be responsible for their guidance but not just alone (II, T2, lines 54-56). |
| Teacher Three | I think its a very important valid educational goal because its something we all need to strive for because otherwise our children will not be able to actually cope in today’s world in that they have computers and emails etc, and sms and texting but they are unable to actually deal with anything without a cellphone in their hands or a computer. I think education has to change to allow for some of their crutches that they have but it needs to be a goal that needs to be looked at and it has to be channeled by allowing for the growth of children as responsible and self-directed (II, T3, lines 6-12). |
| Teacher Four | Yes our motivation if you look at Freud he gives you a nice framework he says we have the desire to live, the desire to die and the desire to procreate and those are your three interacting intrinsic motivations for everything. So we have an intrinsic motivation to survive, to self destruct and to procreate, so basically those three although they are intrinsic you are born with that. All three of those actually have some kind of concrete extrinsic... you know they are inside us in that sense but in the sense as well that survival requires food eating protecting yourself physically etc etc etc. And the same with procreation is more than just that, its also the need to belong to a group and all that stuff and the need to be loved and liked and whatever and those are concrete actually at the end of the day because to feel loved you need someone else you know. And then as we get older we start to learn things like self love and that sort of thing. So I think the teacher needs to make the person feel valued make the person value their own abilities and sort of inspire them too. I mean it’s kind of like I’m trying to say you want them to learn for the sake of learning. You know um just looking at people like Maslow’s heirarchy and Kolhberg's development those things are probably the nicest and Piaget as well they have the nicest sort of scale because when they are little they just want to please you because by pleasing you they get that smile or they get a star or they get a sweetie or whatever, so its hard to say. Yes, I do think that's part of it (II, T4, lines 118-135). |

Figure 4.1

Initial Transcript Analysis: Areas of Inquiry and Comparison of Teacher Responses

(II, T1-4)

4.3.1 DISCUSSION OF INITIAL TRANSCRIPT ANALYSIS
The responses of teachers to each area of inquiry were extracted for ease of comparison. The discussion that follows concerns the impressions formed of the general responses to each area of enquiry.

**AREA OF ENQUIRY ONE:** Teacher thoughts, opinions, perceptions and feelings on the development of responsible and self-directed behaviours in learners with special educational needs.

Some of the perceptions that appeared to emerge during the interviews with the Intermediate Phase teachers of the selected school revealed that teachers felt that the development of responsible and self-directed behaviours was *important* (II, T1, T3). Reasons attributed for the importance attached to the development of responsible and self-directed behaviours included the fact that learners need to develop as adults capable of participating in society as individuals with a respect for *basic universal values* (II, T1), capable of distinguishing between *right and wrong* (II, T2), working *independently* (II, T4) engaging in *meta-cognitive thought process*, *logical thinking* (II, T4) and *self-regulation* (II, T1, T4).

**AREA OF ENQUIRY TWO:** Teacher perceptions regarding the effect of special needs on the development of responsible and self-directed behaviours in learners with special needs.

The teachers interviewed commonly perceived the special needs status of learners as impacting on their development of responsible and self-directed behaviours. The teachers interviewed expressed the opinion that special needs learners are more likely to have difficulties with *self-esteem* (II, T1), "impulsivity" (II, T2), managing *social interactions*, *reading social cues* (II, T1), thinking about their behaviour and the consequences of their behaviour, making decisions regarding the *direction* (II, T2) they wish to take and "becoming independent" (II, T4).
AREA OF ENQUIRY THREE: Teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs.

All the teachers interviewed shared a common perception that the development of responsible and self-directed behaviours needs to be facilitated for all learners but in particular for learners with special educational needs. Reasons expressed included the fact that learners with special educational needs experience difficulty with problem solving (II, T1, T4) and therefore need initial external direction (II, T2), that teachers have assumed some of the more traditional parental roles of providing guidance, and that learners with special needs may require additional guidance (II, T2) or structure (II, T2) in order to develop responsible and self-directed behaviours.

AREA OF ENQUIRY FOUR: Teacher perceptions of any difference in development of responsible and self-directed behaviours between special needs and mainstream learners.

The teachers interviewed shared the common perception that there may be differences in the development of responsible and self-directed behaviours between learners with special educational needs and mainstream learners but tended to qualify this view by asserting that individual differences needed to be considered and that any difference in development would depend on the individuals involved. In terms of differences in development views expressed included that learners with special educational needs may require additional guidance, direction (II, T2), facilitation (II, T1, T3), positive regard and coping strategies (II, T4).

AREA OF ENQUIRY FIVE: Definition of responsible behaviour.

Definitions of responsible behaviour varied between the teachers interviewed but included the perceptions that responsibility is linked to self-direction, self-regulation, goal-setting, self-awareness, awareness of consequences, decision-
making, motivation, discipline, organisation and awareness of the feelings, responses and reactions of others (II, T1, T2, T3, T4).

AREA OF ENQUIRY SIX: Definition of self-directed behaviour

Definitions of self-directed behaviour also varied between the teachers interviewed but there was a common perception that self-directedness and responsibility are linked or entwined (II, T1). Self-directedness was defined as an internal value system, goal setting, discipline, accountability, decision making and intrinsic motivation (II, T1, T2, T3, T4).

AREA OF ENQUIRY SEVEN: Teacher perceptions regarding any change to definitions if applied specifically to learners with special educational needs.

The teachers interviewed were divided into two groups representing differing perceptions regarding the definitions of responsible and self-directed behaviour if specifically applied to learners with special educational needs. Three of the four teachers felt that their definitions of responsible and self-directed behaviour would remain the same regardless of whether or not these definitions were applied to special needs or mainstream learners. The remaining teacher felt that the definitions of responsible and self-directed behaviour would change if applied specifically to learners with special educational needs. This teacher previously emerged as unintentionally disinviting during the classroom observations. The teachers who felt that their definitions would remain constant expressed the view that their definitions would not change as special needs learners are no different in nature to mainstream learners it was however, the facilitation methods that may need to be adjusted rather than the definitions as applied to the learners themselves (II, T1, T3, T4). The teacher who felt that the definitions would change expressed the view that learners with special educational needs would continue to require external direction (II, T2) and assistance and that self-directedness could then be applied to mainstream learners but needed to be
considered for learners with special educational needs from the viewpoint that special needs learners have greater needs.

**AREA OF ENQUIRY EIGHT:** Teacher perceptions regarding the development of responsible and self-directed behaviours as a valid educational goal.

All the teachers interviewed expressed the view that the development of responsible and self-directed behaviours is a valid educational goal (II, T1, T2, T3, T4).

**4.3.2 DISCUSSION OF SECOND TRANSSCRIPT ANALYSIS**

This discussion revealed some emerging themes and impressions from the individual interviews. Further analysis of the transcripts was however still necessary in order to confirm, correct or clarify these impressions and identify common themes. The second phase of transcript analysis involved the identification of common themes from the teacher responses. Colour coding was used to visually make connections between teacher responses expressing common views. Figure 4.2 represents the second transcript analysis.

<table>
<thead>
<tr>
<th>Individual Interviews Second Transcript Analysis</th>
<th>Areas of Inquiry</th>
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<tr>
<td>One: Teacher thoughts, opinions, perceptions and feelings on the development of responsible and self-directed behaviours in learners with special educational needs.</td>
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<tr>
<td><strong>Teacher One</strong> (Important) Because we live in a society that’s externally motivated in terms of everything from materialism to negotiating with people to do things, and my belief is that if we are going to grow into the adults we are supposed to become, we've got to start doing it early. To make children... if they could start at any age... just internally monitor and internally motivate and internally develop their own value system and belief system so they don't have to buy into even their parents, but if you know who you are and you know how to be on the planet, like what are the basic universal values, what are the basic self-monitoring values with other people, that's what the planet needs, we need people like that. You are going to be an adult that's worthy and if we don't do it early, especially in the learning disabled child they go off the rails quite easily because they don't question how not to fit in. Anything to fit in is good for them, their self esteem is so low often in the learning disabled kid, so if they don't start questioning it early in themselves and monitoring it in themselves they are going to go with the crowd and that's frightening (II, T1, lines 9-21).</td>
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<td><strong>Teacher Two</strong> I think particularly with children, any young child as a whole, battles to actually understand where they are really going right and wrong and they are very impulsive. I just think with the special needs child they tend to they are even more impulsive and that the training and teaching is actually that much harder to actually register the difference between black, white and grey. They need to work in black or white and be taken away from grey (II, T2, lines 3-7).</td>
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(Important) I think totally because I mean there's nothing worse for anybody whether you are a child or an adult getting into trouble whether its for whatever reason and all the more so more if you don't know you are getting yourself into trouble so that if you're going to get into trouble you know the consequences and you know where you are actually going. The child of that nature they need to know the boundaries and if they are trained to work within the boundaries they know that if they are going to steal Johnny's pen its wrong but they know if they are going to stab Johnny with the pen that's even worse that they do know their boundaries that stealing a pen is okay its a play thing but stabbing is not. Boundaries are hugely important I think particularly with kids who are more impulsive and have attention deficit problems. I think it's even more important (II, T2, lines 9-18).

| Teacher Three | I think it is very important and I think it is very difficult in this day and age in which children are not encouraged to be self-directed and responsible in their own way(II, T3, lines 3-4). |
| Teacher Four | Okay I would have to say it is an essential part of any child's learning but for special needs it probably is the most or a fundamental part of their learning curriculum throughout (II, T1, lines 3-4).

Um, so my thoughts are that it should be the most fundamental aspect of any support programme, is getting them to work independently. Working with meta-cognitive skills even logic which I'm starting to become myself become more interested in. Teaching kids to think in logical ways using logic as part and parcel of a learning programme (II, T4, lines 14-17). |

Two: Teacher Perceptions regarding the effect of special needs on the development of responsible and self-directed behaviours in learners with special needs.

| Teacher One | I think they come just by having special needs, already your self-esteem has been battered and already your armor, the armor they might be wearing is a little bit stronger. So to get through the armor, they have got to peel off the layers of bad self esteem. I think their self-esteem is more damaged than others. I do, I do (II, T1, lines 26-29).

If you mean cognitive I can't define it but I can say, like... I don't know if it falls under the academic cognitive but reading social situations correctly is often an issue. I'm only speaking from tweens into adolescence but a misinterpretation of what really happened socially to an objective onlooker is often an issue which is something we teach so that the meta-cognition of that, how to teach it, we do have to give that example. So misinterpreting a social situation and reacting. It's almost like stimulus, response, react, react, react instead of stand back. What really happened? Who was involved? How do I deal with it? So a lot of LO teaching would be around what is assertive behaviour, agony aunt letters, like what advice would you really give that is sensible, how do you remove yourself and just look at the situation (II,T1, lines 35-43).

Without a doubt, there's nothing to prevent them from developing those behaviours. But there may be things that impact on that development. I think the road might need more examples and more practise. I'm not talking about a brain injured person because I don't know but for your child with barriers they can absolutely and in fact they should even more so because of their impulsivity (II,T1, lines 99-103). |

| Teacher Two | Purely that I think a special needs learner their needs are so much greater that's why they're called special needs learners but that doesn't mean that they are not bright or they are not intelligent but often they've got areas that are lacking in their lives. So you've got to make sure their direction is correct. It doesn't mean you're stupid, it's just that his direction needs actual... you can't just let him sit in class and teach himself you have to say, "hey your direction, look at me, let me show you the instructions and get you further." In a normal classroom environment you don't, you just presume that kids are conceptualising what we give them. They can self direct themselves (II, T2, lines 45-52). |
| Teacher Three | It depends on their developmental needs; it depends on where they are in their development. Yes, they can according to how well developed they are. So you need to encourage them to reach their own full potential within that (II, T3, lines 26-28). |
| Teacher Four | They would have to (develop responsible and self-directed behaviours) simply because at the end of the day with their learning disabilities internal, physiological, whether it be ADHD, blind, deaf whatever the case may be, they have to be able to be independent. You know with a regular kid I would say they become independent just because they are regular kids but kids with learning difficulties usually are either what’s the word not pandered but sort of mollycoddled when they are little kids by their parents. You know, I have a child he’s got this problem I must help him with the problem and often the parents don’t realise that what they assume to be helping is more just taking over. One of the things that I’ve observed with these kids is a lot of them can’t think for themselves they want you to do the problem solving for them or they want you to do the actual work for them in extreme cases (II, T4, lines 5-14). Um but often like I say with special especially with your kids with ADD and that sort of thing they don’t see their role and they can’t until its pointed out to them and then even when you point it out to them they don’t understand, sometimes they don’t understand how that came about or why something has happened (II, T4, lines 52-55). Whereas um with a child like lets see one of our kids grade six or grade seven kid they are so used to having things done for them (II, T4, lines 68-70). |
| Three: Teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs. | Three: Teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs. Teacher One Yes (it is difficult for learners with special needs to problem solve) and often that needs to be adult or externally directed which I see as a little bit different perhaps to a mainstream learner. Often though when they do get directed a lot of the children think right out of the box and will come up with much more interesting solutions and very real and gentle solutions around an issue but that is directed. It is quite hard to get a learning needs child to that point, to do it on their own (II, T1, lines 51-55). (The development of responsible and self-directed behaviour needs to be facilitated) Without a doubt, without a doubt (II, T1, line 58). Teacher Two I think so; I think with any child… no child knows the difference between right and wrong. As parents you try and in the classroom you’ve got no idea where your parents actually are coming from, you’ve got no knowledge what your parents know. In any school you have to facilitate it and I think particularly with the child that’s got special needs. They are either over indulged or they are ignored at home and from that point you’ve got to actually go on giving that direction either to remove the indulgence and give them guidance and discipline or give them guidance and stuff that they’re just ignored and enrich their lives (II, T2, lines 58-64). Teacher Three Unfortunately yes, (the development of responsible and self-directed behaviour needs to be facilitated) especially in this day and age. The teacher is the most essential because now days the parents have lost that role they have abdicated that role to the school and if the school doesn’t fulfill that role then as a society we’ve lost it (II, T3, lines 30-32). Teacher Four So for someone who’s ADHD for example you would have to build some kind of functional you know some kind of way they can compensate for the fact that they’re paying attention to the bird outside on the tree or that um they’ve noticed that somebody’s ear is bigger than the other ear or you know little things that they do notice. Um what worked for me growing up was that there was a time and a place for everything and everything was very strictly adhered to. And its obvious I’ve carried it through and now I have… sometimes now I have the opposite problem |
where I am so used to getting a time like for example at this time this must be done, someone will say to me I need this done and I say when and they say Ah whenever you do it and I end up never doing it because its not structured enough and its not in my list of things to do (II, T4, lines 38-47).

**Four: Teacher perceptions of any difference in development of responsible and self-directed behaviours between special needs and main stream learners.**

| Teacher One | Yes (it is difficult for learners with special needs to problem solve) and often that needs to be adult or externally directed which I see as a little bit different perhaps to a mainstream learner. Often though when they do get directed a lot of the children think right out of the box and will come up with much more interesting solutions and very real and gentle solutions around an issue but that is directed. It is quite hard to get a learning needs child to that point, to do it on their own (II, T1, lines 51-55).

I think for both (facilitation of the development of responsible and self-directed behaviours is required). I mean even when I was in the high school there was a guidance lady there and we did a lot of it as well, so I think for both. I think for learners with special needs perhaps we have to just take it a different route and do a little bit more on it, give more examples (II, T1, lines 61-64).

| Teacher Two | To a degree I think when a child is young they want to please but if they are unable to please because they've got disabilities they are going to see themselves more negatively and they need more guidance to be made to feel more positive. No child is inherently bad, any person in actual fact, but a child... they do need that guidance and particularly younger children with learning disabilities. It's got to be hard because you are battling to please your teacher, your friend on the left is able to do something perfectly where you can't. It's gotta hurt and there they need that direction and guidance even more so (II, T2, lines 67-73).

| Teacher Three | It depends on their developmental needs; it depends on where they are in their development. Yes they can according to how well developed they are. So you need to encourage them to reach their own full potential within that (II, T3, lines 26-28).

| Teacher Four | It would depend on the individual because um or say someone who has got a pronounced physiological defect like being unable to see or being unable to hear they would probably have to um you know they would have to learn how to cope with that disability so like ***** hasn't got a hand so she's learned to compensate. Alright but when it becomes more um more directed into in terms of behaviour problems or attention problems you know there's no obvious no concrete compensation. You know where someone without a hand or with someone who cannot see there's a concrete compensation they gonna have a stick or they can get a hearing aid or the classroom can be designed to suit their needs and we get taught that anyway with kids with attention problems. You know try and keep the classroom simple, don't overwhelm their sensory systems but because its a sort of an internal or you know abstract process it is more difficult to find a compensation for it and they don't have the ability to do that for themselves. Um, its like I don't know if you have ever seen a puppy that's born deaf. People don't notice its deaf it actually learns to follow you around and stuff you know because you don't notice the dog is deaf it figures out how to survive. Whereas I think when it comes to a behavioural learning problem there is no way of figuring out like where my food bowl is and things like that so also because you are so distractible things affect you. I could be wrong but you know that's how I see it (II, T4, lines 22-38).

**Five: Definition of responsible behaviour.**

| Teacher | I think it's layered. I think you have to... within a school context one would have to look at the
| One | academic responsible academic behaviour. You know doing your homework, controlling your work space, being organised, being on top of work, being ahead of work, handing things in on time, all of that, not losing your pens, if you do replacing that. So that's the academic organisational responsible behaviour. The second one is the communication. What responsible behaviours you’ve got towards other, how do you communicate with other? So it’s academic and conversational responsible behaviour. It's self-monitoring skills. I would say that's the big... that's another level of it. You know, what are you self-monitoring? What comes out of your mouth? What do you do? How physically do you hurt people or not hurt people? Its teaching kids how to... not teaching... its children developing the understanding that different echelons have different ways of communicating. So to communicate to a principal is different to your mother is different to your peer etc etc. So all of that, it's layered, it's just layered I don't know if I’ve answered that actually (II, T1, lines 69-81). |
| Teacher Two | Responsible behaviour is working within the norms that you work within, the parameters and the rules within which you work I think that defines responsible behaviour. As a child you don’t really know societies laws you know the rules with which you live and where you go to school so you know where your boundaries are, your responsible behaviour is do you accept or don't you accept those boundaries and if you are going to be allowed to challenge them and break them every single time you are not going to learn responsible behaviour ever (II, T2, lines 28-33). |
| Teacher Three | Responsible behaviour is when you take responsibility for your actions, responsibility for directing your own goals, responsibility for driving yourself, basically responsibility for your own actions (II, T3, lines 14-16). |
| Teacher Four | I'd say it would probably simply come down to recognising your role in what you've done or what you haven't done and then finding a way to - if what you've done or haven't done has caused a problem - being involved in rectifying the problem and that's how I would see responsible behaviour (II, T4, lines 49-52). |

(There is a) link between responsibility, self-regulation and independence, yes but also motivation and being directed (II, T4, lines 99-100).

| Six: Definition of self-directed behaviour |  |
| Teacher One | I think it’s entwined (with responsible behaviour). I think it starts off... I actually think that the self directed learners that I’ve met over the years sort of have it from home often. It's a value system or a belief, I don't know what to call it, a belief, a way of growing up that they got, whether they are learning disabled, whether they are special needs, whether they are mainstream. I think it actually stems from when they are very little and what the value system of the home is personally. But I have been surprised, there have been children who have nothing, who like have every disadvantage at home and are self directed so they are buying into some belief system in the society then, that is good or that is worthy (II, T1, lines 83-90). |
| Teacher Two | Self directedness. That’s learning to go in the right direction where you want to actually take yourself and that you want to learn to go in that particular direction. Whether it’s you want to learn to walk, you don’t tell a child how to walk you let them go at their own direction, sometimes you have to assist them but you’ve got to let them fall. You can’t let them not fall so self-directedness is letting them actually go in the right area but it does need some guidance (II, T2, lines 35-40). |
| Teacher Three | Self-directedness is linked it is different but it’s linked. Self directedness comes with discipline. In today’s world we do have enough discipline in our children. We do not allow it, we do not actually encourage it in our children because we are too free with them. It is related because with self directedness you can get responsibility without self-directedness you cannot expect |
someone to take responsibility for their own actions because you have taken out accountability. It comes down to accountability not just responsibility (II, T3, lines 18-23).

Teacher Four

I would probably say that means being able to make decisions about um what you need to do. So being able to say I need to do this project to pass the term and not just wait for someone to say have you done the project um which goes back to responsibility. I think its more to do with intrinsic motivation which is what I try and encourage in special needs kids because we often use an extrinsic kind of motivation like if you follow this checklist or we'll give you a marble or you know there's always something concrete that they can always link onto and I think that's flawed ultimately because then they rely on material things to get things done or to motivate themselves. Whereas if you say try and teach them you want to do this project not because you're going get some marks for it not because you're going to pass the term but because its actually interesting and you're going to learn something and grow from it. That's where you want them to to so self directedness would probably mean um getting them to that point getting them to the point where they can motivate themselves simply for the sake of you know doing whatever for self enrichment and growth and that sort of stuff (II, T4, lines 102-115).

Seven: Teacher perceptions regarding any change to definitions if applied specifically to learners with special educational needs.

Teacher One

Not really. I think its generic... I think. It should be, it’s human (II, T1, line 96).

Teacher Two

I think so yes. Purely that I think a special needs learner their needs are so much greater that’s why they’re called special needs learners but that doesn’t mean that they are not bright or they are not intelligent but often they’ve got areas that are lacking in their lives. So you've got to make sure their direction is correct. It doesn't mean you're stupid, it's just that his direction needs actual... you can't just let him sit in class and teach himself you have to say, "hey your direction, look at me, let me show you the instructions and get you further." In a normal classroom environment you don't, you just presume that kids are conceptualising what we give them. They can self direct themselves (II, T2, lines 45-52).

Teacher Three

No (II, T3, line 35).

Teacher Four

No, but mainstream children are like I said one of the things I feel is the biggest problem is that learning disabled kids are so assisted that they don’t learn to be... they don’t learn to self regulate very well. Whereas, a mainstream child because the child can do the schoolwork, because he can put on his pants in the morning, because he can get out of bed in the morning, you know all that kind of stuff he can sort himself out in the afternoon, he can make himself a sandwich, all that, because they can do it we tend to leave them alone and um let them get on with whatever (II, T4, lines 59-65).

Eight: Teacher perceptions regarding the development of responsible and self-directed behaviours as a valid educational goal.

Teacher One

Without a doubt I think its one of the most... the biggest priorities, especially in the preteen learner (II, T1, lines 6-7).

Teacher Two

I think incredibly so, I think its what’s lacking in our current educational system these kids are allowed to try to learn at their own system more than in actual fact being encouraged to actually work at it, to work in parameters. There's too much learn to count your own way and if you have to count using your fingers and your toes and your teeth its fine but there's not enough direction given (II, T2, lines 21-25).

If a kid is given the right to be self directed yes it's going to make a huge difference in their lives but the direction needs guidance and that's where responsibility comes in. You teach them to be responsible for their guidance but not just alone (II, T2, lines 54-56).
| Teacher Three | *I think it's a very important valid educational goal because it's something we all need to strive for because otherwise our children will not be able to actually cope in today's world in that they have computers and emails etc. and sms and texting but they are unable to actually deal with anything without a cellphone in their hands or a computer. I think education has to change to allow for some of their crutches that they have but it needs to be a goal that needs to be looked at and it has to be channeled by allowing for the growth of children as responsible and self-directed* (II, T3, lines 6-12). |
| Teacher Four | *Yes our motivation if you look at Freud he gives you a nice framework he says we have the desire to live, the desire to die and the desire to procreate and those are your three interacting intrinsic motivations for everything. So we have an intrinsic motivation to survive, to self destruct and to procreate, so basically those three although they are intrinsic you are born with that. All three of those actually have some kind of concrete extrinsic... you know they are inside us in that sense but in the sense as well that survival requires food eating protecting yourself physically etc etc etc. And the same with procreation is more than just that, it's also the need to belong to a group and all that stuff and the need to be loved and liked and whatever and those are concrete actually at the end of the day because to feel loved you need someone else you know. And then as we get older we start to learn things like self love and that sort of thing. So I think the teacher needs to make the person feel valued make the person value their own abilities and sort of inspire them too. I mean it's kind of like I'm trying to say you want them to learn for the sake of learning. You know um just looking at people like Maslow's hierarchy and Kohlberg's development those things are probably the nicest and Piaget as well they have the nicest sort of scale because when they are little they just want to please you because by pleasing you they get that smile or they get a star or they get a sweetie or whatever, so it's hard to say. Yes, I do think that's part of it* (II, T4, lines 118-135). |

Second Transcript Analysis: Colour coding of teacher responses to identify common views

(II,T1-4)

Common views highlighted in the responses of teachers to each area of inquiry were considered. The discussion that follows concerns the impressions formed of the emerging common themes in each area of inquiry.

**AREA OF ENQUIRY ONE:** Teacher thoughts, opinions, perceptions and feelings on the development of responsible and self-directed behaviours in learners with special educational needs.

Common themes that appeared to emerge during the analysis of the teacher perceptions regarding the development of responsible and self-directed learning included the importance attached to the development of these behaviours in
learners by their teachers. It appears that the teachers interviewed feel that the development of these behaviours in learners with special needs is important in today's society for reasons such as allowing learners to develop as *the adults we are supposed to become* (II, T1, line 11), able to *register the difference between black, white and grey* (II, T2, line 6). The difficulty of encouraging the development of responsible and self-directed behaviours in learners *in this day and age* (II, T3, line 3), given a society that is *externally motivated* (II, T1, line 9) was acknowledged. It was suggested that the development of responsible and self-directed behaviours should ideally form a *fundamental aspect of any learning curriculum* (II, T4, line 4) or learning *support programme* (II, T4, line 14). Responsible and self-directed behaviours were seen to be fundamental to developing *universal values* (II, T1, line 14), the ability to work within acceptable *boundaries* (II, T2, line 13), exercise *meta-cognitive* thought processes (II, T4, line 15) understand and anticipate *consequences* (II, T2, line 12), *work independently* (II, T4, line 15) and use *logic* (II, T1, line 16). Self-esteem, impulsivity, inability to work within set boundaries and attention difficulties were mentioned as challenges for learners with special educational needs developing responsible and self-directed behaviours (II, T1, T2, T3, T4).

**AREA OF ENQUIRY TWO:** Teacher Perceptions regarding the influence of special needs on the development of responsible and self-directed behaviours in learners with special needs.

Learners with special educational needs may experience difficulty with issues of self-esteem impacting on the development of responsible and self-directed behaviours according to teacher perceptions. Individual developmental stages and needs, learned behaviours such as over-reliance on external assistance, differences in learning requiring adaptations to facilitation such as the provision of increased numbers of examples, and the need for external direction were highlighted as impacting on the development of responsible and self-directed behaviours in learners with special educational needs (II, T1, T2, T3, T4). Self-awareness, the recognition of own role in situations, the ability to think about own
behaviour and the ability to apply meta-cognitive thought processes to learning and behaviour were highlighted as cognitive factors impacting on the development of responsible and self-directed behaviours in learners with special educational needs (II, T1, T2, T3, T4).

**AREA OF ENQUIRY THREE:** Teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs.

A common emerging theme concerning the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs appeared during the analysis of interview transcripts namely that these behaviours do need to be facilitated and in the perception of the teachers interviewed do not develop naturally as part of the maturation process in learners with special educational needs. Teachers were perceived to be essential in fulfilling this facilitation role as parents have *abdicated that role to the school* (II, T3, line 31) in the view of one teacher respondent. Affective factors associated with being over-indulged or ignored were perceived by one teacher respondent (II, T4) as a contributory factor for the importance of teacher facilitation of the development of responsible and self-directed behaviours in learners with special educational needs. The teachers interviewed perceived a need for compensatory facilitation, additional guidance and external direction in the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs (II, T1, T2, T3, T4).

**AREA OF ENQUIRY FOUR:** Teacher perceptions of any difference in development of responsible and self-directed behaviours between special needs and main stream learners.

It appeared that the teachers interviewed did perceive a difference in the development of responsible and self-directed behaviours in learners with special educational needs and mainstream learners. Teacher respondents felt that
facilitation of these behaviours was necessary for both groups of learners but that mainstream learners tended to develop these behaviours far more independently as part of a natural maturation process whereas learners with special educational needs required more direct facilitation of these behaviours (II, T1, T2, T3, T4).

**AREA OF ENQUIRY FIVE:** Definition of responsible behaviour.

Responsibility was defined in terms of organisational responsibility, such as organising tasks and workspace (II, T1); conversational responsibility including accepting responsibility for positive interactions with others (II, T1); self-regulation (II, T1, T4); discipline (II, T2, T3); self-awareness and motivation (II, T4).

**AREA OF ENQUIRY SIX:** Definition of self-directed behaviour.

Self-directedness was defined as being linked to responsibility, but as an internal force, value system or belief set, as well as encompassing intrinsic motivation, goal setting, decision making and accountability (II, T1, T2, T3, T4).

**AREA OF ENQUIRY SEVEN:** Teacher perceptions regarding any change to definitions if applied specifically to learners with special educational needs.

Three teachers indicated that changes would not be made to their definitions if applied specifically to learners with special educational needs. These definitions were regarded as remaining constant regardless of application to special needs or mainstream learners, although additional support or accommodation was mentioned as necessary for learners with special educational needs. Mainstream learners were perceived as being more easily able to act independently making it easier for these learners to develop responsible and self-directed behaviours (II, T1, T3, T4). One teacher felt that these definitions would change if applied specifically to learners with special educational needs as learners with special educational needs would continue to require additional assistance given the nature of their special needs (II, T2).
AREA OF ENQUIRY EIGHT: Teacher perceptions regarding the development of responsible and self-directed behaviours as a valid educational goal.

It emerged strongly that the teachers interviewed perceived the development of responsible and self-directed behaviours as a valid educational goal (II, T1, T2, T3, T4).

Further analysis of the transcripts was however still necessary in order to confirm, correct or clarify the common themes identified during this phase of the individual interview transcript analysis.

4.3.3 DISCUSSION OF THIRD TRANSCRIPT ANALYSIS

The third transcript analysis focused on solidifying common themes in the teacher responses to each area of enquiry. In order to do this, teacher statements containing similar views to those of other teachers in each area which were previously linked through the use of colour, were extracted. Colour bands representing different themes were assigned in each area of inquiry. Figure 4.3 represents this phase of transcript analysis.

<table>
<thead>
<tr>
<th>Areas of Inquiry</th>
<th>Individual Interviews Third Transcript Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One:</strong> Teacher thoughts, opinions, perceptions and feelings on the development of responsible and self-directed behaviours in learners with special educational needs.</td>
<td></td>
</tr>
<tr>
<td>Teacher One</td>
<td>adults we are supposed to become (II, T1, line 9)</td>
</tr>
<tr>
<td></td>
<td>basic universal values (II, T1, line 15)</td>
</tr>
<tr>
<td>Teacher Two</td>
<td>right and wrong (II, T2, line 4)</td>
</tr>
<tr>
<td></td>
<td>register the difference between black, white and grey (II, T2, line 6)</td>
</tr>
<tr>
<td>Teacher Three</td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td></td>
</tr>
<tr>
<td>Teacher One</td>
<td>(Important)Because we live in a society that's externally motivated (II, T1, line 9)</td>
</tr>
<tr>
<td>Teacher Two</td>
<td>(Important) I think totally because I mean there's nothing worse for anybody whether you are a child or an adult getting into trouble whether its for whatever reason and all the more so more</td>
</tr>
<tr>
<td>Teacher One</td>
<td>If you don’t know you are getting yourself into trouble so that if you’re going to get into trouble you know the consequences and you know where you are actually going (II, T2, lines 9-12).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>I think it is very important and I think it is very difficult in this day and age in which children are not encouraged to be self-directed and responsible in their own way (II, T3, line 3).</td>
</tr>
<tr>
<td>Teacher Four</td>
<td>Okay I would have to say it is an essential part of any child’s learning (II, T4, line 3) should be the most fundamental aspect of any support programme (II, T4, line 15)</td>
</tr>
<tr>
<td>Teacher One</td>
<td>just internally monitor and internally motivate and internally develop their own value system and belief system (II, T1, line 12)</td>
</tr>
<tr>
<td>Teacher Two</td>
<td></td>
</tr>
<tr>
<td>Teacher Three</td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>work independently. Working with metacognitive skills even logic (II, T4, line 16)</td>
</tr>
<tr>
<td>Teacher One</td>
<td>You are going to be an adult that’s worthy and if we don’t do it early, especially in the learning disabled child they go off the rails quite easily because they don’t question how not to fit in. Anything to fit in is good for them, their self esteem is so low often in the learning disabled kid, so if they don’t start questioning it early in themselves and monitoring it in themselves they are going to go with the crowd and that’s frightening (II, T1, lines 16-21)</td>
</tr>
<tr>
<td>Teacher Two</td>
<td>I just think with the special needs child they tend to they are even more impulsive and that the training and teaching is actually that much harder (II, T2, lines 4-6) The child of that nature they need to know the boundaries and if they are trained to work within the boundaries (II, T2, line 12) Boundaries are hugely important I think particularly with kids who are more impulsive and have attention deficit problems. I think it’s even more important (II, T2, lines 16-17)</td>
</tr>
<tr>
<td>Teacher Three</td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>for special needs it probably is the most or a fundamental part of their learning curriculum throughout (II, T4, line 4)</td>
</tr>
</tbody>
</table>

Two: Teacher Perceptions regarding the effect of special needs on the development of responsible and self-directed behaviours in learners with special needs.

| Teacher One | the metacognition of that, how to teach it, we do have to give that example. So misinterpreting a social situation and reacting (II, T1, line 38) |
| Teacher Two |  |
| Teacher Three |  |
| Teacher Four | they don’t see their role and they can’t until its pointed out to them and then even when you point it out to them they don’t understand sometimes they don’t understand how that came about or why something has happened (II, T4, lines 53-55) |
| Teacher One | self-esteem has been battered (II, T1, line 26) (I think) self-esteem is more damaged than others. I do, I do (II, T1, line 28) |
Teacher Two | see themselves more negatively (II, T2, line 68)

Teacher Three | 

Teacher Four | 

Teacher One | I think the road might need more examples and more practice (II, T1, line 100)

Teacher Two | I think a special needs learner their needs are so much greater that's why they're called special needs learners (II, T2, line 45)

So you've got to make sure their direction is correct. It doesn't mean you're stupid, it's just that his direction needs actual... you can't just let him sit in class and teach himself you have to say, “hey your direction, look at me, let me show you the instructions and get you further” (II, T2, lines 47-50)

They are either over indulged or they are ignored at home (II, T2, line 61)

Teacher Three | It depends on their developmental needs it depends on where they are in their development yes they can according to how well developed they are (II, T3, lines 26-28)

Teacher Four | kids with learning difficulties usually are either what's the word not pandered but sort of mollycoddled so used to having things done for them (II, T4, lines 8-9)

Three: Teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs.

Teacher One | Yes (difficult to problem solve) and often that needs to be adult or externally directed which I see as a little bit different perhaps to a mainstream learner (II, T1, line 51)

It is quite hard to get a learning needs child to that point, to do it on their own (II, T1, line 54)

learners with special needs perhaps we have to just take it a different route and do a little bit more on it, give more examples (II, T1, line 63)

Teacher Two | to facilitate it and I think particularly with the child that's got special needs (II, T2, line 61)

you've got to actually go on giving that direction either to remove the indulgence and give them guidance and discipline or give them guidance and stuff (II, T2, lines 62-64)

No child is inherently bad, any person in actual fact, but a child... they do need that guidance and particularly younger children with learning disabilities (II, T2, lines 69-71).

In a normal classroom environment you don’t, you just presume that kids are conceptualising what we give them. They can self direct themselves (II, T2, lines 50-52).

Teacher Three | 

Teacher Four | You know with a regular kid I would say they become independent just because they are regular kids (II, T4, line 7)
### Four: Teacher perceptions of any difference in development of responsible and self-directed behaviours between special needs and mainstream learners.

| Teacher One | (Needs to be facilitated) Without a doubt, without a doubt (II, T1, line 58) (Facilitation) I think for both (II, T1, line 61) |
| Teacher Two | I think so, I think with any child (II, T2, line 58) |
| Teacher Three | Unfortunately yes especially in this day and age the teacher is the most essential because now days the parents have lost that role they have abdicated that role to the school and if the school doesn't fulfill that role then as a society we've lost it (II, T3, line 30-32) |

### Five: Definition of responsible behaviour.

| Teacher One | You know doing your homework, controlling your work space, being organised, being on top of work, being ahead of work, handing things in on time, all of that, not losing your pens, if you do replacing that (II, T1, lines 70-72) academic organisational responsible behaviour (II, T1, line 73) conversational responsible behaviour. It's self-monitoring skills (II, T1, line 75) |
| Teacher Two | Responsible behaviour is working within the norms that you work within, the parameters and the rules within which you work (II, T2, line 28) your responsible behaviour is do you accept or don't you accept those boundaries (II, T2, line 31) |
| Teacher Three | Responsible behaviour is when you take responsibility for your actions, responsibility for directing your own goals, responsibility for driving yourself, basically responsibility for your own actions (II, T3, lines 14-16). |
| Teacher Four | I'd say it would probably simply come down to recognising your role (II, T4, line 49) link between responsibility, self-regulation and independence, yes but also motivation and being directed (II, T4, line 100) |

### Six: Definition of self-directed behaviour.

| Teacher One | Entwined (with responsibility) (II, T1, line 83) Internal value system or a belief (II, T1, line 84) |
| Teacher Two | That's learning to go in the right direction where you want to actually take yourself and that you want to learn to go in that particular direction (II, T2, line 35) |
Self-directedness is linked (II, T3, line 18) comes with discipline (II, T3, line 19) related because with self directedness you can get responsibility without self-directedness you cannot expect someone to take responsibility for their own actions because you have taken out accountability it comes down to accountability not just responsibility (II, T3, line 20-23).

Teacher Four  
make decisions about um what you need to do (II, T4, line 102)  
goes back to responsibility (II, T4, line 104)  
intrinsic motivation (II, T4, line 105)

**Teacher Three**

Teacher One  
Not really, I think it's generic (II, T1, line 96)

Teacher Two  
I think so yes (II, T2, line 43).

Teacher Three  
No (II, T3, line 35)

Teacher Four  
No but mainstream children are like I said one of the things I feel is the biggest problem is that learning disabled kids are so assisted that they don't learn to self regulate very well whereas a mainstream child (is more independent) (II, T4, lines 59-61)

Teacher One  
Without a doubt I think it's one of the most… the biggest priorities (II, T1, line 6)

Teacher Two  
I think incredibly so, I think what's lacking in our current educational system (II, T2, line 21).  
If a kid is given the right to be self directed yes its going to make a huge difference in their lives (II, T2, line 54).

Teacher Three  
I think it's a very important valid educational goal (II, T3, line 6)

Teacher Four  
(Yes) essential (II, T4, line 3)

**Seven**: Teacher perceptions regarding any change to definitions if applied specifically to learners with special educational needs.

**Teacher Four**  
*make decisions about um what you need to do* (II, T4, line 102)  
*goes back to responsibility* (II, T4, line 104)  
intrinsic motivation (II, T4, line 105)

**Eight**: Teacher perceptions regarding the development of responsible and self-directed behaviours as a valid educational goal.

**Teacher One**  
Without a doubt I think it's one of the most… the biggest priorities (II, T1, line 6)

**Teacher Two**  
I think incredibly so, I think what's lacking in our current educational system (II, T2, line 21).  
If a kid is given the right to be self directed yes its going to make a huge difference in their lives (II, T2, line 54).

**Teacher Three**  
I think it's a very important valid educational goal (II, T3, line 6)

**Teacher Four**  
(Yes) essential (II, T4, line 3)

---

**Figure 4.3**

Third Transcript Analysis: Colour banding common themes (II,T1-4)

Common themes highlighted in each area of inquiry were established through the use of colour bands for similar views. The discussion that follows identifies the common themes as they emerged from the transcript analysis.
AREA OF ENQUIRY ONE: Teacher thoughts, opinions, perceptions and feelings on the development of responsible and self-directed behaviours in learners with special educational needs.

Two general themes emerged during this stage of the transcript analysis. The two themes identified concern the contribution of the development of responsible and self-directed behaviours in learners and the importance of this development. The second theme includes three sub-themes. The common themes can be stated as follows:

- The contribution of the development of responsible and self-directed behaviours to the development of adults possessing basic universal values capable of distinguishing between right and wrong.
- The importance of the development of responsible and self-directed behaviours:
  - in learners who will take their place in society as adults and who need to be prepared through their learning curriculum to develop intrinsic motivation, the ability to anticipate the consequences of their actions and the ability to self-regulate.
  - as a contributing factor to the development of meta-cognitive behaviours, independence, logic, internal monitoring skills, internal motivation and an internal belief system.
  - given the susceptibility of learners with special needs to develop unacceptable behaviours given potential self-esteem issues, need for peer approval, impulsivity, attention difficulties, difficulties self-monitoring and recognizing boundaries.

AREA OF ENQUIRY TWO: Teacher Perceptions regarding the influence of special needs on the development of responsible and self-directed behaviours in learners with special needs.
Three general themes emerged during this stage of the transcript analysis. These themes can be stated as follows:

- The influence of cognitive factors on the development of responsible and self-directed behaviours in learners with special educational needs:
  - As learners with special educational needs may experience difficulty with meta-cognitive thought processes, self-regulation, predicting consequences, understanding own role in events and interpreting social situations

- The influence of affective factors on the development of responsible and self-directed behaviours in learners with special educational needs:
  - As learners with special educational need may experience a lowered self-esteem.

- The influence of special needs status on the development of responsible and self-directed behaviours when considering facilitation of these behaviours which may require additional support

**AREA OF ENQUIRY THREE AND FOUR:** Teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs.

The theme that emerged during this stage of the transcript analysis overlapped with the views expressed in the fourth area of inquiry namely the perceived difference in the development of responsible and self-directed behaviours in mainstream learners and learners with special educational needs, and so have been combined. The theme can be stated as follows:

- The development of responsible and self-directed behaviours needs to be consciously facilitated by the teacher:
  - as teachers assume broader roles in modern society
  - as facilitation of these behaviours is especially important for learners with special educational needs who are generally less
independent than mainstream learners and who therefore may require additional support in the development of these behaviours.

AREA OF ENQUIRY FIVE: Definition of responsible behaviour.

Each teacher interviewed expressed a unique definition of responsibility; however the following general themes emerged:

- Demonstrating responsible behaviours:
  - Organisational skills
  - Following rules
  - Interacting positively with others
  - Accepting the consequences of own behaviour
  - Independence

- Developing internal personal responsibility:
  - Self-regulation
  - Self-monitoring
  - Self-awareness
  - Goal-setting
  - Intrinsic motivation

AREA OF ENQUIRY SIX: Definition of self-directed behaviour

The following themes emerged:

- Self-directedness is linked to responsibility
- Self-directedness is an internal trait or value system manifesting as the ability to:
  - Determine own direction
  - Set own goals
  - Be accountable for own decisions
  - Motivate self
AREA OF ENQUIRY SEVEN: Teacher perceptions regarding any change to definitions if applied specifically to learners with special educational needs.

Two distinct and opposing themes emerged. These themes can be stated as follows:

- The definitions of responsibility and self-directedness would not change if applied specifically to learners with special educational needs although facilitation of these behaviours may differ.
- The definitions of responsibility and self-directedness would change if applied specifically to learners with special educational needs as learners with special educational needs need to be assisted.

AREA OF ENQUIRY EIGHT: Teacher perceptions regarding the development of responsible and self-directed behaviours as a valid educational goal.

One common theme emerged:

- The development of responsible and self-directed behaviours in learners with special educational needs is a valid educational goal.

4.3.4 CLUSTERING THEMES

The areas of enquiry explored during the individual interviews with Intermediate Phase teachers of the selected school suggested common themes as interview transcripts were analysed. Through the analysis of transcript interviews, common themes were identified and described. These themes were then clustered by linking associated themes into three main themes. A visual representation of this process is provided in Figure 4.4.
<table>
<thead>
<tr>
<th>Level Five</th>
<th>Theme One: Teacher perceptions of the importance of the development of responsible and self-directed behaviours, the validity of this development as an educational goal and the need for the facilitation of the development of these behaviours.</th>
<th>Theme Two: Teacher perceptions of the effect of a learner’s special needs status on the development of responsible and self-directed behaviours and the implications for facilitation of the development of these behaviours.</th>
<th>Theme Three: Teacher generated definitions of the terms ‘responsible behaviour’ and ‘self-directed behaviour’ reflecting personal views and considered from an invitational perspective.</th>
</tr>
</thead>
</table>

Clustering of themes
### Common Themes and Sub-Themes

<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Feelings on the development of responsible and self-directed behaviours in learners with special educational needs.</td>
<td>Two: Effect of special needs on the development of responsible and self-directed behaviours in learners with special needs</td>
<td>Three: Need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs.</td>
<td>Four: Difference in development between special needs and mainstream learners.</td>
</tr>
<tr>
<td>Five: Definition of responsibility.</td>
<td>Six: Definition of self-directedness.</td>
<td>Seven: Change in definitions if applied to learners with special educational needs.</td>
<td>Eight: Development of responsible and self-directed behaviours as a valid educational goal.</td>
</tr>
</tbody>
</table>

### Visual Representation of Individual Interviews Transcript Analysis Process

![Image of a table and diagram representing the analysis process](https://example.com/figure4.4)
The first clustered theme includes ideas related to teacher perceptions of the importance of the development of responsible and self-directed behaviours, the validity of considering this development as an educational goal and the need for the facilitation of the development of these behaviours. The second theme explores ideas related to teacher perceptions of the effect of a learner's special needs status on the development of responsible and self-directed behaviours and the implications for facilitation of the development of these behaviours. The third theme explores teacher definitions of the terms 'responsible' and self-directed'. A detailed discussion of each theme as it relates to both this study and current literature follows.

4.3.4.1 DISCUSSION OF THEME ONE

THEME ONE: Teacher perceptions of the importance of the development of responsible and self-directed behaviours, the validity of this development as an educational goal and the need for the facilitation of the development of these behaviours.

The following themes that emerged during the interview transcript analysis have been clustered under the heading of theme one:

- The contribution of the development of responsible and self-directed behaviours to the development of adults possessing basic universal values capable of distinguishing between right and wrong.
- The importance of the development of responsible and self-directed behaviours:
  - in learners who will take their place in society as adults and who need to be prepared through their learning curriculum to develop intrinsic motivation, the ability to anticipate the consequences of their actions and the ability to self-regulate.
as a contributing factor to the development of meta-cognitive behaviours, independence, logic, internal monitoring skills, internal motivation and an internal belief system.

- given the susceptibility of learners with special needs to develop unacceptable behaviours given potential self-esteem issues, need for peer approval, impulsivity, attention difficulties, difficulties self-monitoring and recognizing boundaries.

- The development of responsible and self-directed behaviours in learners with special educational needs is a valid educational goal.

- The development of responsible and self-directed behaviours needs to be consciously facilitated by the teacher:
  - as teachers assume broader roles in modern society
  - as facilitation of these behaviours is especially important for learners with special educational needs who are generally less independent than mainstream learners and who therefore may require additional support in the development of these behaviours.

There was a common perception amongst the teachers interviewed that developing responsible and self-directed behaviours in learners contributes to the development of adults possessing basic universal values capable of distinguishing between right and wrong and by extension capable of participating responsibly in society (II, T1, T2). This perception reveals that teachers attach relevance to the development of responsible and self-directed behaviours as they equate responsible and self-directed behaviours with desired traits of the ideal adult member of society that should be produced by the education system. This suggests that the teachers interviewed are of the perception that the role of the education system should ideally extend beyond the curriculum content and include the development of individuals. This is supported by the shift in focus evidenced internationally in recent years as discussed in Chapter One.
International focus is tending towards realisation of individual potential and the development of individuals as productive, contributing members of society who are respectful of others. "Individuals with self-respect, self-direction and self-determination, who will be better able to effectively participate in society and interact reflectively within a social context" (Kesten, 1987, www.sasked.gov.sk.ca/docs/policy/cels/el7.html). This trend is evident in South Africa and evidenced in statements such as Dr Manganyi’s statement in the foreword to the Curriculum 2005 policy document, which asserted that "the new curriculum will be based on the principles of co-operation, critical thinking and social responsibly, and should empower individuals to participate in all aspects of society" (Manganyi, 1997, p. 1). This view is supported by the teacher comments that, if you know who you are and you know how to be on the planet, like what are the basic universal values, what are the basic self-monitoring values with other people, that's what the planet needs, we need people like that (II, T1, lines 12-14); my belief is that if we are going to grow into the adults we are supposed to become, we’ve got to start doing it early (II, T1, line 11) and otherwise our children will not be able to actually cope in today’s world (II, T3, line 7).

The teachers interviewed were of the perception that the facilitation of the development of responsible and self-directed behaviours is essential as evidenced by the comment that, unfortunately yes, (the development of responsible and self-directed behaviours needs to be facilitated), especially in this day and age. The teacher is the most essential because now days the parents have lost that role, they have abdicated that role to the school and if the school doesn’t fulfill that role then as a society we’ve lost it (II, T3, lines 30-32). Current literature supports the view that teachers play a pivotal role in providing an environment conducive to the development of responsible and self-directed learners. In the United States, the Universal Education document of the state of Michigan describes the optimum learning environment and culture as one that, "creates a safe and accepting learning environment in partnership with families and community characterised by mutual support, respect, and responsibility; is
guided by a commitment to educational excellence, democracy and social justice (equity) to create a sense of belonging; honors the rights of all students to learn together and supports and facilitates learning for all "(Universal Education, www.michigan.gov/documents/UnivEdBrochureFINAL). Responsible and self-directed learning demonstrated by responsible and self-directed behaviours is fostered through the provision of a learning environment that is sensitive, flexible and responsive to the learners’ needs according to Abdullah (2001). According to Kesten (1987), teachers in an environment supporting the development of responsible and self-directed individuals, encourage learners to be aware of their own learning by engaging in discussions with learners regarding their behaviour, actions, learning, learning processes and learning products. This lays the foundation for meta-cognitive analysis of own learning, actions and behaviours. One of the teachers interviewed suggested that it was essential to teach learners to think about, What really happened? Who was involved? How do I deal with it? (II, T1, line 40). Kesten (1987) asserts that teachers in an environment supporting the development of responsible and self-directed behaviours also encourage questioning, inquiry, study skills and an atmosphere conducive to risk taking and creative thinking. An environment is promoted where learners are assured that mistakes are a part of learning and correctable during the learning process, where learners are encouraged to express and support their views and opinions and where an atmosphere of respect for others prevails (Velez, 2006). As part of this atmosphere of respect, learners are encouraged to respect their own work efforts and guided to reflect realistically and with a goal orientation on their work.

A learning curriculum that supports the development of responsibility and self-directedness provides opportunities for learners to become involved in the decision making process. Learners may be given the opportunity to exercise choice regarding the learning activities or regarding classroom management issues. Exercising choice is coupled with decision-making and as learners are encouraged to practise the skill of making decisions and choices as well as
dealing with the consequences of those decisions the more learners are encouraged to exercise personal responsibility for their actions, behaviours and learning. Teacher perceptions revealed during the individual interviews support this view as evidenced by the comments that responsible behaviour means being able to make decisions about what you do (II, T4, line 102) and responsible behaviour is when you take responsibility for your actions, responsibility for directing your own goals, responsibility for driving yourself, basically responsibility for your own actions (II, T3, lines 14-16).

In an environment that supports the development of responsible and self-directed behaviours, the learning curriculum provides opportunities for learners to engage in problem solving as it is by solving posed problems that learners begin to develop a sense of self-efficacy in this regard and learn to take responsibility. This is supported by the teacher perception that, yes - there is a transfer to problem solving and thinking through what needs to done next (II, T1, line 51). Abdullah suggests that a learning curriculum that supports the development of responsible and self-directed behaviours encourages collaboration, co-operation and learner interaction. Acting responsibly within a group setting is a vital skill for the future world of work. Rewards are used with care in an environment supporting the development of responsible and self-directed behaviours according to Abdullah (2001), as rewards may reinforce extrinsic rather than intrinsic motivation. Teacher perceptions indicated that this is perceived as valuable in the facilitation of the development of responsible and self-directed behaviours as evidenced by the comments that I think its more to do with intrinsic motivation (II, T4, line 104) and if you say try and teach them you want to do this project not because you're going get some marks for it, not because you're going to pass the term, but because its actually interesting and you're going to learn something and grow from it that's where you want to get them to (II, T4, lines 108 – 111).
Learning activities and strategies that learners experience as relevant, purposeful and as addressing their needs will increase motivation to learn and promote the development of responsible and self-directed individuals who approach tasks in a manner that demonstrates responsibility and self-directedness. "The relationship between teacher and learner should foster increasing learner responsibility" (Kesten, 1987, www.sasked.gov.sk.ca/docs/policy/cels/el7.html).

As learners mature, increase their understanding and develop a repertoire of learning strategies and responsible and self-directed skills and behaviours, they are able to take on greater responsibility for their own learning. Throughout this process the teacher should allow learners to assume increased responsibility and control of the decision making process based on realistic assessments of their readiness to do so according to Kesten (1987). Teachers assist learners in this process by facilitating the development of responsible and self-directed skills and behaviours. As facilitators of this process teachers guide learners in their acquisition of a solid base of knowledge and experience, and assist learners to discover the personal meaning of this knowledge and experience in terms of their own needs. "This process leads to a more meaningful learning experience for students; they are motivated to take greater control over their learning because it is relevant to their needs, both as individuals and as members of society" (Kesten, 1987, www.sasked.gov.sk.ca/docs/policy/cels/el7.html). One teacher interviewed expressed this view by stating that facilitating the development of responsible and self-directed behaviours provides opportunities for learners to, *just internally monitor and internally motivate and internally develop their own value system and belief system* (II, T1, line 12).

In order to create an environment that encourages the development of responsible and self-directed individuals it is important to foster the development of independence, and allow learners to consciously accept responsibility for and make decisions about their own learning, actions and behaviour. The teacher therefore plays an essential role in providing a supportive environment that encourages learner motivation, self-confidence, desire to learn and willingness to
engage (Velez, 2006). This view is supported by the teacher comment that, *the teacher needs to make the person feel valued make the person value their own abilities and sort of inspire them* (II, T4, line 127).

The teaching techniques or approaches selected as well as the learning opportunities provided by the teacher form the basis for the facilitation of the development of responsible and self-directed behaviours. The attitudes, skills, behaviours and knowledge associated with responsible and self-directed learning are encouraged through the ways in which teachers choose to organise their classrooms and through the teaching and learning strategies they expose their learners to. It is important that teachers wishing to encourage the development of responsible and self-directed behaviours include strategies and approaches based on collaboration between learner and teacher as this encourages learner participation, and provides practise in determining goals and in monitoring the learning process. Teaching and learning strategies that promote learner self-confidence and that empower learners to take responsibility for their own learning are also essential if teachers wish to facilitate the development of responsible and self-directed individuals. An important aspect of the teacher’s role is the teaching and modelling of skills and behaviours needed for responsibility and self-directedness. Teachers interviewed supported this assertion as evidenced by comments such as, *it is something we teach so that the meta-cognition of that, how to teach it, we do have to give that example* (II, T1, line 38). These skills and behaviours should be developed through the learning content.

Five principles, adapted from Kesten (1987) provide an outline of how teachers can incorporate skill teaching and create a learning environment which encourages learners to become independent, responsible and self-directed lifelong learners. The first of these principles is the modelling and practising of learning skills. Demonstrating responsible and self-directed behaviours in the approach to tasks in the classroom requires that learners develop independence. In order to confidently approach a task independently and assume responsibility for its completion it is vital that the task be manageable and that the skills
required for the task be learned and practised. Learners can be facilitated in the transition to independence, responsibility and self-directedness through modelling, demonstration and direct instruction of learning skills followed by practice opportunities provided by the teacher. The teacher should monitor learners' progress towards their goals of independent decision-making and the demonstration of responsible and self-directed behaviours and should ensure that learners are aware of the usefulness of the learning activities. Through the process of modelling and practising skills, behaviour and learning, learners will be encouraged to eventually make their own decisions, make connections between current and prior learning, develop understanding, apply concepts and derive pleasure from learning increasing their motivation to learn, and their willingness to assume responsibility for their own learning, behaviour and actions. This assertion is supported by the teacher comment that, *so self directedness would probably mean um getting them to that point getting them to the point where they can motivate themselves simply for the sake of you know doing whatever for self enrichment and growth and that sort of stuff* (II, T4, lines 113-115)

Responsibility and self-directed behaviours develop as a result of a conscious application towards this goal. Four steps involved in developing the skills and behaviours of responsible and self-directed behaviour learning according to Abdullah (2001) are demonstration either, directly or through modelling; the provision of opportunities to practise the demonstrated behaviours; the provision of opportunities to demonstrate these skills and behaviours independently; and finally the internalisation of these skills and behaviours which are then demonstrated spontaneously. Learners may progress through this sequence of steps at their own pace however the transfer of primary responsibility from teacher to learner remains a key focus in the facilitation of the development of responsible and self-directed individuals by teachers. The transfer of control of behaviour, actions and learning from the teacher to the learner is enhanced if teachers regard the development of responsibility and self-directedness an
important educational goal and if teachers have a thorough understanding of their learners as individuals. As learners begin to assume personal responsibility for their own behaviour, actions and learning, they begin to realise the effect of their efforts on their performance and are then empowered to assume control of their own learning process and behaviour which serves as a motivating factor for learners and assists in the development of positive self-efficacy beliefs. The process of facilitating the development of responsible and self-directed behaviours is a process that does not have a clearly defined beginning and end, as learners continue to develop, mature and acquire new knowledge and experiences. As learners mature, it may be that higher levels of responsible and self-directed behaviours are required. Teachers therefore need to be familiar with the developmental level of their learners as well as any potential barriers to the development of the skills, traits and behaviours associated with responsibility and self-directedness in order to adjust expectations, accommodate individual learner needs and support this development through the selection of teaching and learning approaches that address individual learner needs. This view is supported by the teacher comment that the development of responsible and self-directed behaviours should be, *the most fundamental aspect of any support programme is getting them to work independently working with meta-cognitive skills even logic* (II, T4, line 14). The teacher therefore needs to anticipate difficulties and offer support and intervention where necessary. This is supported by the teacher comment that the development of responsible and self-directed behaviours may differ from individual to individual and that, *it depends on their developmental needs it depends on where they are in their development yes they can according to how well developed they are. So you need to encourage them to reach their own full potential within that* (II, T3, lines 26-28).

**4.3.4.1 DISCUSSION OF THEME TWO**

**THEME TWO**: Teacher perceptions of the influence of a learner’s special needs status on the development of responsible and self-directed behaviours and the implications for facilitation of the development of these behaviours.
The following themes that emerged during the interview transcript analysis have been clustered under the heading of theme two:

- The influence of cognitive factors that impact on the development of responsible and self-directed behaviours in learners with special educational needs:
  - as learners with special educational needs may experience difficulty with meta-cognitive thought processes, self-regulation, predicting consequences, understanding own role in events and interpreting social situations.

- The influence of affective factors that impact on the development of responsible and self-directed behaviours in learners with special educational needs:
  - as learners with special educational need may experience a lowered self-esteem.

- The influence of special needs status on the development of responsible and self-directed behaviours when considering facilitation of these behaviours which may require additional support

Although it is accepted that all learners in South Africa should be encouraged in their development towards identified outcomes it would be naïve to assume that learners with special educational needs such as those experiencing specific learning disabilities have exactly the same type of learning experiences as learners who do not experience learning difficulties. "It is clear that some learners may require more intensive and specialised forms of support to be able to develop to their full potential. An inclusive education and training system is organised so that it can provide various levels and kinds of support to learners and educators" (DoE, 2001, p.16).
A learner without a reading disability, for example, may progress towards reading competency without any major difficulties. A learner with a reading disability is likely to progress towards reading competency more slowly and require additional support and assistance in reading development as well as potentially adapted schemes of work based on the assessment standards of the Revised National Curriculum Statement. What is important is that all learners are assumed capable of making progress at their own pace and that the onus of adaptation is on the system rather than the learner. If it is accepted that learners experiencing learning disabilities may require additional assistance and support in the achievement of learning goals and outcomes, it should be accepted that teachers have the responsibility to provide a wide range of learning opportunities for these learners to experience success and that a variety of teaching and learning strategies need to be considered and provided for. This has implications for learners with special educational needs in their development of responsible and self-directed behaviours as certain adaptations, accommodations, assistance and support may need to be provided in order to facilitate this development which may not occur as readily or easily as might be in the case of a learner without special educational needs. In order to determine the type of difficulty that may be experienced by learners with special educational needs in their development as responsible and self-directed individuals who demonstrate responsible and self-directed behaviours it is necessary to examine the characteristics, behaviours, attitudes and learning experiences of responsible and self-directed learners as identified by current research in the field. This conceptual framework of a responsible and self-directed learner can then be discussed in the context of identified social, academic, cognitive and affective difficulties typically experienced by learners with special educational needs as perceived by their teachers.

Definitions of the traits, characteristics, abilities and skills of responsible and self-directed learners referred to in Chapter Three, have not been specifically developed with special needs learners in mind. This becomes a point of
consideration then when discussing the development of responsible and self-directed behaviours in learners with special needs and suggests clearly that if the development of responsible and self-directed individuals is accepted as a valid educational goal within a South African context, that it must be considered an equally valid educational goal for learners with special needs in South Africa. It follows then that investigating the development of responsible and self-directed behaviours in learners needs to address the development of responsible and self-directed learners with special educational needs. Teacher responses during the individual interviews suggested that teachers of the Intermediate Phase of the selected school are of the perception that there are various cognitive and affective factors that impact on the development of responsible and self-directed behaviours of learners with special educational needs.

Learners with special educational needs may experience a variety of learning disabilities including difficulties with language, concentration, cognition, processing and outputting of information. These difficulties may impact on the emotional, social and developmental progression of learners. Typical difficulties experienced include negative impacts on the affective state of learners, difficulties with socialisation and difficulties with interaction within the classroom and with learning activities. Learning disabilities have been found to affect mental health, self-esteem, and the social activities of children (Broatch, 2001). According to Gans, Kenny and Ghany (2003) children with learning disabilities may be depressed or withdrawn; may lack social skills and may have, as a result of experiencing school failure, feelings of low self-worth and vulnerability. Learners with special educational needs and particularly learners with learning disabilities frequently experience affective difficulties in addition to specific learning difficulties. "A learning disability affects nearly every aspect of a student's life and is a lifelong problem" (Lerner in Lienemann & Reid, 2006, p. 3). When considering the development of responsible and self-directed learners with learning difficulties this becomes especially important. Taylor (1995) suggests that responsible and self-directed learners are motivated and persistent,
independent, self-disciplined, self-confident and goal-oriented. Learning difficulties have been found to affect learners’ mental health, self-esteem, and motivation (Johnson, 1995).

Current research suggests that learners with special educational needs tend to have higher levels of emotional concerns, such as depression, loneliness, and low self-esteem. This is supported by teacher perceptions as evidenced by the comments that their self esteem is so low often in the learning disabled kid (II,T1, line 20), I think their self esteem is more damaged than others. I do, I do (II, T1, line 28) and, they are going to see themselves more negatively and they need more guidance to be made to feel more positive (II, T2, line 68). Sabornie (in Gorman, 1999) asserts that learners with learning disabilities have poor self-concepts related to their school functioning, but not necessarily to their global self-concept. These findings suggest that there is an emotional effect associated with the experience of learning difficulties. Learners with special educational needs may experience higher levels of anxiety. Margalit and Zak (in Gorman, 1999) found that children with learning disabilities tended to feel more often that events beyond their control were happening to them. This assertion was mirrored by the teacher perception that learners with special educational needs often, don't see their role and they can't until its pointed out to them and then even when you point it out to them they don't understand sometimes they don't understand how that came about or why something has happened (II, T4, lines 53-55).

Researchers have consistently linked depression to children with learning disabilities. and have noted the high "comorbidity" of learning disabilities and depression (Bender & Wall, 1994). One of the teachers interviewed suggested that in his experience learners with special educational needs may experience emotional difficulties such as, a depression thing so they don't want to wake up in the morning and they don't want to go to school (II, T4, line 70). Chandler (1994, p. 163) suggests that some emotional adjustment disorders result from "attempts to cope with a difficult learning process and the resultant failure,
frustration, and feelings of incompetence that those attempts engender”. This view is supported by the teacher perception that the learning process is frequently difficult for learners with special educational needs as, it’s got to be hard because you are battling to please your teacher, your friend on the left is able to do something perfectly where you can’t. It’s gotta hurt (II, T2, lines 70-73).

Long (1989) identified responsible and self-directed learners as being self-confident. Self-confidence, self-esteem or having a positive regard for self plays a major role in all aspects of a child’s life, impacting on learning, school performance, and peer relationships. Many learners with special educational needs have experienced repeated failure situations within the learning context and are therefore more vulnerable to developing a less than positive regard for self as a learner. A low self-esteem may lead to a lack of confidence within the learning situation and learners may even feel helpless or hopeless within the school context. Self-esteem is explained by Velez (2006) as the feelings and thoughts individuals hold about their competency and worth, their ability to make a positive difference, their level of optimism, willingness to confront realistic challenges, capacity to learn from both successes and failures, and ability to treat self and others with respect. Self-esteem is influenced by the experience of success or failure, which informs beliefs about self and self-confidence and results in actions, which in turn impact future success or failure in a cyclic pattern.

Locus of Control or Attribution Theory, first described by Weiner (1974, in Leahy, 1996) examines the explanations learners offer for why they believe they succeed or fail at tasks and is directly linked to self-esteem. Research indicates learners with high self-esteem believe their success is determined in great part by their own efforts and believe their success is determined in great part by their own efforts and struggles. Learners who possess high self-esteem typically attribute a lack of success to factors within their control to change. These learners view mistakes as experiences from which to learn rather than feel defeated by. Learners with low self-esteem, however, are likely to
ascribe failure to an unchangeable, inner lack of ability, reinforcing feelings of hopelessness or to factors outside of their control leading to feelings of helplessness. Attribution theory then has implications for working with learners with special educational needs who may be experiencing feelings of low self-esteem. It becomes important to consider the creation of a learning environment that reinforces the likelihood of learners with learning difficulties succeeding but also experiencing their accomplishments as based on their own abilities and efforts. A sense of personal control in learners with special educational needs should be reinforced in order for them to assume an increasing sense of ownership for their own lives. A feeling of personal control is fundamental for self-esteem and motivation. One of the teachers interviewed suggested that learners with special educational needs should be encouraged in the development of responsible and self-directed behaviour as this empowers learners to, start questioning it early in themselves and monitoring it in themselves (II, T1, line 20).

Motivation is often defined as a behavioural trait, a facet of the learning process or as a personality trait. Research indicates that self-worth may be a fundamental facet of motivation and may in fact precede motivation (Velez, 2006). Covington (in Velez 2006) defines self-worth as the tendency to establish and maintain a positive self-image. In order for learners to be motivated they must have an inward belief in their ability to succeed. This belief of self-worth is a foundational component for motivation and essential for classroom and lifelong success. "A person who has a sense of self-worth knows that he or she is loved and respected by others and is valued as a person (Seifert in Velez, 2006, 16). Abrams in Gorman (1999) believes that failure experienced by learners with learning disabilities may result in excessive anger, which may manifest in the learner’s behaviour. These learners may be disruptive in class, get into fights with other learners, display defiance toward teachers, and exhibit other disruptive behaviours. One of the teachers interviewed expressed the opinion that in addition, learners with special educational needs may also be more susceptible to
negative peer pressure and so need to develop responsible and self-directed behaviours as a means to self-regulate if they are to become, *an adult that's worthy and if we don't do it early, especially in the learning disabled child they go off the rails quite easily because they don't question how not to fit in, anything to fit in is good for them, their self esteem is so low* (II, T1, lines 16-18).

Traditionally education has been information orientated. Recently however, there has been a move towards recognising the importance of affective education. Affective education can be traced back to Abraham Maslow’s work in the 1950s which focused on health and well being. There was a perception suggested by the teacher interviews that affective education should be considered in the development of responsible and self-directed behaviours and, *Maslow’s hierarchy* in particular *the need to be loved and liked* (II, T4, line 132), was mentioned. Carl Rogers’ work in the 1960s focused on the importance of feelings and concerns. Affective education considers feelings, concerns and individual needs and means that the learner is viewed in totality. By focusing on the emotional aspects of the development of a learner, self-esteem is enhanced. The development of responsible and self-directed behaviours may provide a means of addressing some of the affective concerns affecting learners with special educational needs as perceived by their teachers. "Self-esteem strategies involve helping students feel they belong and are welcome in the school setting, providing them with responsibilities through which they perceive themselves as contributing and making a difference (e.g., tutoring younger children, helping to take care of school plants), offering them opportunities to make choices and decisions and solve problems, and communicating encouragement and positive feedback. While these kinds of positive interventions are important for all students, they are particularly relevant for students who find learning problematic" (Brooks, 1993, pg. 540). This view is supported by the teacher comment that, *I think they come just by having special needs, already your self-esteem has been battered and already your armor, the armor they might be wearing is a little bit*
stronger. So to get through the armor, they have got to peel off the layers of bad self esteem (II, T1, lines 26-29).

In addition to affective factors, learners with special educational needs and particularly with learning disabilities may experience difficulties with cognitive processes such as executive functioning. Executive functions are the "cognitive abilities necessary for complex goal-directed behaviour and adaptation to a range of environmental changes and demands" (Loring in Lienemann and Reid, 2006, p. 64). It appears then that investigating the development of responsible and self-directed learners with specific reference to learners with special educational needs has the potential of making a valuable contribution to understanding teacher perceptions of how the process of developing responsible and self-directed behaviours may be influenced by the experience of a learning disability or other special needs. This has specific implications for examining the difficulties or challenges faced by learners with special educational needs in their development as responsible and self-directed individuals as well as implications for teachers in the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs as teacher perceptions of these difficulties will influence their facilitation. Learners with learning disabilities or special educational needs experience difficulties that may impact on the development of the traits and skills associated with responsible and self-directed behaviours. This discussion will revisit the skills and traits associated with responsible and self-directed learning and behaviours and examine these traits and skills with a view to the type of implication learning disabilities or special educational needs may have on the development of these skills and traits and the associated demonstrated behaviours.

Executive functioning skills were determined as important for self-directed and responsible learning and behaviours. Executive function deficits may cause difficulties for learners with special educational needs. These difficulties may be evidenced in difficulties getting started and finishing work, remembering
homework, memorizing facts, writing essays or reports, working on problems, being on time, controlling emotions, completing long-term projects, and planning for the future according to Zeigler Dendy (2002). The five general components of executive function that may impact on the general school performance of learners with special educational needs as identified by Zeigler Dendy (2002) are working memory and recall including holding facts in mind while manipulating information and accessing facts stored in long-term memory; activation, arousal, and effort or getting started; paying attention and finishing work; controlling emotions or the ability to tolerate frustration and thinking before acting or speaking; internalising language or using "self-talk" to control one's behaviour and direct future actions; and taking an issue apart, analysing the pieces, reconstituting and organizing it into new ideas displaying complex problem solving. This is supported by teacher statements such as, *What are you self-monitoring? What comes out of your mouth? What do you do?* (II, T1, line 76) and *one of the things that I've observed with these kids is a lot of them cant think for themselves they want you to do the problem solving for them* (II, T4, line 12). Difficulties experienced by learners with special educational needs in these areas will influence the development of responsible and self-directed behaviours, which are facilitated by these systems. A discussion of difficulties with working memory and central auditory processing which is an important information processing system, may serve to highlight this point.

Difficulties with working memory may affect not only general school performance but also inhibit the development of responsible and self-directed behaviours. Working memory according to Zeigler Dendy (2002) affects present performance and deficits in working memory may result in a limited working memory capacity, which may lead to forgetfulness or difficulty in remembering and following instructions. Working memory affects the sense of past events resulting in difficulty learning from past behaviour and an increased tendency to repeat misbehaviour. Working memory also affects the sense of time resulting in difficulty planning and completing tasks. Working memory affects self-awareness
leading to difficulties examining or changing own behaviours. This view is supported by the teacher comment that learners with special educational needs may, battle(s) to actually understand where they are really going right and wrong and they are very impulsive (II, T2, line 3). It is clear that learners experiencing difficulties in this area would be challenged to consistently demonstrate responsible and self-directed behaviours without intervention, support and facilitation of these processes.

Learners with special educational needs may have difficulties with Central Auditory processing which forms part of the information processing system identified by Long (1989) as essential for the development of self-directed learning and behaviours. Learners with Central Auditory Processing Disorder (CAPD) have difficulties comprehending speech, despite having normal hearing, due to inappropriate analysis and interpretation of sensory information received auditorally. According to Burd and Fischer (1986) there is a high rate of comorbidity between CAPD and Learning Disabilities, Dyslexia, Attention Deficit Disorder with or without Hyperactivity, Developmental disabilities/mental retardation and Sensorineural hearing loss. Various subtypes of CAPD can be distinguished including, Auditory Decoding Deficit/Decoding; Output-organisation deficit/organisation; Associative deficit/tolerance-fading memory; Integration deficit and Prosodic deficit (Cleveland, 1997).

Learners experiencing difficulties in the Auditory Decoding Deficit/Decoding subtype process information in a way that is slow and inaccurate. Learners with Output-Organisation Deficit have trouble organizing, sequencing, recalling, and expressing an answer. These learners may be able to listen to, analyse and correctly connect information but still have difficulty responding correctly. In general, learners with Output-Organisation difficulties often demonstrate difficulty on tasks where success is dependent on motor and planning skills. Learners with Associative deficit/tolerance-fading memory subtype have difficulties applying the rules of language to sounds heard. These children often have intolerance for background noise, which impacts on their understanding of speech and
language. Teachers interviewed were of the perception that learners diagnosed as Attention Deficit exhibited these types of difficulties and may require support in the form of, *you would have to build some kind of functional you know some kind of way they can compensate for the fact that they're paying attention to the bird outside on the tree* (II, T4, lines 39-41). Learners with Integration deficit subtype often demonstrate difficulty across modalities with any task that requires efficient interhemispheric communication (Cleveland, 1997). These learners experience difficulty connecting auditory and visual information and frequently exhibit long delays in responding. Learners in the Prosodic deficit subtype often exhibit little or no expressive affect and may be described as "flat" or "monotonic" speakers and readers (Cleveland, 1997). These learners frequently have difficulty with pragmatic communication skills, sequencing, social judgment, part to whole patterning and spatial abilities (Cleveland, 1997). They may demonstrate a difficulty or inability to perceive the prosodic cues that underlie the communication of humour, sarcasm and question forms that rely on intonational cues to gauge intent. This may impact on social interaction as asserted by one of the teachers interviewed who stated that, *so misinterpreting a social situation and reacting* (II, T1, line 39), may be problematic for learners with special educational needs.

Central auditory processing skills and speech perception are foundational skills for the emergence of phonemic awareness and in the broader sense phonological awareness. These skills are vital for literacy competency. Many learners with CAPD are slow and inaccurate at processing phonemic information. Five main problem areas in phonemic awareness are summarised by Konde (2004), including Auditory Figure-Ground Problems where the learner finds it difficult to pay attention when there is noise in the background; Auditory Memory Problems where the learner has difficulty remembering information such as instructions; Auditory Discrimination Problems where the learner has difficulty hearing the difference between sounds or words that are similar affecting reading, spelling, and writing skills, among others; Auditory Attention Problems
where the learner has difficulty maintaining focus for listening long enough to complete a task or requirement; Auditory Cohesion Problems where the learner experiences difficulty with higher-level listening tasks such as drawing inferences from conversations, understanding riddles, or comprehending verbal problems. Difficulties in the areas of information processing skills, central auditory processing and working memory amongst others clearly impact on interaction and performance in the classroom. Learners experiencing difficulties in these areas may therefore be hampered in the development of responsible and self-directed behaviours given the nature of the difficulties experienced.

Examining teacher perceptions of the difficulties that may be experienced by learners with special educational needs in the areas identified as essential for the development of responsible and self-directed behaviours in learners indicates that teachers perceive that learners with special educational needs are likely to experience difficulty in the development of these behaviours, skills and traits. Learners with special educational needs may then require additional support in their development as responsible and self-directed individuals. Teachers play a pivotal role in the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs as the selection of strategies and approaches used may provide this additional support in the form of accommodation and adaptation of the learning situation and may then address the individual needs of the learner in their development as a responsible and self-directed individual. Current literature on responsible and self-directed learning considers the role of the teacher in the development of responsible and self-directed learners. This literature is however, not specific to the role of the teacher of learners with special educational needs but provides insight into the type of role suggested for teachers in the facilitation of the development of responsible and self-directed learners. The nature of the role of the teacher of learners with special educational needs in the facilitation of responsible and self-directed behaviours, skills and traits can then be considered against this background. This suggests that further investigation of the facilitation of the development of
responsible and self-directed behaviours in learners with special needs as perceived by their teachers is necessary. The next stage of investigation for this study therefore focused on teacher perceptions of this facilitation and teacher thoughts, opinions, feelings and experiences were explored through a focus group interview involving teachers of the Intermediate Phase.

4.3.4.3 DISCUSSION OF THEME THREE

THEME THREE: Teacher generated definitions of the terms "responsible behaviour" and "self-directed behaviour" reflecting personal views and considered from an invitational perspective.

The following themes that emerged during the interview transcript analysis have been clustered under the heading of theme three:

- Demonstrating responsible behaviours:
  - Organisational skills
  - Following rules
  - Interacting positively with others
  - Accepting the consequences of own behaviour
  - Independence

- Developing internal personal responsibility:
  - Self-regulation
  - Self-monitoring
  - Self-awareness
  - Goal-setting
  - Intrinsic motivation

- Self-directedness is linked to responsibility
- Self-directedness is an internal trait or value system manifesting as the ability to:
- Determine own direction
- Set own goals
- Be accountable for own decisions
- Motivate self

Teacher definitions of responsible and self-directed behaviour varied and it became evident that each teacher holds a uniquely personal definition of these terms. Certain similarities were however identified and grouped together under umbrella headings. Teacher definitions of responsible behaviour included two distinct aspects namely demonstration of responsible behaviour and development of internal responsibility. This differentiation is supported by current literature. Responsible learners have been identified by Long (1989) as having typical, common internal personality traits or characteristics as well as characteristic external behaviours, attitudes and responses.

DEMONSTRATION OF RESPONSIBLE BEHAVIOUR

Teachers expressed the opinion that demonstrating responsible behaviours involved demonstrating such things as organisational skills and independence as well as following rules, interacting positively with others, and accepting the consequences of own behaviour. Organisational skills included such things as, doing your homework, controlling your work space, being organised, being on top of work, being ahead of work, handing things in on time, all of that, not losing your pens, if you do replacing that (II, T1, lines 70-72). Independence included demonstrating independent work habits such as the ability to complete tasks without external direction as well as the ability to perform functional tasks. Teachers were of the perception that independence is a vital component of responsible behaviour as evidenced by comments such as, they would have to
simply because at the end of the day with their learning disabilities internal, physiological, whether it be ADHD, blind, deaf whatever the case may be, they have to be able to be independent (II, T4, lines 5-7), and getting them to work independently (II, T4, line 15). Following rules was identified as an important component of demonstrating responsible behaviour as evidenced by the comment that, responsible behaviour is working within the norms that you work within, the parameters and the rules within which you work (II, T2, line 28), your responsible behaviour is do you accept or don’t you accept those boundaries (II, T2, line 30) and responsible behaviour is when you take responsibility for your actions (II, T3, line 14).

Interacting positively with others was a demonstrable responsible behaviour according to teacher perceptions. This included, responsible behaviours you’ve got towards other, how do you communicate with other (II, T1, line 73) and basic self-monitoring values with other people (II, T1, line 15). Accepting the consequences of one’s own behaviour was also identified as a demonstration of responsible behaviour and teacher statements to this effect included, so that if you’re going to get into trouble you know the consequences and you know where you are actually going (II, T2, line 12), responsible behaviour is do you accept or don’t you accept those boundaries (II, T2, line 31) and recognising your role in what you’ve done or what you haven’t done (II, T4, line 49).

DEVELOPMENT OF INTERNAL RESPONSIBILITY

Teachers interviewed felt that in addition to demonstrating responsible behaviour, learners needed to develop internal responsibility which included such things as self-regulation, self-monitoring, self-awareness, goal-setting and intrinsic motivation. Teacher comments that led to this assertion include, it’s self-monitoring skills (II, T1, line 75), they can motivate themselves (II, T4, line 113), responsibility for directing your own goals, responsibility for driving yourself (II,
These perceptions are supported by current literature which suggests that responsible behaviour is characterised by self-regulation. The terms self-regulation and executive function are frequently used inter-changeably. According to Singer and Bashir (1999), both self-regulation and executive function are considered "meta" constructs. "Together, executive functions and self-regulatory processes are central to cognitive, linguistic, behavioural, and affective control—all of which are fundamental to learning and success in school" (Singer & Bashir, 1999, p.268). Although aspects of executive functions and self-regulation overlap and are inter-dependent, a distinction can be drawn between the two constructs. Various definitions of executive function exist but there is a general consensus regarding the components of executive function according to Singer and Bashir (1999). These components of executive function as explained by Singer and Bashir (1999) include inhibiting actions, restraining and delaying responses, attending selectively, setting goals, planning, and organizing, as well as maintaining and shifting set. Processes that involve developing action plans, retaining these plans and action sequences and restricting irrelevant or distracting action plans are controlled by the executive function of the working memory. Executive functions are then vital to setting and attaining future goals. These goals may include executing complex motor tasks, producing oral and written explanations, monitoring and regulating effect and controlling behaviour, (Singer & Bashir, 1999).

Self-regulation refers to a set of behaviours that are used in different combinations depending on circumstances and are needed to guide, monitor, and adjust actions and responses in order to enhance performance. Self-regulation is also used to manage and direct interactions within the learning environment. Self-regulation includes three reciprocal sub-processes (Singer & Bashir, 1999), namely self-observation, self-judgment, and self-reaction. Learners are required to self-regulate their activities throughout the school day, and self-regulatory behaviours are evidenced in the ways that learners approach tasks, attend to tasks and alter strategies selected for tasks. These self-
regulatory behaviours emerge through maturation and the developmental processes but can be shaped by the environment and can therefore be encouraged through active facilitation. "Self-regulation is co-constructed within social interactions and influenced in various settings by others’ attitudes and behaviours" (Paris & Byrnes, 1989, p.173). Zimmerman (1989) describes self-regulation as the result of the reciprocal influences of personal processes such as perceptions of ability and self-motivation; the environment including the demands of the task and teacher facilitation; and individual behaviour. "Students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviourally active participants in their own learning process" (Zimmerman, 1989, p. 329).

Responsible and self-directed behaviours are most likely to be demonstrated by learners who are motivated, inner-directed and achievement orientated according to Long (1989). Learner motivation determines the reasons why learners choose to become engaged in a learning task. Learners may be either intrinsically or extrinsically motivated to perform a particular task. Intrinsically motivated learners desire to do well for their own personal satisfaction. Extrinsically motivated learners desire to do well for an external reason such as a reward or the approval of another. Learners may also be intrinsically motivated to complete one learning task, whilst extrinsically motivated to complete another. It does appear however, that most learners are predominantly either intrinsically or extrinsically motivated. Self-directed and responsible learners tend to be predominantly intrinsically motivated or inner-directed as they seek success for their own personal satisfaction. Self-directed and responsible learners also tend to be goal-orientated.

Goal orientation is a narrower concept than motivation. Caraway, Tucker, Reinke, and Hall (2003) define goal orientation as the individual’s ability to make plans and set goals. Goal orientation works in conjunction with self-efficacy to increase motivation. Goal-oriented individuals set challenging goals for themselves. There is a high level of commitment to these goals and goal-
Orientated individuals continue to pursue their goals even when faced with challenges. The fact that personalised goals have been set, as well as the individual's belief in their own ability to realise these goals serves as an intrinsic motivating factor.

Self-efficacy is defined as "people's judgments of their capabilities to organise and execute courses of action required to attain designated types of performances" (Bandura, 1986, in Linnenbrink & Pintrich, 2003, p. 120). Self-efficacy is a personal judgment of competence. This separates the notion of self-efficacy from the notion of self-esteem, which can be considered the measure of how positively individuals view themselves in totality. Self-efficacy is generally related more to a specific task than to a global picture of self. Linnenbrink and Pintrich (2003) describe three important components linked to self-efficacy namely behavioural engagement, cognitive engagement, and motivational engagement. Behavioural engagement is the observable behaviour associated with engaging with a task such as organising work. Cognitive engagement is thinking critically, taking advantage of different learning strategies, and using meta-cognition. Motivational engagement includes the learner's personal interest in a task and willingness to engage in the task. High self-efficacy beliefs increase self-confidence when approaching tasks and interactions. Locus of control determines the reasons learners ascribe to their success or failure at a learning task. Learners with an external locus of control tend to ascribe reasons for their success or failure to factors outside of their own personal control such as ascribing success to luck or failure to the result of the actions of others. Learners with an internal locus of control tend to ascribe reasons for their success or failure to factors within their control such as ascribing success to hard work, or failure to a lack of effort. Self-directed and responsible learners tend to have a higher internal locus of control than an external one.

Teacher perceptions of self-directed behaviours revealed that the teachers interviewed viewed self-directed behaviour as being linked to responsibility. This is evidenced by teacher comments such as, *self-directedness is linked to responsibility.*
different but it’s linked (II, T3, line 18) and, I think it’s entwined (II, T1, line 83). Teachers perceived self-directedness to be associated with an internal trait or value system manifesting as the ability to determine own direction, set own goals, be accountable for own decisions and motivate self. Long (1989) suggested that self-directed individuals are self-confident, inner directed and achievement motivated. In addition teachers referred to self-directedness as being related to discipline, it is related because with self directedness you can get responsibility without self-directedness you cannot expect someone to take responsibility for their own actions because you have taken out accountability it comes down to accountability not just responsibility (II, T3, lines 19-23) and a value system or a belief (that) stems from when they are very little and what the value system of the home is (II, T1, line 86).

Self-directedness in learning is then according to teacher perceptions a term recognizing both external factors that facilitate a learner taking primary responsibility, and internal factors that predispose an individual to accepting responsibility for learning-related thoughts and actions, which are characterised by particular traits, and skills that are demonstrated by responsible and self-directed behaviours. Understanding the types of skills and traits associated by teachers with self-directed and responsible learning is significant if these teachers are to facilitate the development of the skills and traits by encouraging responsible and self-directed behaviours. The long-term benefit of encouraging responsible and self-directed behaviours is the development of the skills and traits associated with responsible and self-directed learners, which will stand learners in good stead as they move into adulthood and begin to participate as active citizens in a democratic society. This strengthens the argument for the relevance of facilitating the development of responsible and self-directed behaviours, skills and traits in learners with a view to producing the type of individual capable of making a positive contribution to society as an adult. Given the philosophical stance of inclusion discussed previously, it also begs consideration of the development of responsible and self-directed behaviours,
skills and traits in learners with special educational needs. Learners with special educational needs may experience the development of responsible and self-directed behaviours differently to learners who do not experience barriers to learning. As little literature exists that specifically examines the development of responsible and self-directed behaviours in learners with special educational needs or the facilitation of the development of these behaviours, traits and skills, it is necessary to examine teacher perceptions of the impact of special needs status on the development of responsible and self-directed behaviours in order to consider the impact on the facilitation of this development by teachers of learners with special educational needs.

Teachers were asked to consider whether or not their definitions of responsible and self-directed behaviours would change in any way if applied specifically to learners with special educational needs. Three of the teachers interviewed felt that the definitions of responsibility and self-directedness would not change if applied specifically to learners with special educational needs although facilitation of these behaviours may differ. These teachers responded with comments such as not really, I think its generic... I think. It should be, it’s human (II, T1, line 96). These teachers did feel that facilitation of these behaviours may require more examples and more practice (II, T1, line 100). These three teachers also felt that learners with special educational needs are capable of developing responsible and self-directed behaviours without a doubt, there’s nothing to prevent them from developing those behaviours. But there may be things that impact on that development (II, T1, line 99). The fact that two of these teachers namely the Grade Four and Grade Six teacher felt that their definitions of responsible and self-directed behaviour would remain constant supports the discussion of classroom observations in Chapter Three. During the period of classroom observations it was noted that both of these teachers demonstrated an unintentionally invitational stance and demonstrated trust, respect and optimism (Purkey & Novak, 1996) towards their learners. These teachers once again display trust, respect and optimism as they express their belief in the ability
of their special needs learners to develop responsible and self-directed behaviours. The third teacher who expressed the view that learners with special educational needs are capable of developing responsible and self-directed behaviours was an Intermediate Phase teacher who does not class teach but teaches subjects across the Intermediate Phase and who therefore was not observed during classroom observations but was however interviewed given her contact with all learners in the Intermediate Phase.

The remaining teacher felt that the definitions of responsibility and self-directedness would change if applied specifically to learners with special educational needs as learners with special educational needs need to be assisted. This is evidenced by the comment that I think a special needs learner their needs are so much greater that’s why they’re called special needs learners (II, T2, line 45) and they’ve got areas that are lacking in their lives (II, T2, line 47). This teacher felt that learners with special educational needs would most likely struggle to fully achieve responsible and self-directed behaviour as they would continue to require assistance and so would not become fully independent. This view is expressed by the teacher in comments such as so you’ve got to make sure their direction is correct (II, T2, line 47) and look at me, let me show you the instructions and get you further (II, T2, line 50). The following comment by the teacher, in a normal classroom environment you don’t, you just presume that kids are conceptualising what we give them. They can self direct themselves (II, T2, lines 50-52), suggests that this teacher holds the perception that learners with special educational needs are different from learners found in "normal" classrooms. The use of the word "normal" applied to learners without special educational needs is unintentionally disinviting as it inadvertently suggests that learners with special educational needs are not normal. This impression of an unintentionally disinviting stance is supported by classroom observations. The teacher is the Grade Five teacher, who during classroom observations demonstrated an unintentionally disinviting stance. During classroom observations it was noted that this teacher assists the learners in her class
through step-by-step instruction allowing very little independent work, problem solving or development of responsible and self-directed behaviours. This is unintentionally disininviting as despite the fact that assistance is offered with the best of intentions a lack of trust, respect and optimism are unintentionally conveyed.

Based on this it appears that there may be a link between an invitational stance and teacher perceptions regarding the capability of learners with special educational needs to develop responsible and self-directed behaviours. Further exploration was however indicated in order to establish whether or not there may be a link between invitational stance, teacher perceptions and facilitation of the development of responsible and self-directed behaviours.

4.4 SUMMARY

This chapter explored teacher perceptions of the development of responsible and self-directed behaviours in learners with special educational needs as investigated through individual interviews. Findings of the individual interviews were discussed and related to current literature.

Chapter Four will explore teacher perceptions of the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs through the discussion of findings from the focus group interview.
5.1 INTRODUCTION

In the preceding chapter the individual interviews conducted with teachers in the Intermediate Phase of the selected school were discussed. The individual interviews were intended to investigate teacher perceptions regarding areas of enquiry concerning the development of responsible and self-directed behaviours in learners with special educational needs including the validity of this development as an educational goal, teacher perceptions of the impact of special needs status on this development as well as teacher definitions of the terms responsible and self-directed behaviours. Individual interview transcripts were analysed in order to identify common themes and these included: teacher thoughts, opinions, perceptions and feelings on the development of responsible and self-directed behaviours in learners with special educational needs; teacher perceptions regarding the effect of special needs on the development of responsible and self-directed behaviours in learners with special needs; and teacher perceptions regarding the need for facilitation of the development of responsible and self-directed behaviours in learners with special educational needs. It became evident during the discussion of these themes that teachers interviewed were of the perception that the development of responsible and self-directed behaviours in learners in general was important and even more so for learners with special educational needs. Teachers interviewed felt that the development of responsible and self-directed behaviours is a valid educational goal and expressed personal definitions of the terms responsible and self-directed behaviours.

Teacher perceptions indicated that teachers of learners with special educational needs feel that the special needs status of learners does impact on the development of responsible and self-directed behaviours and that there may be associated affective and cognitive difficulties that need to be addressed for learners with special educational needs in the facilitation of this development. Teachers interviewed were of the perception that the development of responsible
and self-directed behaviours does need to be consciously facilitated by the teacher. Teachers interviewed differed in their perceptions of the capability of learners with special educational needs as developing fully responsible and self-directed behaviours and these differences appeared to relate to the invitational stance of the individual teacher. Teachers who expressed more invitational perceptions regarding their learners appeared to be of the perception that learners with special educational needs were capable of developing responsible and self-directed behaviours, whereas the converse was found for teachers who expressed less invitational perceptions of their learners.

The discussion of themes that emerged from the individual interviews highlighted the need to further explore the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs. Teachers were asked to share their perceptions regarding strategies that can be used to facilitate the development of responsible and self-directed behaviours in learners with special educational needs as well as strategies for dealing with specific areas that may impact on this development as identified in the preceding chapter such as low self-esteem, motivation, self-regulation and cognitive difficulties. The focus group interview was conducted with the same teachers who participated in the individual interviews and a focus group format was chosen in order to allow participants to share thoughts, feelings and experiences. The interview was recorded and transcribed; copies of the transcript were then made available to all participants for their comment. An example of the transcript is available in Addendix D.

5.2 FOCUS GROUP INTERVIEW TRANSCRIPT ANALYSIS
The focus group interview transcript was identified by the legend Focus Interview (FI), teacher participants were identified by the legend Teacher (T) One/Two/Three/Four. Direct quotes are indicated by the use of italics and reference is made to the original interview transcript. The analysis of the interview transcript was conducted in three phases. The first phase of analysis involved establishing areas of inquiry and extracting teacher responses to these areas of inquiry for ease of comparison. The initial analysis is represented by Figure 5.1.

<table>
<thead>
<tr>
<th>Areas of Inquiry</th>
<th>Teacher One</th>
<th>Teacher Two</th>
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<tbody>
<tr>
<td>One: Teacher thoughts, opinions, perceptions and feelings on what can be done to encourage responsible and self-directed behaviours in learners with special educational needs.</td>
<td>Yes, you do have to give them responsibilities. I feel that both of these behaviours have to be taught by like I said giving practice and talking it through as many children today don't have that voice to tell them when something is wrong. Society today is very much different in that children's friends and peers are their families as so many parents work such late hours and don't have the time to be with their children. They're not taught respectful behaviour and to be responsible. Parents continuously pick up their children's slack in guilt – depriving them of being independent and responsible and facing consequences for bad or non-responsive or directed behaviour (FI, T1, lines 8-15).</td>
<td>I think that you do need to explain boundaries it's all very well saying they must have responsibilities but you have to remember that not all of them can handle it. They work better within clear boundaries and then they can be responsible for behaving well within those boundaries (FI, T2, lines 23-26).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>I think giving lots of praise and recognition helps to reinforce those behaviours (FI, T3, line 3).</td>
<td></td>
</tr>
<tr>
<td>Teacher Four</td>
<td>You also have to give them responsibilities. You can guide them through how they’ll tackle a task and then allow them to tackle it and um if necessary fail, then evaluate and analyse why it worked or didn't. You have to teach logic and reasoning early on and as often as possible. Ask why? (FI, T4, lines 4-7)</td>
<td>The environment is also important; um you can't just give them practice you also have to create the right climate for it. You have to build a structured environment and there are basically um like having an invitational environment that offers a range of choices and interesting tasks but there must also be routines to help develop their um management of the environment. Oh and safety you know feeling safe is important they must be allowed to experiment and they must feel that you as the teacher care about them but also there must be boundaries of appropriateness and this needs to be explained (FI, T4, lines 16-22).</td>
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</table>

Two: Examples of ideas and strategies personally used by the teachers that in their perception encourages the development of responsible and self-directed behaviours in learners with special educational needs.

| Teacher One | I offer them a choice of doing things, lessons or activities. If they get to choose consequences of behaviour they tend to be more receptive to behaving or learning. I also use reward systems like house points, marbles and outings. Like if you work harder now you can have a ten... |
minutes longer break. They also love a ‘free talk’ lesson as a reward it gives them a chance to share news, interest and ideas. So I use a token system with rewards but also take away for undesirable behaviour with dire consequences like suspension (FI, T1, lines 30-36).

We also do that, share thoughts on how we could do something, and debate options. It makes them more involved (FI, T1, lines 49-50).

Teacher Two

If they are very clear about what is allowed and not allowed and if there are set consequences for misbehaviour then they choose to act responsibly (FI, T2, lines 23-26).

Teacher Three

I give lots of praise and I use rewards (FI, T3, line 29).

I think you just have to positively reinforce …just consciously promote moral, democratic and sensible behaviours (FI, T3, lines 38-39).

Ja, I didn't mean just rewards but more praise their ideas are also important. Also share good child generated ideas and use those ideas to make them feel valued. So like class discussions and brainstorming for finding ideas (FI, T3, lines 46-48).

Ja, if they are involved in thinking and in doing then they are learning to be responsible for their part in the classroom (FI, T3, lines 51-52).

Teacher Four

I don't know, it is important to use positive reinforcement but always using rewards that's like they could learn to always rely on outside direction. I think you have to develop or um use logic you know systems theory and empirical logic so like break up a task into components and it's a cycle if a step is incomplete or missed we go back. So probably for me more teaching the thinking or reasoning part first that's like more internal then you can positively reinforce those things (FI, T4, lines 40-45).

Teacher One

I've used these strategies in both classrooms and have found them equally effective in both types of classrooms (FI, T1, lines 60-61).

It is easier for mainstream learners but you would do the same kinds of things, maybe just longer for ours (FI, T1, lines 65-66).

Teacher Two

If you were teaching in a mainstream classroom you could give them some things to do by themselves, because mainstream learners can generally get on with things but with ours you actually can't because they cannot cope, so then they get frustrated and that's not fair, you have to preempt that frustration and give them lots of help and guidance (FI, T2, lines 56-59).

Teacher Three

The strategies will remain the same but the level of recognition and maintenance would be less in a mainstream classroom (FI, T3, lines 54-55).

Teacher Four

No the strategies wouldn't change, but I could allow for more independence in a mainstream class, reasons being that so called remedial kids tend to require a very structured methodology. Mainstream kids usually manifest this on their own (FI, T4, lines 62-64).

Four: Teacher suggestions for dealing with issues of low self-esteem.

Teacher One

You have to find ways to make them feel good about their achievements and start believing in themselves again - it depends on how low they have been. You have to give praise for work well done not just for anything done. Also not just for work – if they display thoughtful behaviour towards their peers, or like for helpful behaviour – they should be praised for that too, but not insincerely or excessively (FI, T1, lines 76-82).

Teacher Two

You have to give them help and guidance then you cut the chance of them failing because if you let them go their own way they are going to fail and then they feel even worse about themselves. You have to give them help before they even start making mistakes so that they don't feel like they are failing (FI, T2, lines 85-88).

Teacher Three

I think it's about showing care, you know using low comforting speech tones, making them feel included, using praise and reward, using encouraging words never negative vocabulary and like if there are problematic issues to deal with it in private you know private consultation not
in the classroom in front of others (FI, T3, lines 69-72).

<table>
<thead>
<tr>
<th>Teacher Four</th>
<th>I agree that optimism is important but so is realism, there is no reason to sugar coat things. One-on one work sessions where challenges can be presented, tackled and evaluated work to boost self-esteem, because it shows the kid you care about them and want to work with them and so then they start to feel that they should care about themselves and feel better about themselves in the long run because they are important to you (FI, T4, lines 73-77). I think that giving them responsibility you know um trust them to develop their own way of solving a problem (FI, T4, lines 83-84).</th>
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**Five: Teacher suggestions for developing meta-cognitive thought processes.**

<table>
<thead>
<tr>
<th>Teacher One</th>
<th>Yes, get contributions from them all the way through, “How did we get from here to there?” So, talking through processes. You also have use both simultaneous and successive teaching methods and give as many examples as possible to get the thought processes going (FI, T1, lines 97-100). You have to start with absolute basics, moving from the concrete, or real objects to representative to abstract and that’s for learning concepts but also learning to think meta-cognitively (FI, T1, lines 103-105). Oh yes, also the thinking hats I have that it helps to get them thinking about different perspectives and so, also thinker’s keys to jumpstart thinking about issues (FI, T1, lines 109-110).</th>
</tr>
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</table>

| Teacher Two | But you can't do that all the time, sometimes these children just need to have things explained to them, you know it gets confusing if you change your style of teaching too much, they – especially our children they like routine and predictability (FI, T2, lines 114-116). |
| Teacher Three | They can be taught to use meta-cognitive thought by giving them guidance or procedures or strategies to complete tasks, like using mind maps. Helping them to grade exercises that require segmenting of ideas and editing ideas that are orally generated (FI, T3, lines 90-92). I also like to use things like Bloom’s taxonomy to make sure that I kind of like think or make sure that they are extended. You know it’s easy to just ask questions but you sometimes have to make sure they are at different levels to get the kids to think higher order (FI, T3, lines 106-108). |
| Teacher Four | They must be taught to analyse tasks um sort of strategy development. Ask what, how, when etc to get them thinking through. Give them problems to solve and ask why they selected a specific approach so they learn to think about what they have done and why they did and what worked etc (FI, T4, lines 93-96). Using realism is also good, by stating the obvious reasons for a behaviour they think about it and don’t accept excuses, make them justify their actions (FI, T4, lines 101-102). But you know it’s just as important if you want them to use meta-cognitive strategies that you know their learning style, the multiple intelligences thing is they find it easier to think about their learning because it suits their style (FI, T4, lines 111-113). |

**Six: Teacher suggestions for encouraging informed decision making.**

<p>| Teacher One | Looking at each situation, even making a list if need be – of pros and cons – the easy or the difficult route. Talking about how behaviours or thought patterns influence the outcome of decisions, looking at consequences of possible decisions made impulsively, so they learn if thought goes into it a better result is attainable (FI, T1, lines 124-127). |
| Teacher Two | There should also be a physical consequence attached like if you break the rules this happens then they can be trained to make acceptable decisions (FI, T2, lines 128-129). |
| Teacher Three | You can try... by recognizing and validating efforts made by the child so that encourages increased effort to make decisions and this can then be steered in the general direction and promoted (FI, T3, lines 118-120). |
| Teacher | They have to be given opportunities to become informed, so at age appropriate stages you can... |</p>
<table>
<thead>
<tr>
<th>Four</th>
<th><em>include the kid in decision-making. I clearly lay out the consequences of a decision and reason out with the kid why those are the consequences</em> (FI, T4, lines 121-123).</th>
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<tbody>
<tr>
<td><strong>Seven: Teacher suggestions for developing problem solving skills.</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher One</td>
<td><em>Yes exactly, assess each problem individually and ask what the person, book, question is wanting them to do. Often problems have more than one way to solve it. So I go through step by step using input from the learners, and ask questions like, “How did you know that? What clues did you use?”</em> (FI, T1, lines 141-144).</td>
</tr>
<tr>
<td>Teacher Two</td>
<td><em>You must break the problem up for them and make sure that it is not too difficult then you can help them step by step to follow instructions to solving each small part, especially in subjects like Maths</em> (FI, T2, lines 131-133).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td><em>You have use all opportunities across the curriculum to demonstrate possibilities to problem solving. You have to model problem solving and provide experiences of problem solving for them</em> (FI, T3, lines 134-136).</td>
</tr>
<tr>
<td>Teacher Four</td>
<td><em>Yes and teach steps to problem solving, like isolate the problem, investigate possible related problems, develop a solution to each problem and then test the solutions. If you are successful then return to step one. Teach them to evaluate each solution for secondary problems and make judgment calls can we live with the consequences of a solution</em> (FI, T4, lines 137-140).</td>
</tr>
<tr>
<td><strong>Eight: Teacher suggestions for encouraging self-regulation.</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher One</td>
<td><em>Yes it is quite difficult because self-regulation is one of the many and most problems that our children face. I feel that here again reward for ‘good’ self-regulation is more of an answer than punishment or consequences. Taking away pleasant lessons they enjoy is a far more effective way of helping them realise once all else fails</em> (FI, T1, lines 148-151).</td>
</tr>
<tr>
<td>Teacher Two</td>
<td><em>I don’t think it will ever be practically possible for our children to self-regulate, you know you have to be realistic they are not likely to be totally independent ever, so it is going to be hard for them to be able to control their own actions independently</em> (FI, T2, lines 152-154).</td>
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<td>Teacher Three</td>
<td><em>Whatever strategies you use, it requires high maintenance. Our children’s impulsivity and lack of maturation inhibit the development of self regulating behaviours</em> (FI, T3, lines 146-147).</td>
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<td>Teacher Four</td>
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<td><em>Reward is often a better motivator for desirable behaviour than dire warnings or punishment. Working towards goals, like outings or a “free-talk lesson“ works well. A ten minute longer break encourages them or motivates them</em> (FI, T1, lines 164-166).</td>
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<td><em>I really feel we have to move away from external motivators that we use, yes they have their place at times but it’s gotta be um it has to be about building intrinsic motivation. If you have to use rewards I think they should be should be appropriate, I would rather like um use not so concrete or material but use emotional rewards like happiness or conversely displeasure or disappointment</em> (FI, T4, lines 167-171).</td>
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</tbody>
</table>

**Figure 5.1**
Initial Focus Group Interview Transcript Analysis
(FI)
5.2.1 DISCUSSION OF THE INITIAL FOCUS GROUP INTERVIEW TRANSCRIPT ANALYSIS

The responses of teachers to each area of inquiry were tabled for ease of comparison. The discussion that follows concerns the impressions formed of the general responses to each area of inquiry.

AREA OF ENQUIRY ONE: Teacher thoughts, opinions, perceptions and feelings on what can be done to encourage responsible and self-directed behaviours in learners with special educational needs.

Some of the perceptions that appeared to emerge during the focus group interview with the Intermediate Phase teachers of the selected school revealed that teachers felt that praise, recognition (FI,T3, line 3), opportunities to practice (FI,T1, line 9) responsible behaviour and provision of an environment (FI, T4, line 16) that promotes the development of responsible and self-directed behaviours encouraged the development of these behaviours.

AREA OF ENQUIRY TWO: Examples of ideas and strategies personally used by the teachers that in their perception encourages the development of responsible and self-directed behaviours in learners with special educational needs.

The teachers interviewed provided examples of ideas and strategies that they use in their classrooms that they feel encourage the development of responsible and self-directed behaviours. These included the use of praise (FI, T3, line 3), rewards (FI, T1, line 34), choice (FI, T1, line 30), reasoning (FI, T4, line 44), learner involvement and positive reinforcement (FI, T4, line 40).

AREA OF ENQUIRY THREE: Teacher perceptions regarding any changes to strategies used if applied to learners without special educational needs.

Most of the teachers interviewed expressed the perception that the strategies they used for developing responsible and self-directed behaviours would remain
the same if applied to a mainstream classroom rather than a special needs classroom as evidenced by comments such as *the strategies will remain the same* (FI, T3, line 54) and *the strategies wouldn't change* (FI, T4, line 62). It was noted however, that teachers felt that the strategies used would require more reinforcement for learners with special educational needs as teachers suggested that *you would do the same kinds of things, maybe just longer for ours* (FI, T1, line 65) and *the level of recognition and maintenance would be less in a mainstream classroom* (FI, T3, line 54). One teacher felt that learners without special educational needs would be better able to demonstrate independence as evidenced by the comment that *in a mainstream classroom you could give them some things to do by themselves, because mainstream learners can generally get on with things but with ours you actually can't because they cannot cope* (FI, T2, lines 56-58).

**AREA OF ENQUIRY FOUR:** Teacher suggestions for dealing with issues of low self-esteem.

The teachers interviewed offered a range of suggestions for dealing with issues of self-esteem including using *praise* (FI, T1, line 77) and encouragement (FI, T3), demonstrating care (FI, T4), *optimism* (FI, T4, line 73) and *trust* (FI, T4, line 83), providing opportunities for them to feel successful and providing necessary assistance (FI, T1, T2, T3, T4).

**AREA OF ENQUIRY FIVE:** Teacher suggestions for developing meta-cognitive thought processes.

The teachers interviewed suggested that modelling meta-cognitive processes by engaging in conversation with learners assisted in the development of these processes. Comments such as *talking through processes* (FI, T1, line 98) illustrate this point. Using a variety of teaching and learning methods to cater for individual learning styles was also suggested in the comments *you also have use both simultaneous and successive teaching methods* (FI, T1, line 99), *using mind*
maps (FI, T3, line 91) and it's just as important if you want them to use meta-cognitive strategies that you know their learning style, the multiple intelligences thing is they find it easier to think about their learning because it suits their style (FI, T4, lines 111-113).

**AREA OF ENQUIRY SIX:** Teacher suggestions for encouraging informed decision making.

*Recognition* and validation (FI, T3, line 118), *opportunities* to practice decision making (FI, T4, line 121) and vocalising the decision making process as well as teaching decision making strategies (FI, T1) were suggested by the teachers as ways to encourage informed decision making.

**AREA OF ENQUIRY SEVEN:** Teacher suggestions for developing problem solving skills.

Teachers interviewed suggested that problem solving skills could be developed by providing *opportunities* for practice across the curriculum (FI, T3, line 134), modelling (FI, T3), teaching and verbalising steps to solving a problem (FI, T1, T4) and using skills gained across the curriculum (FI, T3).

**AREA OF ENQUIRY EIGHT:** Teacher suggestions for encouraging self-regulation.

Teachers interviewed were of the perception that learners with special educational needs experience difficulty with self-regulation as evidenced by comments such as *self-regulation is one of the many and most problems that our children face* (FI, T1, line 148) and *our children's impulsivity and lack of maturation inhibit the development of self regulating behaviours* (FI, T3, lines 146-147). Reward (FI, T1, line 149) was suggested as a strategy for encouraging self-regulation as was *responsible behaviour training* (FI, T4, line 155) as a means to achieving self-regulation.
AREA OF ENQUIRY NINE: Teacher suggestions for dealing with motivation.

Teachers interviewed offered a range of suggestions for dealing with issues of motivation. These suggestions tended to fall into one of two groups; namely those that focused on extrinsic motivation such as rewards suggested by teachers as *motivation seems very much to be an external factor for our children* (FI, T3, line 138) and those that focused on intrinsic motivation as it was felt that *we have to move away from external motivators that we use, yes they have their place at times but it's gotta be um it has to be about building intrinsic motivation* (FI, T4, lines 167-168).

This discussion revealed some initial indications of teacher perceptions of the facilitation of responsible and self-directed behaviours in learners with special educational needs. Further analysis of the transcript was however still necessary in order to confirm, correct or clarify these impressions and identify common themes. The second phase of transcript analysis involved the identification of common themes from the teacher responses. Colour coding was used to visually make connections between teacher responses expressing common views. Figure 5.2 represents the second transcript analysis.

<table>
<thead>
<tr>
<th>Focus Group Interview Second Transcript Analysis</th>
<th>Areas of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One: Teacher thoughts, opinions, perceptions and feelings on what can be done to encourage responsible and self-directed behaviours in learners with special educational needs.</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher One</td>
<td>Yes, you do have to give them responsibilities. I feel that both of these behaviours have to be taught by like I said giving practice and talking it through as many children today don’t have that voice to tell them when something is wrong. Society today is very much different in that children’s friends and peers are their families as so many parents work such late hours and don’t have the time to be with their children. They’re not taught respectful behaviour and to be responsible. Parents continuously pick up their children’s slack in guilt – depriving them of being independent and responsible and facing consequences for bad or non-responsive or directed behaviour (FI, T1, lines 8-15).</td>
</tr>
<tr>
<td>Teacher Two</td>
<td>I think that you do need to explain boundaries its all very well saying they must have responsibilities but you have to remember that not all of them can handle it. They work better within clear boundaries and then they can be responsible for behaving well within those boundaries (FI, T2, lines 23-26).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>I think giving lots of praise and recognition helps to reinforce those behaviours (FI, T3, line 3).</td>
</tr>
</tbody>
</table>
### Teacher Four

You also have to give them responsibilities. You can guide them through how they’ll tackle a task and then allow them to tackle it and um if necessary fail, then evaluate and analyse why it worked or didn’t. You have to teach logic and reasoning early on and as often as possible. Ask why? (FI, T4, lines 4-7)

The environment is also important; um you can’t just give them practice you also have to create the right climate for it. You have to build a structured environment and there are basically um like having an invitational environment that offers a range of choices and interesting tasks but there must also be routines to help develop their um management of the environment. Oh and safety you know feeling safe is important they must be allowed to experiment and they must feel that you as the teacher care about them but also there must be boundaries of appropriateness and this needs to be explained (FI, T4, lines 16-22).

### Two: Examples of ideas and strategies personally used by the teachers that in their perception encourages the development of responsible and self-directed behaviours in learners with special educational needs.

<table>
<thead>
<tr>
<th>Teacher One</th>
<th>I offer them a choice of doing things, lessons or activities. If they get to choose consequences of behaviour they tend to be more receptive to behaving or learning. I also use reward systems like house points, marbles and outings. Like if you work harder now you can have a ten minutes longer break. They also love a ‘free talk’ lesson as a reward it gives them a chance to share news, interest and ideas. So I use a token system with rewards but also take away for undesirable behaviour with dire consequences like suspension (FI, T1, lines 30-36). We also do that, share thoughts on how we could do something, and debate options. It makes them more involved (FI, T1, lines 49-50).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Two</td>
<td>If they are very clear about what is allowed and not allowed and if there are set consequences for misbehaviour then they choose to act responsibly (FI, T2, lines 23-26).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>I give lots of praise and I use rewards (FI, T3, line 29). I think you just have to positively reinforce …just consciously promote moral, democratic and sensible behaviours (FI, T3, lines 38-39). Ja, I didn’t mean just rewards but more praise their ideas are also important. Also share good child generated ideas and use those ideas to make them feel valued. So like class discussions and brainstorming for finding ideas (FI, T3, lines 46-48). Ja, if they are involved in thinking and in doing then they are learning to be responsible for their part in the classroom (FI, T3, lines 51-52).</td>
</tr>
<tr>
<td>Teacher Four</td>
<td>I don’t know, it is important to use positive reinforcement but always using rewards that’s like they could learn to always rely on outside direction. I think you have to develop or um use logic you know systems theory and empirical logic so like break up a task into components and it’s a cycle if a step is incomplete or missed we go back. So probably for me more teaching the thinking or reasoning part first that’s like more internal then you can positively reinforce those things (FI, T4, lines 40-45).</td>
</tr>
</tbody>
</table>

### Three: Teacher perceptions regarding any changes to strategies used if applied to learners without special educational needs.

<table>
<thead>
<tr>
<th>Teacher One</th>
<th>I’ve used these strategies in both classrooms and have found them equally effective in both types of classrooms (FI, T1, lines 60-61). It is easier for mainstream learners but you would do the same kinds of things, maybe just longer for ours (FI, T1, lines 65-66).</th>
</tr>
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<tr>
<td>Teacher Two</td>
<td>If you were teaching in a mainstream classroom you could give them some things to do by themselves, because mainstream learners can generally get on with things but with ours you actually can’t because they cannot cope, so then they get frustrated and that’s not fair, you have to preempt that frustration and give them lots of help and guidance (FI, T2, lines 55-59).</td>
</tr>
<tr>
<td>Teacher</td>
<td>Four: Teacher suggestions for dealing with issues of low self-esteem.</td>
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<td>------------------------------------------------------------</td>
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<tr>
<td>Teacher One</td>
<td>You have to find ways to make them feel good about their achievements and start believing in themselves again - it depends on how low they have been. You have to give praise for work well done not just for anything done. Also not just for work – if they display thoughtful behaviour towards their peers, or like for helpful behaviour – they should be praised for that too, but not insincerely or excessively (FI, T1, lines 76-82).</td>
</tr>
<tr>
<td>Teacher Two</td>
<td>You have to give them help and guidance then you cut the chance of them failing because if you let them go their own way they are going to fail and then they feel even worse about themselves. You have to give them help before they even start making mistakes so that they don't feel like they are failing (FI, T2, lines 85-88).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>I think it's about showing care, you know using low comforting speech tones, making them feel included, using praise and reward, using encouraging words never negative vocabulary and like if there are problematic issues to deal with it in private you know private consultation not in the classroom in front of others (FI, T3, lines 69-72).</td>
</tr>
<tr>
<td>Teacher Four</td>
<td>I agree that optimism is important but so is realism, there is no reason to sugar coat things. One-on one work sessions where challenges can be presented, tackled and evaluated work to boost self-esteem, because it shows the kid you care about them and want to work with them and so then they start to feel that they should care about themselves and feel better about themselves in the long run because they are important to you (FI, T4, lines 73-77). I think that giving them responsibility you know um trust them to develop their own way of solving a problem (FI, T4, lines 83-84).</td>
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<tr>
<th>Teacher</th>
<th>Five: Teacher suggestions for developing meta-cognitive thought processes.</th>
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<tr>
<td>Teacher One</td>
<td>Yes, get contributions from them all the way through, “How did we get from here to there?” So, talking through processes. You also have use both simultaneous and successive teaching methods and give as many examples as possible to get the thought processes going (FI, T1, lines 97-100). You have to start with absolute basics, moving from the concrete, or real objects to representative to abstract and that’s for learning concepts but also learning to think meta-cognitively (FI, T1, lines 103-105).</td>
</tr>
<tr>
<td>Teacher Two</td>
<td>But you can't do that all the time, sometimes these children just need to have things explained to them, you know it gets confusing if you change your style of teaching too much, they – especially our children they like routine and predictability (FI, T2, lines 114-116).</td>
</tr>
<tr>
<td>Teacher Three</td>
<td>They can be taught to use meta-cognitive thought by giving them guidance or procedures or strategies to complete tasks, like using mind maps. Helping them to grade exercises that require segmenting of ideas and editing ideas that are orally generated (FI, T3, lines 90-92).</td>
</tr>
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<td>Teacher Four</td>
<td>They must be taught to analyse tasks um sort of strategy development. Ask what, how, when etc to get them thinking through. Give them problems to solve and ask why they selected a specific approach so they learn to think about what they have done and why they did and what worked etc (FI, T4, lines 93-96). Using realism is also good, by stating the obvious reasons for a behaviour they think about it and don't accept excuses, make them justify their actions (FI, T4, lines 101-102).</td>
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<th>Teacher</th>
<th>Six: Teacher suggestions for encouraging informed decision making.</th>
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<td>Teacher One</td>
<td>Looking at each situation, even making a list if need be – of pros and cons – the easy or the difficult route. Talking about how behaviours or thought patterns influence the outcome of decisions, looking at consequences of possible decisions made impulsively, so they learn if</td>
</tr>
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### Seven: Teacher suggestions for developing problem solving skills.

<table>
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<th>Teacher</th>
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<tbody>
<tr>
<td>One</td>
<td>Yes exactly, assess each problem individually and ask what the person, book, question is wanting them to do. Often problems have more than one way to solve it. So I go through step by step using input from the learners, and ask questions like, “How did you know that? What clues did you use?” (FI, T1, lines 141-144).</td>
</tr>
<tr>
<td>Two</td>
<td>You must break the problem up for them and make sure that it is not too difficult then you can help them step by step to follow instructions to solving each small part, especially in subjects like Maths (FI, T2, lines 131-133).</td>
</tr>
<tr>
<td>Three</td>
<td>You have use all opportunities across the curriculum to demonstrate possibilities to problem solving. You have to model problem solving and provide experiences of problem solving for them (FI, T3, lines 134-136).</td>
</tr>
<tr>
<td>Four</td>
<td>Yes and teach steps to problem solving, like isolate the problem, investigate possible related problems, develop a solution to each problem and then test the solutions. If you are successful then return to step one. Teach them to evaluate each solution for secondary problems and make judgment calls can we live with the consequences of a solution (FI, T4, lines 137-140).</td>
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<td>I don't think it will ever be practically possible for our children to self-regulate, you know you have to be realistic they are not likely to be totally independent ever, so it is going to be hard for them to be able to control their own actions independently (FI, T2, lines 152-154).</td>
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<td>Whatever strategies you use, it requires high maintenance. Our children’s impulsivity and lack of maturation inhibit the development of self-regulating behaviours (FI, T3, lines 146-147).</td>
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5.2.2 DISCUSSION OF SECOND FOCUS GROUP INTERVIEW TRANSCRIPT ANALYSIS

Common views highlighted in the responses of teachers to each area of inquiry were considered. The discussion that follows concerns the impressions formed of the emerging common themes in each area of inquiry.

AREA OF ENQUIRY ONE: Teacher thoughts, opinions, perceptions and feelings on what can be done to encourage responsible and self-directed behaviours in learners with special educational needs.

One common theme that appeared to emerge during this stage of the transcript analysis appeared to be the teacher perception that giving learner's responsibility encourages the development of responsible and self-directed behaviours as evidenced by the comment that teachers need to give them responsibility (FI, T4, line 83). Teacher responses could then be further grouped into ideas regarding strategies to develop responsible and self-directed behaviours such as offer them a choice of doing things (FI, T1, line 30) and the perception that the learning environment needs to be considered as the learning environment supports strategies used to encourage the development of responsible and self-directed behaviours as evidenced by the comment that the environment is also important; um you can't just give them practice you also have to create the right climate for it (FI, T4, line 16)

AREA OF ENQUIRY TWO: Examples of ideas and strategies personally used by the teachers that in their perception encourages the development of responsible and self-directed behaviours in learners with special educational needs.

The teacher perception that giving learner's responsibility encourages the development of responsible and self-directed behaviours emerged again in this
area of inquiry as did the discussion of various strategies to achieve this end. Comments that support this assertion include *if they are involved in thinking and in doing then they are learning to be responsible for their part in the classroom* (FI, T3, lines 51-52) and *share thoughts on how we could do something, and debate options. It makes them more involved* (FI, T1, lines 49-50).

**AREA OF ENQUIRY THREE:** Teacher perceptions regarding any changes to strategies used if applied to learners without special educational needs.

Two clear perceptions emerged in this area of inquiry during this stage of the transcript analysis. The first is that most teachers interviewed are of the perception that they would use the same types of strategies for facilitating the development of responsible and self-directed behaviours regardless of whether or not they were teaching in a mainstream or in a special needs classroom as evidenced by the comment that *I've used these strategies in both classrooms and have found them equally effective in both types of classrooms* (FI, T1, lines 60-61). The second perception that emerged is however, the fact that teachers interviewed felt that although the same strategies would be used to facilitate the development of responsible and self-directed behaviours in both types of classrooms, that learners with special educational needs would require additional support in this development as supported by the statement *no the strategies wouldn't change, but I could allow for more independence in a mainstream class, reasons being that so called remedial kids tend to require a very structured methodology. Mainstream kids usually manifest this on their own* (FI, T4, lines 62-64).

**AREA OF ENQUIRY FOUR:** Teacher suggestions for dealing with issues of low self-esteem.

**AREA OF ENQUIRY FIVE:** Teacher suggestions for developing meta-cognitive thought processes.
AREA OF ENQUIRY SIX: Teacher suggestions for encouraging informed decision making.

AREA OF ENQUIRY SEVEN: Teacher suggestions for developing problem solving skills.

A variety of strategies were suggested. These included the provision of opportunities to practice decision-making and problem solving as suggested by teacher comment that they have to be given opportunities to become informed, so at age appropriate stages you can include the kid in decision-making. I clearly lay out the consequences of a decision and reason out with the kid why those are the consequences (FI, T4, lines 121-123). Talking through processes as a strategy was by the comments such as talking about how behaviours or thought patterns influence the outcome of decisions, looking at consequences of possible decisions made impulsively, so they learn if thought goes into it a better result is attainable (FI, T1, lines 125-127). Providing encouragement and opportunities for practice were also suggested as strategies to encourage the development of meta-cognitive thought processes, informed decision making and problem solving skills. You have use all opportunities across the curriculum to demonstrate possibilities to problem solving. You have to model problem solving and provide experiences of problem solving for them (FI, T3, lines 134-136). They must be taught to analyse tasks um sort of strategy development. Ask what, how, when etc to get them thinking through. Give them problems to solve and ask why they selected a specific approach so they learn to think about what they have done and why they did and what worked etc (FI, T4, lines 93-96).

AREA OF ENQUIRY EIGHT: Teacher suggestions for encouraging self-regulation.

Common themes that appeared to emerge during this stage of the transcript analysis, once again appeared to mirror those expressed previously, namely that a variety of strategies could be suggested to encourage learners with special
educational needs in their development of responsible and self-directed behaviours including self regulation but that these learners require additional support given the nature of their special needs as evidenced by the comment that *whatever strategies you use, it requires high maintenance. Our children's impulsivity and lack of maturation inhibit the development of self regulating behaviours* (FI, T3, lines 146-147).

**AREA OF ENQUIRY NINE:** Teacher suggestions for dealing with motivation.

Two views appeared to emerge during this stage of the transcript analysis in this area of inquiry. Teacher suggestions for dealing with motivation tended to fall into one of two groups. The first being teacher suggestions for dealing with motivation that could be classified as extrinsically orientated as they relied on the use of rewards and other tangible tokens such as *Working towards goals, like outings or a "free-talk lesson" works well. A ten minute longer break encourages them or motivates them* (FI, T1, lines 164-166). The second view being the emphasis on developing intrinsic motivation as opposed to extrinsic motivation in learners as suggested by the comment that *I don't know, it is important to use positive reinforcement but always using rewards that's like they could learn to always rely on outside direction* (FI, T4, lines 40).

Further analysis of the transcripts was however still necessary in order to confirm, correct or clarify the common themes identified during this phase of the individual interview transcript analysis. As many of the areas of enquiry appeared to mirror perceptions expressed in other areas it was decided to consider teacher responses grouped into similar areas of perception rather than under each area of enquiry separately. The third focus group interview transcript analysis was therefore reorganised to reflect these similarities. Colour coded responses which were highlighted during the previous stage were extracted, grouped and colour banded in units rather than under specific areas of enquiry as was previously done. This process is shown in Figure 5.3.
### Focus Group Interview Third Transcript Analysis

#### Identification of common themes

**One:** Teacher perceptions regarding the importance of providing opportunities for learners to be responsible in order to encourage responsible and self-directed behaviours in learners with special educational needs.

<table>
<thead>
<tr>
<th>Teacher One</th>
<th>Yes, you do have to give them responsibilities (FI, T1, line 8).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Two</td>
<td></td>
</tr>
</tbody>
</table>
| Teacher Three | *if they are involved in thinking and in doing then they are learning to be responsible for their part in the classroom* (FI, T3, lines 51-52).  
*use all opportunities across the curriculum to demonstrate possibilities to problem solving* (FI, T3, line 134).  
*provide experiences of problem solving for them* (FI, T3, line 135). |
| Teacher Four | *You also have to give them responsibilities* (FI, T4, line 4).  
*Give them problems to solve* (FI, T4, line 94).  
*giving them responsibility you know um trust them to develop their own way of solving a problem* (FI, T4, lines 83-84).  
*given opportunities to become informed* (FI, T4, line 121).  
*include the kid in decision-making* (FI, T4, line 122). |

**Two:** Examples of ideas and strategies personally used or suggested by the teachers that in their perception encourage the development of responsible and self-directed behaviours and address issues that impact on this development in learners with special educational needs.

| Teacher One | *I feel that both of these behaviours have to be taught by like I said giving practice and talking it through*  
*choice of doing things, lessons or activities* (FI, T1, lines 8-9).  
*reward systems* (FI, T1, line 32).  
*share news, interest and ideas* (FI, T1, line 34).  
*We also do that, share thoughts, debate options. It makes them more involved* (FI, T1, line 49).  
*should be praised for that too, but not insincerely or excessively* (FI, T1, line 81).  
*contributions from them all the way through* (FI, T1, line 97).  
*talking through processes* (FI, T1, line 98).  
*simultaneous and successive teaching methods and give as many examples as possible to get the thought processes going* (FI, T1, lines 99-100).  
*start with absolute basics, moving from the concrete, or real objects to representative to abstract and that’s for learning concepts but also learning to think meta-cognitively* (FI, T1, lines 103-105).  
*Looking at each situation, even making a list if need be – of pros and cons – the easy or the difficult route. Talking about how behaviours or thought patterns influence the outcome of decisions, looking at consequences of possible decisions made impulsively, so they learn if thought goes into it a better result is attainable* (FI, T1, lines 124-127).  
*assess each problem* (FI, T1, line 141).  
*go through step by step using input from the learners, and ask questions* (FI, T1, lines 142-144).  
*reward for ‘good’ self-regulation* (FI, T1, line 149).  
*Reward* (FI, T1, line 164).  
*Working towards goals* (FI, T1, line 165). |
| Teacher Two | *clear about what is allowed and not allowed* (FI, T2, line 23).  
*a physical consequence* (FI, T2, line 128). |
Two
You must break the problem up for them and make sure that it is not too difficult then you can help them step by step to follow instructions (FI, T2, lines 131-132).

Teacher Three
praise and recognition helps to reinforce those behaviours (FI, T3, line 3).
I give lots of praise and I use rewards (FI, T3, line 29).
I think you just have to positively reinforce …just consciously promote moral, democratic and sensible behaviours (FI, T3, lines 38-39).
Ja, I didn't mean just rewards but more praise their ideas are also important. Also share good child generated ideas and use those ideas to make them feel valued. So like class discussions and brainstorming for finding ideas (FI, T3, lines 46-48).
using praise and reward (FI, T3, line 70).
giving them guidance or procedures or strategies to complete tasks, like using mind maps.
Helping them to grade exercises (FI, T3, lines 90-91).
editing ideas (FI, T3, line 92).
recognizing and validating efforts (FI, T3, line 118).
model problem solving (FI, T3, line 135).

Teacher Four
positive reinforcement (FI, T4, line 40).
use logic (FI, T4, line 41).
teaching the thinking or reasoning part (FI, T4, line 44).
can guide them through (FI, T4, line 4).
then evaluate and analyse (FI, T4, line 5).
teach logic and reasoning (FI, T4, line 7).
offers a range of choices and interesting tasks (FI, T4, line 18).
realism, there is no reason to sugar coat things (FI, T4, line 73).
taught to analyse tasks (FI, T4, line 93).
Strategy development (FI, T4, line 93).
ask why they selected a specific approach so they learn to think about what they have done and why they did and what worked (FI, T4, lines 95-96).
realism is also good, by stating the obvious reasons for a behaviour they think about it and don’t accept excuses, make them justify their actions (FI, T4, lines 101-102).
I clearly lay out the consequences of a decision and reason out with the kid why those are the consequences (FI, T4, line 122).
teach steps to problem solving (FI, T4, line 137).
Teach them to evaluate each solution for secondary problems and make judgment calls (FI, T4, line 139).
goes back to responsible behaviour training, so at age appropriate levels give them tasks to perform for no reward, and avoid giving in to whining (FI, T4, lines 155-156).

Three: Teacher perceptions regarding any changes to strategies used if applied to learners without special educational needs.

Teacher One
I've used these strategies in both classrooms and have found them equally effective (FI, T1, lines 60-61).
but you would do the same kinds of things(FI, T1, line 65).

Teacher Two

Teacher Three
The strategies will remain the same (FI, T3, line 54).

Teacher Four
strategies wouldn't change (FI, T4, line 62).

Four: Teacher perceptions regarding additional support required by learners with special educational needs in their development of responsible and self-directed behaviours..

Teacher One
It is easier for mainstream learners (FI, T1, line 65).
maybe just longer for ours (FI, T1, line 66).
sel-regulation is one of the many and most problems that our children face (FI, T1, lines 148).

Teacher
If you were teaching in a mainstream classroom you could give them some things to do by
Two: Teacher perceptions regarding the importance of the environment including learner affect and teacher learner interactions as supporting the facilitation of the development of responsible and self-directed behaviours.

- Teacher One: You have to find ways to make them feel good about their achievements and start believing in themselves again (FI, T1, line 76).
- Teacher Two: clear boundaries (FI, T2, line 24). give them help and guidance (FI, T2, line 59).
- Teacher Three: I think it's about showing care, you know using low comforting speech tones, making them feel included, using encouraging words never negative vocabulary and like if there are problematic issues to deal with in private you know private consultation not in the classroom in front of others. encourages increased effort to make decisions (FI, T3, lines 69-72).
- Teacher Four: I agree that optimism is important but so is One-on one work sessions where challenges can be presented, tackled and evaluated work to boost self-esteem, because it shows the kid you care about them and want to work with them and so then they start to feel that they should care about themselves and feel better about themselves in the long run because they are important to you (FI, T4, lines 73-77). how they'll tackle a task and then allow them to tackle it and um if necessary fail, why it worked or didn't. You have to early on and as often as possible. Ask why? (FI, T4, lines 5-7). The environment is also important; create the right climate for it. You have to build a structured environment and there are basically um like having an invitational environment that but there must also be routines to help develop their um management of the environment. Oh and safety you know feeling safe is important they must be allowed to experiment and they must feel that you as the teacher care about them but also there must be boundaries (FI, T4, lines 16-22).

Five: Teacher perceptions regarding the importance of the environment including learner affect and teacher learner interactions as supporting the facilitation of the development of responsible and self-directed behaviours.

- Teacher One: A ten minute longer break encourages them or motivates them (FI, T1, line 33).
- Teacher Two: reward systems like house points, marbles and outings (FI, T1, line 32).
- Teacher Three: Motivation is supplied by parents, teacher or the environment (FI, T3, line 159). using praise and recognition (FI, T3, line 3).
- Teacher Four: but I could allow for more independence in a mainstream class, remedial kids tend to require a very structured methodology. Mainstream kids usually manifest this on their own (FI, T4, line 63-64).
**Teacher suggestions for dealing with motivation that display an intrinsic orientation.**

| Teacher One | it is important to use positive reinforcement but always using rewards that’s like they could learn to always rely on outside direction (FI, T4, line 40). |
| Teacher Two |
| Teacher Three | I really feel we have to move away from external motivators (FI, T4, line 167). it has to be about building intrinsic motivation (FI, T4, line 168). |
| Teacher Four | I would rather like um use not so concrete or material but use emotional rewards like happiness or conversely displeasure or disappointment (FI, T4, lines 170-171). goes back to responsible behaviour training, so at age appropriate levels give them tasks to perform for no reward, and avoid giving in to whining (FI, T4, lines 155-156). |

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**Figure 5.3**

Third Focus Group Interview Transcript Analysis: Colour banding common themes (FI)

**5.2.3 DISCUSSION OF THIRD FOCUS GROUP INTERVIEW TRANSCRIPT ANALYSIS**

Common themes highlighted in each area of inquiry were established through the use of colour bands for similar views. The discussion that follows identifies the common themes as they emerged from the transcript analysis.

**THEME ONE:** Teacher perceptions regarding the importance of providing opportunities for learners to be responsible in order to encourage responsible and self-directed behaviours in learners with special educational needs.

Perceptions that emerged under this heading can be described as follows:

- Learners with special educational needs need to be given responsibilities in order to develop responsible behaviours.
- Opportunities and practice need to provided across the curriculum for learners with special educational needs to:
  - problem solve
  - participate in decision making
THEME TWO: Examples of ideas and strategies personally used or suggested by the teachers that in their perception encourage the development of responsible and self-directed behaviours and address issues that impact on this development in learners with special educational needs.

The ideas and strategies suggested by teachers interviewed to encourage the development of responsible and self-directed behaviours can be grouped into categories of similar strategies including:

- Strategies that positively reinforce the development of responsible and self-directed and address affective concerns such as poor self-esteem, such as:
  - Rewards for responsible and self-directed behaviours
  - Offering praise and encouragement
- Strategies that involve learners as active participants in the development of responsible and self-directed behaviours and address the development of sub skills such as decision making such as:
  - Sharing thoughts, opinions and ideas and engaging in debate.
  - Goal setting
  - Offering choices
- Strategies that develop meta-cognitive thought processes and address concerns such as problem solving and planning, such as:
  - Talking through processes
  - Engaging in analysis of processes
  - Using justification and examination of consequences

THEME THREE: Teacher perceptions regarding any changes to strategies used if applied to learners without special educational needs.

The perception that emerged during this stage of the transcript analysis can be stated as follows:
The strategies used to facilitate the development of responsible and self-directed behaviours who remain the same for both mainstream and special needs classrooms.

THEME FOUR: Teacher perceptions regarding additional support required by learners with special educational needs in their development of responsible and self-directed behaviours.

The perception that emerged during this stage of the transcript analysis can be stated as follows:

- Although the strategies used to facilitate the development of responsible and self-directed behaviours would remain the same for both mainstream and special needs classrooms, learners with special educational needs will require a higher level of input from teachers.

THEME FIVE: Teacher perceptions regarding the importance of the environment including learner affect and teacher learner interactions as supporting the facilitation of the development of responsible and self-directed behaviours.

The following themes emerged:

- The learning environment creates a conducive climate for the development of responsible and self-directed behaviours
- The learning environment can create a climate that supports the facilitation of responsible and self-directed behaviours in the following ways:
  - By addressing affecting concerns such as low self esteem, by making learners feel included and valued
  - By encouraging learner willingness to venture in a secure space
**THEME SIX:** Teacher suggestions for dealing with motivation that display an extrinsic orientation.

- The use of reward systems was suggested in order to encourage the development of responsible and self-directed behaviour.

**THEME SEVEN:** Teacher suggestions for dealing with motivation that display an intrinsic orientation.

- The development of responsible and self-directed behaviours in learners with special educational needs is supported through the encouragement of intrinsic motivation.

**5.2.4 CLUSTERING THEMES**

The areas of inquiry explored during the individual interviews with Intermediate Phase teachers of the selected school suggested common themes as the focus group interview transcript was analysed. Through the analysis of the transcript interview, common themes were identified and described. These themes were then clustered by linking associated themes into two main themes. The first clustered theme includes ideas related to teacher perceptions of the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs, including teaching strategies and the provision of a learning environment that supports this development. The second theme explores ideas related to teacher perceptions of the influence of a learner's special needs status on the facilitation of the development of these behaviours. A detailed discussion of each theme as it relates to both this study and current literature follows.

**5.3 DISCUSSION OF THEMES**
5.3.1 THEME ONE: Teacher perceptions of the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs, including teaching strategies and the provision of a learning environment that supports this development.

The following themes that emerged during the interview transcript analysis have been clustered under the heading of theme one:

- Teacher perceptions regarding the importance of providing opportunities for learners to be responsible in order to encourage responsible and self-directed behaviours in learners with special educational needs as these learners:
  
  o need to be given responsibilities in order to develop responsible behaviours.
  o need opportunities and practice across the curriculum to problem solve and participate in decision making.

- Examples of ideas and strategies personally used or suggested by the teachers that in their perception encourage the development of responsible and self-directed behaviours and address issues that impact on this development in learners with special educational needs including:
  
  o Strategies that positively reinforce the development of responsible and self-directed behaviours and address affective concerns such as poor self-esteem.
  o Strategies that involve learners as active participants in the development of responsible and self-directed behaviours and address the development of sub skills such as decision-making.
  o Strategies that develop meta-cognitive thought processes and address concerns such as problem solving and planning.
Strategies for dealing with motivation.

- Teacher perceptions regarding the importance of the environment including learner affect and teacher learner interactions as supporting the facilitation of the development of responsible and self-directed behaviours.

Various approaches to the development of responsible and self-directed learners exist. These include amongst others Self-Directed Learning (Abdullah, 2001), Independent Learning (Kesten, 1987), and Problem Based Learning (Savery & Duffy, 1995).

Self-directed learning is a term that was originally applied in the field of adult learning but has since been expanded to cover learning in primary and secondary schools. There are several underlying principles to the concept of Self-Directed learning. According to Abdullah (2001) these include the fact that learners are viewed as being responsible owners of their own learning process; that Self-Directed learning integrates self-management with self-monitoring; that Self-Directed learning is collaborative; that Self-Directed learning develops domain-specific as well as conceptual knowledge; and that Self-Directed learning recognises the significant role of motivation and volition in initiating and maintaining learners' efforts. Abdullah (2001) asserts that as children mature, they experience an increasing desire for autonomy. In Self-Directed learning, control gradually shifts from teachers to learners. Learners are enabled to exercise a high degree of independence in setting learning goals as well as in deciding how to approach tasks within a given framework. Learners are encouraged to collaborate with the teacher in determining deadlines and other regulations.

Teachers scaffold learning by making the steps of learning visible. They model learning strategies and work with learners so that they develop the ability to use these strategies on their own. Teachers model learning strategies such as
predicting, questioning, clarifying, and summarising, so that learners are given
the opportunity to develop the ability to use these strategies on their own. In
addition teachers model the use of meta-cognitive strategies to monitor the
effectiveness or appropriateness of learning strategies selected for individual
tasks. Learners are then encouraged to apply a similar process to their own
learning. Teachers allow individual learners to approach tasks in different ways
using different strategies. In this way learners are provided with the skills to
exercise self-management and self-monitoring techniques. Learners collaborate
with teachers and peers and through the process of collaboration develop a
larger repertoire of learning strategies, self-monitoring and self-management
techniques.

Self-Directed learning develops domain-specific knowledge through specific
teaching and collaborative learning activities but also develops the ability to
transfer conceptual knowledge to new situations. Given that the roots of Self-
Directed learning lie in adult learning, consideration has been given to the way
that people learn in real life not only in the classroom situation. Insight gained in
this area is applied to Self-Directed learning by facilitating a bridging of the gap
between school knowledge and real-world problems. The decision to participate
is driven by the learner's motivation. Maintaining the focus necessary to complete
a task as well as the will to see the task through to the end is determined by the
learners' volition. Teachers allow for active learner participation in the decision-
making process in the classroom. Taylor (1995) advocates involving learners in
decisions concerning what is to be learned, when and how it should be learned,
and how it should be evaluated. Learners should also be allowed to pursue their
own interests so that learning becomes more meaningful. This does not imply
that learners should be given total freedom, however teachers should allow for
choices within a given framework.

Teachers encourage risk-taking by providing an environment that encourages the
taking of initiative rather than an environment where the final product of work is
valued to the exclusion of the process of completion. Over-emphasising errors can lead to diminished willingness to attempt unfamiliar tasks, and it is therefore essential that whilst errors are corrected the problem-solving process is acknowledged. Teachers focus on the learners’ strong points instead of focusing on weaknesses, and even though it is important to strengthen areas of weakness this is done in such a way that learners are encouraged to utilise their strengths in addressing their weaknesses. Leal in Abdullah (2001) advocates allowing learners to explore ideas through peer discussions as learners are able to gain insights by verbally expressing the problem even though they may not have an answer to the problem. Teachers need to encourage learners to reflect on and to revise attempted work, in order to establish the habit of self-monitoring. Temple and Rodero in Abdullah (2001) advocate a situated learning approach, which involves teachers bringing real-life problems into the classroom for learners to work on in order to stress meaningful learning. By involving learners in meaningful learning, learners are likely to feel more motivated to engage with the tasks for personal reasons as opposed to motivating learners to participate through the use of artificially fun activities or external rewards.

"The benefits of Self –Directed learning are best described in terms of the type of learners it develops" (Abdullah, 2001, pg 1). According to Garrison in Abdullah (2001) the literature on Self-Directed learning asserts that self-directed learners demonstrate a greater awareness of their responsibility in making learning meaningful and monitoring themselves. They are curious and willing to try new things, view problems as challenges, desire change, and enjoy learning (Taylor, 1995) and are motivated and persistent, independent, self-disciplined, self-confident and goal-oriented. "Self-directed learning allows learners to be more effective learners and social beings " (Abdullah, 2001, pg 2).

"Independent Learning is that learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet the learner's own learning needs. Independent learning is part of an ongoing, lifelong process of
education that stimulates greater thoughtfulness and reflection and promotes the continuing growth of students' capabilities and powers" (Kesten, 1987, p. 3). Independent learners are learners who are capable of constructing meaning for themselves, based on their understanding of how new information and knowledge relates to their previous understanding and who are capable of making connections and relating new knowledge to their own experiences. These abilities set independent learners apart from learners who rely on rote memorisation and the mastery of isolated facts and skill sets.

Independent learning is the approach used to facilitate the development of independent learners. Independent learning may take different forms for different learners, but provides a method and a philosophy for education as a process. According to Kesten (1987), by emphasising the process of learning, Independent Learning seeks to encourage the development of enquiry skills, critical evaluation and reflective learning. Candy (1991) asserts that Independent learning can be considered a goal and a process as well as a method of learning and a characteristic of learners. Independent learning provides learners with the opportunity to develop the values, attitudes, knowledge and skills needed to make responsible decisions. According to Candy (1991), Independent Learning encourages learners to develop the ability to respond to change, to exercise personal judgement about how best to learn, and to develop higher order thinking skills such as the ability to utilise meta-cognitive strategies. Independent learning also develops transferable skills as skills developed are not subject specific. The development of skills that allow learners to make decisions and exercise judgement are empowering for learners and as such serve as a motivating factor for learners. Mukhamedyarova and Cotter (2005), assert that Independent Learning develops elements of personal autonomy, as learners learn to self-manage their learning. "Teachers can facilitate independent learning through deliberate surrendering of certain prerogatives and the acceptance of responsibility by the learner " (Candy, 1991, pg.4).
Independent learning involves the teacher and learner in an interactive process. The interactions between teacher and learner are designed to encourage the learner's capacity for independent and reflective judgment. In order for learners to develop their capacity for independent and reflective practice, opportunities to practice the process of evaluation, need to be provided by the teacher. 

"Independent learning is fostered by creating the opportunities and experiences which encourage student motivation, curiosity, self-confidence, self-reliance and positive self-concept; it is based on student understanding of their own interests and a valuing of learning for its own sake "(Kesten, 1987, p. 5). Thus learners need to be provided with the opportunities and experiences that allow them to feel capable and self-reliant. Teachers can adapt strategies, design learning experiences and provide opportunities at differing levels of required self-reliance in order to accommodate learners at different levels of independence and ability.

The challenge for teachers in facilitating independent learning is to find the correct balance between providing adequate guidance so that learners do not feel unsupported but also ensuring that independence is not undermined. In addition to the role that teachers play in the facilitation of independent learning experiences, the school itself contributes to the process of Independent Learning.

The school environment is important in the development of Independent Learning as overly restrictive and dogmatic school environments are not as conducive to the development of independent learning as are school environments that are flexible, democratic and sensitive to the experiences of learners. Candy (1991) argues that school environments that invite learners to participate in their own learning encourage the development of motivated and purposeful learners.

The development of life-long learning skills has become increasingly important over the last few years. According to Barrows (1986), learners need to be critical thinkers, problem solvers and possess analytical thinking skills as life-long learning skills. Savery and Duffy (1995) assert that the interdisciplinary nature of the world of work means that learners need to be encouraged to develop the ability to integrate knowledge and skills from various sources as well as develop
the necessary interpersonal skills to be effective team members. Problem-based learning activities are designed with specific attention to developing these skills and attributes. Problem-based learning (PBL) can be described as an active learning approach that involves learners in solving problems similar to those they may find in life. Teachers act as facilitators and encourage learners to take responsibility for learning and developing higher order thinking skills. In Problem-Based Learning, learners are exposed to activities that are presented as problems to be solved either collaboratively or independently. The process of solving the problem becomes the learning activity as well as the method of acquiring new knowledge.

Learners are encouraged to take responsibility for their own learning by assuming the responsibility for solving the problem. The principle that learners must have the responsibility for their own learning is a foundational principal of Problem-based learning. Problem-based learning requires that learners are active participants, who engage in making decisions and who have adequate time for self-directed learning as well as for collaborative work. Collaboration is viewed as essential for Problem-Based learning as collaboration serves both to provide security for learning and to reflect the collaborative nature of the world of work. Problem-Based Learning develops these skills of collaboration as it is regarded as an essential skill as learners will in all likelihood be required to work as members of teams as adults. The concept of mirroring activities that are encountered in the real world is central to Problem-Based Learning as activities presented need to be authentic. The activities carried out in problem-based learning must be those valued in the real world. Problem based learning assists learners to transfer procedural knowledge gained in the solution of one problem to others.

In order to successfully solve problems learners are required to monitor the adequacy of their own performance as well as the performance of their peers. Reflecting on their own performance allows learners to develop reflective skills
and utilise meta-cognitive strategies. Evaluating the performance of peers allows learners the opportunity to learn interpersonal skills and the ability to feedback accurately to others. According to Problem-Based Learning develops the skills of problem solving, critical thinking, meta-cognition, communication. Proponents of Problem-based learning suggest that Problem-Based Learning should be viewed as a pedagogical base for the curriculum as the methodology of encouraging inquiry is not compatible with methodologies that emphasise following set procedure rules, or memorising supplied information. Blumenfeld, Soloway, Marx, Krajcik, Guzdial and Palinscar, 1991), suggest that terms such as student-centered, problem-based, inquiry-based, integrated, collaborative and reiterative can all be applied to Problem-Based Learning.

In order to facilitate Problem-Based Learning the teacher designs and provides the problem simulations and problem experiences that challenge learners to learn what is expected in the curriculum. The problem simulations used should be flexible enough to allow for free inquiry whilst still structured enough to ensure that the selected curriculum concepts or skills are explored. The teacher then guides learners in their work with the problem as they develop problem-solving skills, identify what they need to learn and develop self-directed learning skills. Learners are encouraged to collaborate even during self-directed work as sharing developing ideas with others is often the best way to formalise thinking and gain personal understanding. This understanding can then be applied back to the problem. Reanalysis is encouraged until the problem is solved. Once the problem has been solved, the teacher encourages a closing analysis of what knowledge, concepts and principles have been learned from the problem. Learners are then encouraged to reflect on what has been learned; how their new learning relates to prior problems and the process they followed in the solution of the problem. Self and peer assessment should be carried out regularly as learners need to practise assessing their individual learning progress and that of their peers in order to develop these skills.
These approaches although different and varied do have various points of commonality. There is a clear emphasis on active participation, development of self-confidence, involvement in the decision-making process and the inclusion of affective aspects. Each of the approaches previously discussed list the development of responsible and/or self-directed learners as a benefit of the approach. This may well be due to the fact that all of the approaches view learners in a similar way, create similar learning environments, offer commonalities in the type of learning activities provided, encourage similar relationships between learner and teacher and claim certain common benefits.

It becomes clear that a basic commonality of all the approaches discussed is that learners are viewed as being responsible owners of their own learning process. Learners are seen as being capable of developing self-management and self-monitoring skills and as being active participants in the learning and decision-making process. Learners are viewed as capable of constructing meaning for themselves. Learners are respected and exposed to learning environments that are responsive to and concerned about individual learners. Learners are afforded the respect to exercise choice and assume control of their learning. Learners are viewed as creators of their own perceptions regarding the learning process, environment and interactions and there is awareness that these perceptions influence the learners' response to the learning process.

There are also common threads that can be identified in the type of optimal learning environments described by the various approaches. In general each of the discussed approaches recognise the role of learner motivation and volition (Abdullah, 2001) in the learning process and so advocate the creation of learning environments that provide for experiences that increase learner motivation and volition. Such environments are described as learning environments that are flexible, democratic, encourage the taking of initiative, and that are sensitive to the experiences of learners. Learning environments that invite learners to participate in their own learning, create an atmosphere of trust, acceptance, and
respect, and a reduction of tension are advocated. Learning environments that are conducive to the creation of a cohesive, caring learning community where learners demonstrate care and respect for each other are desirable.

The type of learning activities suggested by the discussed approaches bear certain similarities including the use of collaborative tasks, independence in setting learning goals as well as in deciding how to approach the task within a given framework, exposure to real-world problems, and opportunities for learners to pursue their own interests. The types of skills developed through these activities and regarded as valuable by the discussed approaches include the development of enquiry skills, critical evaluation and reflective learning, metacognitive strategies, problem-solving and decision-making skills. Learning activities should according to the discussed approaches allow for opportunities, which encourage learner motivation, curiosity, self-confidence, self-reliance and positive self-concept; and experiences that allow learners to feel capable and self-reliant. Learning activities are structured to be approached either collaboratively or independently. Learning activities are learner-centered, problem-based, inquiry-based, integrated, collaborative, reiterative, and incorporate cognitive, affective, physical, and intuitive activities. There is a focus on developing self-motivation; empathy; interpersonal skills and self-concept in addition to cognitive skills.

A common feature of all the approaches previously discussed is the nature of the relationship between learner and teacher advocated. There is a suggestion that strong, positive relationships between learner and teacher are necessary for optimal engagement of the learner in the learning process. The teacher is regarded as a guide or facilitator in the learning process and a common feature of the discussed approaches is the gradual shift in control from teacher to learner. There is a suggestion that teachers scaffold learning, model learning strategies and work with learners so that they develop the ability to use these strategies on their own interactive process. The teacher/learner relationship is seen as an
open, respectful, and cooperative relationship and co-operation in the learning process extends to planning, implementing, and evaluating the learning experience. There is a strong emphasis on the role of the teacher in empowering learners to assume responsibility for their own learning.

The various approaches to developing responsible and self-directed learners, previously discussed claim certain common benefits for learners engaged in learning through the use of these approaches. These benefits include a greater awareness of learner responsibility in making learning meaningful; self-monitoring; the development of learner curiosity and willingness to try new things; the ability to view problems as challenges; enjoyment of learning; and the increase in learner motivation and persistence. Additional benefits claimed by the various approaches are that learners grow in independence, self-discipline, self-confidence, and goal-orientation and that learners develop the values, attitudes, knowledge and skills needed to make responsible decisions, respond to change, exercise personal judgment, and develop higher order thinking skills such meta-cognitive strategies. Learners encouraged to develop as responsible and self-directed learners then, are motivated and purposeful learners, critical thinkers, problem solvers and possess analytical thinking skills, interpersonal skills and self-esteem.

The types of approaches described here, are by no means a comprehensive list of approaches that have as a central focus the development of responsible and self-directed behaviours but provide some indication on approaches to this development. In each of these approaches the role of the teacher is considered vital as it is through active facilitation that responsible and self-directed behaviours in learners begin to develop.

The focus group interview revealed the perceptions of teachers interviewed that the development of responsible and self-directed behaviours in learners with special educational needs requires facilitation. This was expressed by a teacher in the statement that I feel that both of these behaviours have to be taught by like
I said giving practice (FI, T1, line 8). The teachers expressed the view that facilitation of the development of responsible and self-directed behaviours involves the creation of opportunities for learners to practise responsible behaviours, the use of a variety of strategies aimed specifically at the development of these behaviours and the creation of a learning environment that supports this development. These views are supported by current literature on the subject of responsible and self-directed learners that regards the teacher as essential to the development of responsible and self-directed behaviours in learners where teachers are seen to play an essential role in providing an environment conducive to the development of responsible and self-directed learners. This view is supported by the teacher comment that, the environment is also important; um you can’t just give them practice you also have to create the right climate for it (FI, T4, line 16). Abdullah (2001) asserts that in order to create an environment that encourages the development of responsible and self-directed individuals it is important to foster the development of independence, and allow learners to consciously accept responsibility for and make decisions about their own learning, actions and behaviour. Teachers interviewed agreed with this assertion as evidenced by the comment that if they are involved in thinking and in doing then they are learning to be responsible for their part in the classroom (FI, T3, line 51). Teachers interviewed felt that involving learners in the decision making process was important and one participant stated that they (the learners) have to be given opportunities to become informed, so at age appropriate stages you can include the kid in decision-making (FI, T4, line 121).

Kesten (1987) suggests that learners may be given the opportunity to exercise choice regarding the learning activities or regarding classroom management issues. One of the teacher respondents suggested an invitational environment that offers a range of choices and interesting tasks but there must also be routines to help develop their um management of the environment. I offer them (the learners) a choice of doing things, lessons or activities (FI, T4, lines 18-20). Exercising choice is coupled with decision-making and if learners are
encouraged to practise the skill of making decisions and choices as well as dealing with the consequences of those decisions they are more likely to be encouraged to exercise personal responsibility for their actions, behaviours and learning. This view was expressed by the teacher respondent who stated that if they (the learners) get to choose consequences of behaviour they tend to be more receptive to behaving or learning (FI, T1, line 30).

In an environment that supports the development of responsible and self-directed behaviours, Abdullah (2001) suggests that collaboration and co-operation be encouraged. One of the teachers interviewed suggested that in order to encourage the development of responsible and self-directed behaviours teachers should share good child generated ideas and use those ideas to make them (learners) feel valued. So, like class discussions and brainstorming for finding ideas. Share thoughts on how we could do something, and debate options (FI, T3, lines 46-48). Encouraging learners to become aware of their own learning lays the foundation for meta-cognitive analysis of own learning, actions and behaviours (Hiemstra, 1994). Teachers interviewed expressed this idea in statements such as teaching the thinking or reasoning part first (FI, T4, line 44); get contributions from them all the way through, "How did we get from here to there? So, talking through processes (FI, T1, lines 97-98) and they must be taught to analyse tasks um sort of strategy development (FI, T4, line 93). One of the teachers interviewed suggested that safety, you know feeling safe, is important they must be allowed to experiment (FI, T4, lines 20-22). Teachers also suggested you have to model problem solving and provide experiences of problem solving for them (FI, T3, line 135) and you can guide them through how they’ll tackle a task and then allow them to tackle it and um if necessary fail, then evaluate and analyse why it worked or didn't (FI, T4, lines 4-7).

Abdullah (2001) stresses the importance of encouraging self-efficacy beliefs and learner motivation in the development of self-directed and responsible behaviours. This view is echoed in the teacher response that I don't know, it is
important to use positive reinforcement but always using rewards that's like they could learn to always rely on outside direction. I think you have to develop or um use logic you know systems theory and empirical logic so like break up a task into components and it's a cycle if a step is incomplete or missed we go back. So probably for me more teaching the thinking or reasoning part first that's like more internal then you can positively reinforce those things (FI, T4, lines 40-45). Teacher responses in the area of motivation differed with certain teachers interviewed expressing their reliance on external rewards given that motivation seems very much to be an external factor for our children. Motivation is supplied by parents, teacher or the environment and maintaining motivation is ongoing with high maintenance children who loss interest quickly (FI, T3, lines 158-160). One teacher expressed the view that external motivation was required but that rewards should be for pleasurable activities working towards goals, like outings or a 'free-talk lesson' works well. A ten minute longer break encourages them or motivates them (FI, T1, lines 164-166). Another teacher felt that responsible and self-directed behaviour could not be encouraged in learners if there was an over reliance on external motivators and stated that I really feel we have to move away from external motivators that we use, yes they have their place at times but it's gotta be um it has to be about building intrinsic motivation. If you have to use rewards I think they should be should be appropriate, I would rather like um use not so concrete or material but use emotional rewards like happiness or conversely displeasure or disappointment (FI, T4, lines 167-171).

Kesten (1987) asserts that teachers need to be aware of the developmental level of their learners in order to guide the selection of teaching and learning approaches that address individual learner needs. The teacher therefore needs to anticipate difficulties and offer support and intervention where necessary. Some specific strategies were suggested by teachers interviewed to support learners, cater for individual learning styles and encourage the development of skills associated with the development of responsible and self-directed behaviours such as developing meta-cognition. These included the use of
Bloom's Taxonomy, I also like to use things like Bloom's Taxonomy to make sure that I kind of like think or make sure that they are extended (FI, T3, lines 106-108) Gardner's theory of multiple intelligences, the multiple intelligences thing is they find it easier to think about their learning because it suits their style (FI, T4, lines 112-113), Thinker's keys (Ryan) and Six thinking hats (de Bono) also the thinking hats I have that it helps to get them thinking about different perspectives and so, also thinker's keys to jumpstart thinking about issues (FI, T1, lines 109-110).

Bloom's Taxonomy was revised by Anderson in 1999 and is based on a six-level classification of cognitive development including remembering, understanding, applying, analysing, evaluating, creating. Bloom's Taxonomy is a tool for teachers that can be used to ensure that higher order thinking tasks are included in learning activities. Gardner's theory of multiple intelligences describes learning styles in terms of different kinds of intelligences including verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmical, interpersonal, intrapersonal, naturalistic. Teacher awareness of this range of learning styles can assist in planning activities that cater for a range of learning styles. The thinker's keys are a range of question starters developed by Tony Ryan in 1990. These question starters assist teachers in providing expanded thinking activities. The six thinking hats were developed by Edward de Bono and are a model for practising lateral thinking. Each hat represents a different type of thinking and learners are taught the meaning of each hat and the rules for their use. The six hats are the white hat representing information, red hat representing feelings, black hat representing defining a problem, yellow hat representing consideration of benefits or value, green hat representing ideas and creativity, blue hat representing facilitating and organising.

In summary it appears that many of the teacher views expressed in the focus group interview support current literature on the facilitation of the development of responsible and self-directed behaviours in learners. It is also interesting to note
that whilst the approaches to the development of responsible and self-directed behaviours described were not specifically intended for use with learner with special educational needs, the majority of these teachers who all teach learners with special educational needs still found points of commonality in their belief that the development of these behaviours should be encouraged and actively facilitated.

5.3.2 THEME TWO: Teacher perceptions of the influence of a learner’s special needs status on the facilitation of the development of these behaviours.

The following themes that emerged during the interview transcript analysis have been clustered under the heading of theme two:

- Teacher perceptions regarding any changes to strategies used if applied to learners without special educational needs.
- Teacher perceptions regarding additional support required by learners with special educational needs in their development of responsible and self-directed behaviours.

It is important to note that approaches such as Self-Directed learning, Independent Learning and Problem-based learning have been developed for learners not experiencing barriers to learning and that few studies exist to determine the experience of learners with special educational needs in the development as responsible and self-directed learners. Teachers interviewed during the focus group interview felt that whilst strategies used in the mainstream classroom to facilitate the development of these behaviours would not differ significantly to those used in a special needs classroom, that adaptations and additional support would be required. Examining the difficulties that may be experienced by learners with special educational needs in the areas identified as essential for the development of responsible and self-directed behaviours in
learners indicates that learners with special educational needs are likely to experience difficulty in the development of these behaviours, skills and traits. Learners with special educational needs may then require additional support in their development as responsible and self-directed individuals. Teachers play a pivotal role in the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs as the selection of strategies and approaches used may provide this additional support in the form of accommodation and adaptation of the learning situation and may then address the individual needs of the learner in their development of responsible and self-directed behaviours. Current literature on responsible and self-directed learning considers the role of the teacher in the development of responsible and self-directed learners. This literature is however, not specific to the role of the teacher of learners with special educational needs but provides insight into the type of role suggested for teachers in the facilitation of the development of responsible and self-directed learners. The nature of the role of the teacher of learners with special educational needs in the facilitation of responsible and self-directed behaviours, skills and traits can then be considered against this background.

As mentioned previously, little literature exists on the role of the teacher of learners with special educational needs in the facilitation of the development of responsible and self-directed behaviours. However, there has been a great deal of research conducted in the area of affective and cognitive support for learners with special educational needs. By examining some of the trends in these areas, it may be possible to determine types of strategies and approaches that may support the development of responsible and self-directed behaviours.

Teachers can play a vital role in supporting learners who experience emotional distress as a result of their learning difficulties, and facilitating the development of responsible and self-directed behaviours. It is essential that teachers get to know the learners in their class including knowing the learning styles of learners, learner perceptions of learning, and the individual learning needs of each learner. Zecker (1991) suggests various strategies that include addressing affective as
well as academic needs. The selection of teaching strategies that cater to different learning styles, such as using multisensory methods, as well as employing specific educational interventions to remediate learning disabilities should be implemented. Educational accommodations that facilitate task completion or provide alternative approaches to task completion should be made for learners with special educational needs. For example, the teacher can make specific accommodations for learners experiencing learning barriers such as Central Auditory Processing Disorder. These include attempting to minimise extraneous noise; obtaining visual attention when giving instructions; changing seating arrangements; and providing visual support material.

Teaching learners to act responsibly is in itself a strategy for assisting learners with specific learning disabilities as learners can be taught to check understanding of instructions and monitor progress towards completion of a task. It is essential that in providing support for learners experiencing specific learning difficulties that learners still be allowed to retain a sense of personal responsibility for the learning process and that they be allowed to develop as self-directed and responsible individuals rather than fostering a sense of learned helplessness by removing a sense of personal competency. One of the teachers interviewed stated that it was important for teachers of learners with special educational needs to give guidance or procedures or strategies to complete tasks, like using mind maps. Helping them to grade exercises that require segmenting of ideas; and editing ideas that are orally generated (FI, T3, lines 91-92). Engaging with learners and allowing them to express feelings of anxiety and frustration whilst guiding them towards a problem solving approach to these concerns may also be helpful as is providing honest, positive praise and activities that promote self-confidence and provide opportunities to experience success and so address the need for a sense of self-efficacy. This view is supported by the teacher suggestion of using praise and reward, using encouraging words never negative vocabulary and like if there are problematic issues to deal with it in private you
know private consultation not in the classroom in front of others (Fl, T3, lines 69-72).

Providing opportunities for learners with special educational needs to be involved and demonstrate competencies that are not compromised by their learning disabilities are also important in assisting learners to develop feelings of self-efficacy. In contrast to the negative relationships between emotions and learning disabilities, there is growing evidence that emotional states may positively affect the performance and relationships of children with learning disabilities. Bryan and Bryan (1991) reported that positive "affective states" have been found to increase performance on various tasks, such as memory, computation, and discrimination tasks. In addition, research indicates that inducing positive feelings in learners facilitates the learning of new information. Self-worth can be encouraged. "It does not happen by chance; it occurs when educators allow the concept of self-worth to permeate themselves, their classroom, and the lives of their students" (Bear, Kortering & Braziel, 2006, p.295).

Suggestions for improving the self-worth of learners with special educational needs according to Velez (2006) include establishing rapport coupled with an environment of respect; treating learners with respect and dignity; recognising each learner as an individual possessing value and worth; being consistently positive; cultivating a welcoming, supportive, and safe learning environment; demonstrating confidence in the learners' ability to succeed; reinforcing positive behaviour; offering opportunities to succeed; setting specific, measurable, attainable, realistic, and time-sensitive goals; and investing in Long-Term Growth. In addition providing opportunities for learners with learning disabilities to demonstrate competencies and increasing the learner’s adaptive skills by building social skills; the development of more positive interpersonal skills and focus on facilitating the use of more positive self-talk may assist learners to adopt a less failure-orientated approach to learning and build self-efficacy and self-worth beliefs. Improving a learner’s sense of self-worth lays the foundation for developing the skills of self-determination. Ridley and Walther (1995, pg. 2)
suggest that, "first, teachers can create meaningful and positive classroom learning environments by using teaching strategies that meet students' basic affective/motivational needs-fundamental human needs that are essential to openness and learning. Second, teachers can create more responsible students by using a student-directed form of discipline that teaches them how to make better choices."

Learners with special educational needs may be prone to thinking negative self-statements before they begin academic tasks leading to reduced effort, decreased ability to concentrate, or difficulty applying the skills they do have. Some researchers have suggested that an increased understanding of what a learning disability encompasses may add to a learner's ability to deal with his or her learning disability. Teachers can thus play a role in assisting learners with special educational needs in the classroom by discussing difficulties being experienced, exposing learners to the concept of self-talk and the impact of self-talk on performance, increasing awareness of meta-cognitive strategies and in so doing can create further opportunities for learners with special educational needs to develop responsible and self-directed behaviours. Assisting learners to set goals is essential in facilitating the development of responsible and self-directed behaviours. Velez (2006) suggests using the S.M.A.R.T goal method (O'Neill, 2000). The S.M.A.R.T model of goal planning refers to the setting of specific, measurable, attainable, realistic, and time-sensitive goals. Basic goals should be set first which, once accomplished, will motivate the learner to attempt more challenging goals. These goals can address affective, social, behavioural and academic needs.

Research supports active involvement of students in the discipline process in order to promote future responsible behaviour (Murphy, 1995). Research also indicates that actually teaching students responsible behaviour and self-management is essential (Gallagher, 1997). In contrast to the negative relationships between emotions and learning disabilities, there is growing
evidence that emotional states may positively affect the performance and relationships of children with learning disabilities. Utilising teaching strategies that cater to different learning styles, specific educational interventions to address learning disabilities, accommodations that facilitate task completion, taking the time to talk with a learner about his or her frustrations or anxiety, use of genuine praise for a learner’s efforts and persistence and incorporating activities that boost self-confidence are suggested by Gorman (1999), to address the learner’s need for a sense of self-efficacy and to combat the negative emotional impact associated with the experience of a learning disability. This view was supported by teacher comments such as, one-on one work sessions where challenges can be presented, tackled and evaluated work to boost self-esteem, because it shows the kid you care about them and want to work with them and so then they start to feel that they should care about themselves and feel better about themselves in the long run because they are important to you (FI, T4, lines 73-77) and you have to find ways to make them feel good about their achievements and start believing in themselves again (FI, T1, line 76).

The types of strategies discussed here are some of the strategies that have been shown to be effective with learners with special educational needs. The fact that these suggestions are sympathetic to the types of activities suggested by approaches to developing responsible and self-directed learners suggest that facilitating the development of responsible and self-directed behaviours may be a valid educational goal for learners with special educational needs as well as be a means for addressing the associated emotional impact of the experience of a learning barrier. What remains essential however, regardless of adaptations or accommodations made is that the fundamental belief in all learners, including learners with learning disabilities as capable of developing traits of responsible and self-directed learners be held firm.

In summary it appears from the focus group interview responses that teachers are of the perception that learners with special educational needs do require
additional support in their development of responsible and self-directed behaviours. It emerged once again however, that of the teachers involved in the study certain teachers felt that in spite of requiring additional support learners with special educational needs were capable of developing responsible and self-directed behaviours and that this development should be encouraged by the teacher through the use of a variety of strategies and the creation of a conducive learning environment. One of the teachers interviewed however, felt that learners with special educational needs were not likely to develop responsible and self-directed behaviours and felt that teachers should rather be providing supported learning opportunities.

5.4 DISCUSSION OF FOCUS GROUP INTERVIEW RESPONSES IN TERMS OF INVITATIONAL STANCE

The focus group interview responses can be discussed from an invitational perspective as teacher perceptions expressed in this interview reflect individual invitational stance.

5.4.1 TRUST

It is clear that the majority of teachers interviewed demonstrate trust in the ability of their learners with special educational needs to develop responsible and self-directed behaviours. This is reflected in comments such as trust them to develop their own way of solving a problem (FI, T4, line 84) and give them problems to solve and ask why they selected a specific approach (FI, T4, line 94). A lack of trust is demonstrated in some cases by comments such as its all very well saying they must have responsibilities but you have to remember that not all of them can handle it (FI, T2, line 24).

5.4.2 RESPECT
Teachers demonstrate respect for their learners by valuing their contribution and recognizing the uniqueness of each individual. Respect for learners is demonstrated in teacher comments such as also share good child generated ideas and use those ideas to make them feel valued (FI, T3, line 46), I think it's about showing care, you know using low comforting speech tones, making them feel included, they must feel that you as the teacher care about them (FI, T3, lines 69-72) and share thoughts on how we could do something, and debate options. It makes them more involved (FI, T1, lines 49-50).

An interesting topic for discussion emerges from these comments; that of the notion of care. Two of the teachers interviewed felt that as unique individuals who are respected and valued in the classroom, learners need to be assured of their teachers regard and care. Nel Noddings, (1998) discusses the ethics of care. Noddings asserts that care is a basic need for all humans and that all humans want to be cared for. She distinguishes between the two concepts of "caring for" and "caring about." Caring about can be applied to issues of social justice but frequently remain a step removed from personal involvement. Caring for involves a personal transaction between two individuals. Smith (2004) discusses Nodding's assertion that education can be approached from a "care perspective" and that four key components are involved in this process. These are modelling, dialogue, practice and confirmation (Smith, 2004). When considering the term modelling from a care perspective, it assumes a broader meaning. In this study modelling has previously been used to describe the process whereby teachers demonstrate reasoning, problem solving and strategy development aimed at developing cognitive or meta-cognitive skills. Modelling when considered from a care perspective involves teachers demonstrating care through their interactions and relationships with their learners with the intention of developing care in their learners. Teachers are then in effect teaching learners how to care for others through being cared for themselves.
The term dialogue when considered from a care perspective also implies an extension of the more traditional use of the term in educational contexts. In this study the term dialogue has been used to encompass the notion of engaging learners in the process of verbalising reasoning or problem solving processes. Noddings suggests that dialogue is an important part of caring as in order to model caring effectively teachers need to engage in active caring and talk about caring in order for learners to explore and reflect on the notion of care. Another key component of the education from a care perspective is practice. A common theme identified during the analysis of teacher responses during the focus group interview was that of the importance of providing opportunities for learners to practise being responsibility and self-directedness. O’Toole cites Noddings (1998), who argues that practice in caring and reflection on that practice is essential from the care perspective. Teachers interviewed suggested positive recognition as a means of encouraging responsible and self-directed behaviours. O’Toole quotes Noddings (1998), who suggests that, "when we confirm someone, we identify a better self and encourage its development" (Noddings in O’Toole, 1998, pg. 19). Confirmation involves trust and continuity as "caring for" extends beyond "caring about" as it is applied in a relational sense. Learners need to recognise through the consistent behaviour of their teachers that they are cared for and demonstrate this recognition through their own responses.

5.4.3 OPTIMISM

Teachers operating from an invitational stance demonstrate optimism through their belief in the learners’ ability to succeed. Optimism was reflected in teacher comments such as recognizing and validating efforts made by the child so that encourages increased effort (FI, T3, line 118). Teachers interviewed also expressed the opinion that it was essential to provide opportunities for learners to practise being responsible and self-directedness. This was an indirect example of optimism as in order to suggest that learners be provided with such opportunities demonstrates that these teachers set high expectations and believe that their
learners are capable of meeting these expectations. Comments such as they cannot cope (FI, T2, line 58) and if you let them go their own way they are going to fail (FI, T2, line 85) demonstrate a lack of optimism in the learners' ability to succeed.

5.4.4 INTENTIONALITY

In order to assume an invitational stance there must be intentionality. Intentionality was expressed in the focus group interview and related specifically to the development of responsible and self-directed behaviours in learners with special educational needs. This intentionality was expressed in comments such as you do have to give them responsibilities (FI, T1, line 8), giving them responsibility (FI, T4, line 83) and use all opportunities across the curriculum to demonstrate possibilities to problem solving (FI, T3, line 134). Comments such as these imply that teachers are consciously thinking about the development of responsible and self-directed behaviours.

5.5 COMPARISON OF FINDINGS IN EACH STAGE OF THE INVESTIGATION

This study involved different stages of investigation including the completion of a baseline survey by Intermediate Phase teachers of the selected school, classroom observations conducted in the three Intermediate Phase classrooms, Individual interviews with the three teachers of these classes and a specialist teacher involved with each of the three classes as well as a focus group interview with the same set of teachers. Figure 5.4 illustrates the findings of the study at each stage of investigation to facilitate a comparison of findings for discussion.
### Comparisons of findings in each stage of investigation

<table>
<thead>
<tr>
<th>Stage One : Baseline Survey</th>
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</thead>
<tbody>
<tr>
<td><strong>Description of Stage One participants</strong></td>
</tr>
<tr>
<td><strong>Discussion of baseline surveys</strong></td>
</tr>
</tbody>
</table>
| **Summary of findings of baseline surveys** | **Group One**<br>These teachers felt that some of their learners experienced affective and cognitive difficulties that may impact on the development of responsible and self-directed behaviours but indicated that they used a wide variety of different strategies in the classroom to encourage this development.  
**Group Two**<br>These teachers felt that most of their learners experienced affective and cognitive difficulties that may impact on the development of responsible and self-directed behaviours and indicated that they did not use a wide variety of different strategies in the classroom to encourage this development. |

<table>
<thead>
<tr>
<th>Stage Two : Classroom Observations</th>
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</thead>
<tbody>
<tr>
<td><strong>Description of Stage Two participants</strong></td>
</tr>
</tbody>
</table>
| **Summary of findings of baseline surveys** | **Unintentionally Inviting**<br>Grade Four Teacher: Trust, Respect and Optimism were evidenced in classroom interactions with the teacher clearly perceiving the learners to be capable of taking personal responsibility for learning. A wide variety of strategies are used in the classroom that may contribute to the development of responsible and self-directed behaviours in learners with special educational needs.<br>Grade Six Teacher: Respect and Optimism were evidenced in classroom interactions with the teacher clearly perceiving the learners to be capable of taking personal responsibility for learning. A wide variety of strategies are used in the classroom that may contribute to the development of responsible and self-directed behaviours in learners with special educational needs.  
**Unintentionally disinviting**<br>Grade Five Teacher: Respect for learners was evidenced in classroom interactions. Trust and optimism were not as clearly evidenced as this teacher appears to be of the perception that the special needs status of learners requires an assisted learning environment to the extent that independent work is not encouraged. The use of a wide variety of strategies was not observed with strategies used tending to be those of a guide and direct nature such as step by step instruction. These strategies are less likely to encourage the development of responsible and self-directed behaviours in learners with special educational needs. |

<table>
<thead>
<tr>
<th>Stage Three : Individual Interviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Description of Stage Three participants</strong></td>
</tr>
<tr>
<td><strong>Discussion of Individual Interviews</strong></td>
</tr>
<tr>
<td><strong>Group One</strong>&lt;br&gt;Group Two</td>
</tr>
</tbody>
</table>
Three of the teachers interviewed shared the perception that learners with special educational needs were capable of developing responsible and self-directed behaviours although affective and cognitive difficulties may require additional support. These teachers felt that the development of responsible and self-directed behaviours was a valid educational goal and needed to be consciously facilitated for all learners.

One of the teachers interviewed felt that although the development of responsible and self-directed behaviours was a valid educational goal, that learners with special educational needs would be considerably challenged in this development. This teacher felt that these learners could not reasonably be expected to develop as fully independent learners capable of demonstrating responsible and self-directed behaviours. This teacher was concerned with providing guidance, support and assistance as a means of addressing learner needs.

<table>
<thead>
<tr>
<th>Identification of teacher groupings and biographical details</th>
<th>Grade Four teacher</th>
<th>Grade Six teacher</th>
<th>Phase Specialist teacher</th>
<th>Grade Five teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>This teacher is a male teacher and is the Grade Four teacher at the selected school. The teacher has sixteen years of teaching experience most of which have been with learners with special educational needs.</td>
<td>This teacher is female and has almost twenty years of teaching experience, the majority of which has been with learners with special educational needs.</td>
<td>This teacher is female, has four years of teaching experience two of which have been with learners without special educational needs. This teacher does not class teach but teaches subjects across the grades in the Intermediate Phase.</td>
<td>This teacher is female, has fourteen years of teaching experience the majority of which has been with learners without special educational needs.</td>
<td></td>
</tr>
</tbody>
</table>

| Summary of findings of individual interviews | The teacher was of the perception that self-regulation, or the ability to regulate ones own behaviour, and independence were key features of responsible behaviour and mentioned the ability to motivate and direct oneself | This teacher’s definition of responsible and self-directed behaviours highlighted the teacher’s perception that responsible behaviour is linked to the development of a value and belief system by | The teacher defined responsibility as working within parameters, boundaries and rules and the acceptance rather than rejection of these norms. |

The teacher defined responsibility as working within parameters, boundaries and rules and the acceptance rather than rejection of these norms.
as further features of responsible behaviour. Self-directedness was defined as the ability to make personal decisions.

incorporating aspects of social interaction, responsible decision making, ability to interact responsibly and without doing harm as well as the ability to think about actions and self monitor.

as responsibility coupled with discipline and accountability.

Stage Four: Focus Group Interview

<table>
<thead>
<tr>
<th>Description of Stage Four participants</th>
<th>The same four teachers who participated in the individual interviews participated in the focus group interview.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of Focus Group Interview</td>
<td>The focus group interview was conducted in order to investigate teacher perceptions regarding the facilitation of development of responsible and self-directed behaviours in learners with special educational needs. Transcript analysis was conducted in an attempt to identify common teacher perceptions. Once again two distinct groups emerged when common themes were considered.</td>
</tr>
<tr>
<td>Group One</td>
<td>The teachers in this group demonstrated their belief in the capability of learners with special educational needs to develop responsible and self-directed behaviours by discussing a variety of strategies to facilitate and address affective and cognitive concern that may impact on this development. These teachers also indicated an invitational stance by considering the provision of a learning environment that supports the development of responsible and teacher/learner interactions. Although not stated in specifically invitational terminology, teacher comments demonstrated trust, intentionality, respect and optimism for learners.</td>
</tr>
<tr>
<td>Group Two</td>
<td>The teacher in this group demonstrated her belief that learners with special educational needs were unlikely to develop responsible and self-directed behaviours and discussed strategies which could be used to provided continuous assistance and support and suggested that varying strategies too frequently could lead to confusion. She discussed the provision of a learning environment where learner frustration was removed through anticipation of needs and immediate assistance coupled with supervision, guidance and correction. This teacher felt that learners with special educational needs should not be expected to work independently as this would lead to frustration and anxiety. Although not specifically stated this teachers comments demonstrated an unintentionally disinviting stance.</td>
</tr>
<tr>
<td>Identification of teacher groupings</td>
<td>Grade Four teacher</td>
</tr>
<tr>
<td>Summary of findings</td>
<td>These teacher's discussed facilitation of the</td>
</tr>
</tbody>
</table>
of focus group interview | development of responsible and self-directed behaviours in terms of the teacher’s role in selecting a variety of strategies, providing a learning environment that supports this development as well as providing opportunities for learners to demonstrate these behaviours as well as the need to support and address any affective and cognitive difficulties that may impact on this development in learners with special educational needs. | facilitation of the development of responsible and self-directed behaviours in learners with special educational needs in terms of limiting expectations to avoid frustration, providing assistance, guidance and support and limiting the use of a wide range of strategies in order to avoid confusion.

Figure 5.4
Comparison of study findings
(BS 1-6, COS 1-3, II 1-3, FI)

Representing the findings of the baseline surveys, classroom observations, individual and focus group interview transcript analysis in the table form above, highlighted that there may indeed be a link between the invitational stance of teachers, their perceptions of the capability of learners with special educational needs to develop responsible and self-directed behaviours and their classroom interactions with learners. In each stage of the study two distinct groupings emerged as demonstrated by the preceding table through the use of two colours.

Purkey and Stanley (1990), use colour symbolism to present a "blue and orange metaphor" that can be used to positively influence or discuss human interactions. The blue and orange metaphor is used to explain the inviting or disininviting messages that are transmitted through all human interactions. Purkey and Stanley (1990), assert that blue cards convey a message that the person is able, valued, and responsible, enhance self-esteem, and demonstrate the invitational traits of trust, respect, optimism, and intentionality. Orange cards are exactly the opposite and convey the message that the individual is unable, worthless, and irresponsible.

The use of the colour blue is therefore intended to highlight findings that appear to demonstrate invitational perceptions and the colour orange is intended to highlight findings that appear to demonstrate less inviting perceptions. This can be demonstrated more clearly by Figure 5.4 which considers the findings in terms of the two opposing views held by the three class teachers who were involved in
each stage of the study including class observations, individual interviews and focus group interview.

<table>
<thead>
<tr>
<th>Class</th>
<th>Six</th>
<th>Five</th>
<th>Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td>Twenty</td>
<td>Fourteen</td>
<td>Sixteen</td>
</tr>
<tr>
<td>Invitational Stance</td>
<td>Unintentionally Inviting</td>
<td>Unintentionally Disinviting</td>
<td>Unintentionally Inviting</td>
</tr>
<tr>
<td>Belief in Capability of Learners with special needs to develop as responsible and self-directed</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Uses a wide range of teaching and learning strategies in the classroom</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Provides a learning Environment that supports this development</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Actively encourages this development</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Figure 5.5**
Tracking teacher responses

When viewed in this format, a trend becomes apparent. It appears that there may well be a link between the demonstrated invitational stance of teachers, their perceptions of learners with special educational needs as being capable of developing responsible and self-directed behaviours and the translation of this belief into the provision of a learning environment and use of teaching strategies that support this development. Biographical details such as gender and years of teaching experience appear to have less commonality than the underlying
teacher beliefs and perceptions demonstrated through teacher behaviours and underlying invitational stance. This appears to lend weight to the argument that an invitational approach to education contributes to the development of responsible and self-directed behaviours in learners and particular in learners with special educational needs. In order to operate from an invitational stance, teachers need to hold particular beliefs and perceptions including the belief in the ability of their learners to succeed. Teachers who hold this perception are then more likely to set high expectations for their learners, nurture positive interpersonal relationships with their learners and provide a learning environment and opportunities for learners to realise their full potential including the potential to develop responsible and self-directed behaviours. In other words perceptions held by teachers are translated into action within the classroom. If the teacher operates from an invitational stance, invitational interactions are therefore more likely to occur in the classroom. Invitational interactions are sympathetic to the development of responsible and self-directed behaviours as learners are viewed as capable individuals. Learners with special educational needs too, are viewed as capable by teachers operating from an invitational stance and are therefore more likely to have their affective and cognitive needs addressed in an invitational environment that encourages their full development including their development of responsible and self-directed behaviours.

5.6 SUMMARY OF STUDY FINDINGS

1. There is a growing international trend in education to consider the development of responsible and self-directed behaviours in learners with the intention of producing responsible and self-directed individuals capable of participating as contributing members of society.

2. Research concerning the development of responsible and self-directed behaviours has tended to focus on learners without special educational needs.
3. An invitational approach to education assumes all learners to be capable and responsible and encourages the creation of total learning environments that promote the realisation of the full potential of each individual.

4. School policies, process, programmes and physical environment of the selected school for this study support an invitational approach to education within the school.

5. As education concerns interactions between people, it is essential to consider the role of the teacher in translating the invitational framework provided by school policy into practice.

6. Behaviour is influenced by perceptions and underlying beliefs held by individuals, teacher behaviour will therefore be influenced by the perceptions and beliefs held by teachers.

7. Investigation of teacher beliefs and perceptions of the development of responsible and self-directed behaviours in learners with special educational needs as investigated with the use of a baseline survey revealed that:

   - One group of teachers surveyed felt that some of their learners experienced affective and cognitive difficulties that would impact on their development of responsible and self-directed behaviours. These teachers indicated that a variety of teaching strategies were employed in the classroom to address a range of needs.
   - A second group of teachers surveyed felt that the majority of their learners experienced affective and cognitive difficulties that would impact on their development of responsible and self-directed
behaviours. These teachers indicated that a limited range of teaching strategies were employed in the classroom.

- It can be surmised that teachers who believe that despite barriers to learning, learners are capable of engaging in a variety of activities and being exposed to a variety of teaching strategies will provide these experiences. Conversely, it can be surmised that teachers who believe that barriers to learning limit the learners capability of engaging in a variety of activities by being exposed to a variety of teaching strategies will be less likely to provide these experiences.

8. Classroom observations of the Grade Four, Grade Five and Grade Six classes revealed that:

- In two of the classes visited, learners were treated as capable and responsible participants in learning and were provided with opportunities and experiences to develop and demonstrate responsible and self-directed behaviours. Teacher behaviours in these classes demonstrated that these teachers were operating from an unintentionally invitational stance.

- In the third class visited learners were treated as incapable and passive recipients of learning and were provided with assistance and step-by-step guidance rather than opportunities and experiences to develop and demonstrate responsible and self-directed behaviours. Teacher behaviour in this class demonstrated that the teacher was operating from an unintentionally disinviting stance.

- It can be surmised from these observations that more invitational teachers tended to provide opportunities for learners with special educational needs to develop responsible and self-directed behaviours, whereas a less invitational teacher provided assistance and support to learners with special educational needs to the extent
that the development of responsible and self-directed behaviours may be inhibited.

9. Individual interviews with the Grade Four, Five, Six and specialist Intermediate phase subject teacher revealed that:

- Teachers consider the development of responsible and self-directed behaviours in learners a valid educational goal that requires active facilitation
- Teachers define responsible and self-directed behaviours according to their own personal beliefs.
- Three teachers interviewed felt that the special educational needs status of learners would impact on the development of responsible and self-directed behaviours only as far as extending to the provision of additional support
- One teacher interviewed felt that the special needs status of learners would limit the ability of these learners to develop responsible and self-directed behaviours.

10. The focus group interviews involving the Grade Four, Five, Six and specialist Intermediate phase subject teacher revealed that:

- One group of teachers felt that the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs required consideration of affective and cognitive factors, the selection of a variety of teaching strategies to address these needs, the provision of a conducive learning environment and opportunities to demonstrate responsible and self-directed behaviours.
- The remaining teacher felt that, as learners with special educational needs were limited in their ability to develop responsible and self-directed behaviours that the facilitation of the development of these
behaviours should be confined to demonstrating responsible behaviour through following instructions correctly.

11. Tracking teacher responses of the three class teachers involved in each stage of the study revealed that:

- Invitational stance or lack of invitational stance and the associated approach to the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs remained consistent throughout the study.

12. An invitational stance demonstrated by a teacher appears to be underpinned by beliefs and perceptions of learners that result in the provision of specific learning experiences for the learners. In this study an invitational stance demonstrated that the teacher believed in the ability of special needs learners to develop responsible and self-directed behaviours and resulted in the provision of activities more likely to encourage this development.

5.7 RECOMMENDATIONS

As the school selected for the study caters for learners with special educational needs, states the goal of developing responsible learners in policy documents and supports an invitational approach to education clearly expressed in vision and mission statements, these elements need to be considered:

- It is essential to address individual teacher beliefs and perceptions of learners with special educational needs. By providing teachers with the opportunity to explore and reflect on their perceptions it may be possible for teachers with a less invitational stance to begin to reframe their reference for these learners.
• Teachers need to consistently reflect the goals and values of the stated school policies.

• Teachers operating from either an unintentionally inviting, unintentionally disinviting or intentionally disinviting stance may benefit from having the opportunity to participate in workshops to explore and further develop the "craft of inviting."

• Discussion of the craft of inviting should pay particular attention to the stage of "Being Ready" as it is at this level that teachers are afforded the opportunity to reflect on personal beliefs and individual frames of reference, which according to the findings of this particular study are essential to invitational classroom practise.

• In addition to reflecting on personal beliefs teachers could also be encouraged to examine their beliefs regarding the development of responsible and self-directed behaviours in learners with special educational needs. This reflection could be guided to include the consideration of the relationship between and impact of these beliefs on classroom interactions, choice of teaching strategies and provision of opportunities to develop these behaviours.

• Involving the staff in brainstorming sessions to consider the provisioning of a learning environment conducive to the development of responsible and self-directed behaviours in learners with special educational needs may be useful.

• The concept of staff mentoring could assist the school in translating goals and values stated in the school policies into practice by allowing for staff collaboration, as well as assistance and guidance from mentor teachers.

• Engaging parents and learners in the process of developing responsible and self-directed behaviours could be explored further as education is a participatory process. Reinforcement at home through the provision of like opportunities for learners with special educational needs to practise responsible and self-directed behaviours would
support the school effort. Encouraging learners themselves to assume ownership of accepting invitations to develop these behaviours as well as to create opportunities independently for the demonstration of these behaviours would convey the value attached both to this development and to the individual learner.

5.8 SUMMARY
This chapter explored the findings of the focus group interview and considered teacher perceptions of the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs. Chapter Five also provided an overall summary of the findings of the study and forwarded recommendations.

Chapter Six concludes the study and provides a critical reflection of the study.

CHAPTER SIX
CRITICAL REFLECTION

6.1 INTRODUCTION

This study explored teacher perceptions of the facilitation of responsible and self-directed behaviours in learners with special educational needs. Teacher perceptions were the focus of this study as the study was approached from an Invitational perspective. Invitational education is based on the perceptual theory, which asserts that perceptions influence behaviour. Perception is influenced by personal beliefs, experiences, interactions and frame of reference. For this reason, my own perceptions and the influence of these perceptions on this study should also be critically reflected upon.

6.2 DISCUSSION
As each teacher in this study was found to hold individual beliefs regarding such things as the definition of responsible behaviour, I too hold personal beliefs regarding the nature of education. My beliefs about the nature of education are informed by my personal experiences and interactions both as a teacher and as a mother. This personal frame of reference means that I view education as being about more than the transfer of knowledge. As a mother I want education to provide opportunities for my child to realise her full potential, develop independence and pave the way for her to grow as a happy, productive, thoughtful, motivated and responsible adult. When considering this personal view of education, I realised that in order for education to provide such things, it was essential that that the development of responsible and self-directed behaviours be facilitated in the classroom alongside content knowledge and skills development. This prompted the further realisation that if I regarded this as an important educational goal, other parents may well too.

This set me on the path of investigating what current research had to say on the topic. It became clear from a literature review that there is a growing emphasis on preparing learners to assume their place in society through encouraging the development of responsible and self-directed behaviours. Investigation of education policies and legislature in South Africa indicated that there is a framework provided by these policies to support the contention that the development of responsible and self-directed behaviours should be considered.

Realising that South African education legislature values the development of learners able to take their place in a democratic society prompted the thought that all learners in South Africa should conceivably then, be afforded the
opportunity to do so. The literature review that I had undertaken had highlighted a specific point for me, and that was that there had been very little consideration given to learners with special educational needs. Given the Inclusive education framework of our country I took that to imply that learners with special educational needs should also be afforded the opportunity to develop as responsible and self-directed individuals.

In order for this to be considered, I realised that in addition to the National educational policy, individual school policy would need to be considered as well as the translation of that policy into practice by teachers. I selected a private school that caters for learners with special educational needs as the site for the study. The school is known to me personally and is concerned with providing an invitational environment for learners with special educational needs. As my personal belief is that an invitational approach creates learning environments that support the development of responsible and self-directed behaviours, this school was a natural selection. The drawback of approaching the study in this way was that I realised that a small group of respondents would be included, limiting generalisation of findings. I decided however, that as a qualitative approach was needed given my desire to focus on teacher perceptions and the impact of teacher perceptions on educational practice that a case study approach would allow for intensive interaction with the smaller group of participants.

I decided to focus on the development of responsible and self-directed behaviours in learners within the Intermediate phase of the school, as the developmental level of these learners should according to literature support the emergence of responsible and self-directed behaviours. It is also in this phase that learners are required to assume more responsibility for their learning as they move from sheltered class teaching environments to changing classrooms as they move between class and subject teachers. My belief in the importance of allowing learners opportunities to develop responsible and self-directed behaviours is in all likelihood influenced by my own personal perception that
Invitational education allows for the provision of learning environments concerned with the realisation of the full potential of each individual within the environment and as such is well suited to the consideration of the development of responsible and self-directed behaviours.

I began the study by examining school policies. It became clear that the school through its policies, programs and procedures provides an Invitational framework for educational practice. Learners with special educational needs are viewed as being capable and the creation of a learning environment that recognises and values individuality; supports and encourages the development of individual potential; and encourages the development of personal responsibility guides the vision of the school. Given my belief however, that teacher interactions are essential in the translation of any school policy, it was necessary to consider teacher interactions in the classroom including the provisioning of activities and selection of strategies that may contribute to the development of responsible and self-directed behaviours. Teacher interactions and behaviours are however, influenced by their perceptions and beliefs and so it was also important to consider teacher perceptions of the development of responsible and self-directed behaviours in learners with special educational needs and the possible influence of these perceptions on educational practice.

As this study was concerned with investigating the facilitation of the development of responsible and self-directed behaviours in learners with special educational needs, the nature of the development of these behaviours in learners with special educational needs had to be explored. A literature review was conducted in order to investigate various approaches to the development of responsible and self-directed behaviours. It became clear that there were various commonalities between different approaches and that common traits and skills associated with the development of responsible and self-directed behaviours could be identified. The associated skills and traits of responsible and self-directed learners were considered in regards to learners with special educational needs and I realised
that certain of these traits and skills are frequently assumed areas of difficulty for learners with special needs. For example, the trait of self-confidence was considered by the literature as a core trait for responsible and self-directed learners. Literature suggested that learners with special educational needs may experience lowered self-esteem in the school domain impacting on self-confidence.

A baseline survey was developed based on skills and traits associated with responsible and self-directed learners as well as teaching and learning strategies associated with this development as suggested by current literature. Teachers of the Intermediate Phase completed these baseline surveys in an attempt to identify common perceptions of teachers regarding this development when related specifically to learners with special educational needs. It emerged that teachers were of the perception that learners with special educational needs do experience certain affective and cognitive difficulties that may impact on their development of responsible and self-directed behaviours. Teachers surveyed fell into two groups including a group that used a wide variety of the strategies identified as being conducive to the development of responsible and self-directed behaviours and those that did not.

Invitational education suggests that all learners are viewed as capable and that optimism in the learners' ability to succeed is essential. I decided to explore the idea that teacher invitational stance and teacher perceptions regarding the capability of learners with special educational needs to develop responsible and self-directed behaviours would be reflected in classroom interactions. Classroom observations were conducted in three Intermediate Phase classes. In two of these classes teachers were observed to be operating from an Invitational stance and demonstrating trust, respect and optimism in their learners. It was noted that these teachers tended to provide opportunities for learners to demonstrate responsible and self-directed behaviours as they set high expectations for their learners, engaged learners as active participants in this process and selected
strategies conducive to the development of these behaviours. In one of the classes observed, the teacher was observed to be operating from a less invitational stance and demonstrated a lack of trust in the capability of her learners to meet high expectations. She demonstrated through her selection of activities and strategies her perception that learners with special educational needs were not fully capable of developing as responsible and self-directed. This teacher tended to provide direct step-by-step instruction, and pre-emptive assistance.

The classroom observations strengthened my desire to investigate the idea that teacher perceptions influence facilitation in the classroom. Individual interviews were conducted and teachers were asked to supply definitions for the terms responsible and self-directed. It was interesting to note that the two teachers who had demonstrated an invitational stance in the classroom observations defined responsibility in terms of growing independence. The teacher who had previously been identified as less invitational defined responsible and self-directed behaviour in terms of following instructions and working within boundaries. This indicated that personal beliefs do influence perceptions. Once again two differing viewpoints were represented. The first group consisted of those teachers who felt that learners with special educational needs are capable of developing responsible and self-directed behaviours even though additional support may be necessary and that this should be considered a valid educational goal for these learners. The second group consisted of those teachers who felt that learners with special educational needs were not capable of developing responsible and self-directed behaviours, and that support, guidance and assistance should be provided for these learners instead.

The focus group interviews concentrated on exploring teacher perceptions of strategies that could be employed in the classroom to facilitate the development of responsible and self-directed behaviours. As previously two differing viewpoints emerged. One group of teachers felt that opportunities need to be
provided for learners to develop these behaviours and that a wide variety of
teaching and learning strategies should be employed to this end. The other
viewpoint suggested that learners needed to be provided with assistance, and
that expectations of responsibility and self-directedness may be frustrating and
so should be avoided. Routine, order and predictability were emphasised and the
selection of a wide range of teaching and learning strategies rejected as too
disturbing.

It became clear then that those teachers with a more invitational stance held
higher expectations of the capability of their learners with special educational
needs to develop responsible and self-directed behaviours and so provided the
educational opportunities necessary to support this development. Teachers with
a less invitational stance believed that learners with special educational needs
were not capable of developing responsible and self-directed behaviours and so
did not provide educational opportunities to develop these behaviours. This
realisation that teacher perception does influence teacher interactions in the
classroom was significant for me personally as it leads to the realisation that if
this is true, all educational reform may need to consider teacher perceptions as
an influencing factor in the implementation of any educational policy or
curriculum. It also made clear to me, that teachers who hold positive perceptions
of their learners tend to provide the type of learning environment that encourages
the realisation of individual potential.

This study did of course focus on a small group of participants and may not be
transferable to all teachers and all school environments; however I felt that a
basic truth to emerge from this study may apply to education in general. This is
that all people are individuals, each individual has unique potential and all
individuals should be given the opportunity to realise that potential, however
learning interactions will influence the realisation of this potential. Learning
interactions occur within a school setting, which is informed by national and
school specific policy; a classroom setting which is informed by individual
teacher's interpretations of policy and personal definitions, beliefs and
perceptions regarding education; and within an interpersonal setting informed by the interactions between teachers and learners.

For this reason it is vital that teacher perceptions be explored for their impact on classroom and interpersonal relationships and teachers should be encouraged to reflect upon their own personal beliefs and frame of reference with a view to understanding the influence that these perceptions have on their behaviour in the classroom. The development of responsible and self-directed learners including learners with special educational needs, may be encouraged in South African educational legislature and policy, supported by individual school policy and desired by society, but this development is likely to occur only when learners are provided with opportunities for this development to occur. The teacher creates opportunities within the classroom. Teachers are individuals and hold different perceptions, which influence the type of opportunity they provide to their learners. The development of responsible and self-directed behaviours then, as with any educational growth, rests with the teacher. This is significant when considering the influence of teachers on the development of learners. Learners with special educational need are capable of developing responsible and self-directed behaviours, if their teachers believe in their ability to do so, support and address difficulties associated with this development, and provide a learning environment conductive to this development demonstrated through an Invitational stance made possible by the personal perceptions held by the individual teacher.

6.3 CONCLUSION

This study considered teacher perceptions of the development of responsible and self-directed behaviours in learners with special educational needs. It was determined that the perceptions held by individual teachers influence their behaviour and their interactions with learners. It is through these interactions that learners experience the learning process including education policies, curriculum, skills development and personal growth. It is through individual teachers that educational policies are achieved, valued skills developed and individual
potential of learners realised. "Without imposing my values on another, I must realise that my treatment of him may deeply affect the way he behaves in the world. Although no individual can escape responsibility for his own actions, neither can the community that produced him escape its part in making him what he has become" (Noddings, 1998: 191).

Reference List


Constitution of the Republic of South Africa of 1996


Center for Studies on Inclusive Education in the United Kingdom. *Accessed 20 July 2007 from http://inclusion.uwe.ac.uk/csie/chart.htm*


Constitution of the Republic of South Africa of 1996


*South African Schools Act of November 1996*


APPENDIX A

CONSENT LETTERS

1. Title Approval, University of Johannesburg
2. Research Ethics Committee of the Faculty of Education, University of Johannesburg
3. School Principal
4. Intermediate Phase Teachers
5. Parents of Intermediate Phase Learners
6. Intermediate Phase Learners
ETHICAL CLEARANCE

22 October 2007

Dear Dr van der Merwe and Mrs Bekker

Ethical Clearance Number: 165/15/10/07

Re: Ethical Approval for Master’s Dissertation

Title: Exploring teacher perceptions, experiences and facilitation of responsible and self-directed behaviours in learners with special educational needs in the Intermediate Phase in a private LSEN school in South Africa

The FAEC has decided to

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<td>provisionally approve the proposal with recommended changes</td>
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<td>recommend revision and resubmission of the proposal</td>
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Sincerely,

Professor B. Smit

Chair: FACULTY ACADEMIC ETHICS COMMITTEE
ASPECTS FOR MRS BEKKER TO CONSIDER

- All letters need student name and contact details as well as supervisor’s name and contact details.
- Letter to the authorities – specify time involvement
- Letter to teachers – edit/revise sentence construction, specify time involvement for interviews, number of observations conducted at teacher’s convenience rather than school’s, specify that observations will be treated confidentially.
- Teacher consent form – delete the word ‘risk’
- Letter to parents - edit/revise sentence construction, may need to specify the focus of observation.
- Letter to learners – revise for Intermediate Phase learners – simpler language and more invitational
- Interview protocol – take care of closed questions – rephrase
  Suggestions for revision (see Prof Smit)

1 November, 2007

Professor B Smit
Chair of the Academic Ethics Committee
Faculty of Education
RE: RESUBMISSION OF ETHICS PROPOSAL

Dear Prof. Smit

Thank you for allowing me the opportunity to resubmit my proposal for ethical clearance (Ethical Clearance Number: 165/15/10/07). Attached please find a copy of the revised proposal. The following aspects have been attended to based on the recommendations of the Committee:

- My name and contact details as well as my supervisors name and contact details have been added to all consent letters.
- Time involvement has been specified in all consent letters.
- Sentence construction in the consent letter for teachers has been edited and revised, it has been specified that observations will be treated confidentially and the fact that interviews will be arranged at the teacher’s convenience has been clarified.
- The word “risk” has been deleted from the teacher consent form.
- Sentence construction in the consent letter to parents has been edited and revised and the focus of observation has been specified.
- The consent letter to learners has been simplified in order to make the letter more invitational and age appropriate.
- Proposed questions for the individual interviews have been replaced with one open-ended question, intended to invite teacher comment on the area of investigation. Further questions may be asked to probe, clarify or elicit additional information. The individual teacher’s response to the open-ended question will determine these questions and can therefore not be anticipated.
- Proposed questions for the focus group interview have been replaced with one open ended question, intended to engage teachers in discussion of the area of investigation. Further questions may be asked to probe, clarify or elicit additional information. The group response to the open-ended question will determine these questions and can therefore not be anticipated.

I can be contacted via e-mail at tanya_bekker@absamail.co.za or via cell phone on 078 300 2379 or landline on 011 435 2073. My supervisor, Dr Van der Merwe, can be contacted on 011 559 2684.

I trust that the above meets with your approval.

Yours faithfully,

Tanya Bekker

1 November 2007

The Principal
Roberts Primary School*
10 Johannesburg Rd
Kensington

Dear Mr _______________

RE: PERMISSION TO CONDUCT RESEARCH

I, Tanya Lee-Anne Bekker am currently a Masters in Education student at the University of Johannesburg under the supervision of Dr Martyn Van der Merwe. I would like to request your permission as principal to undertake research at your school. My dissertation study involves the exploration of teacher perceptions, experiences and facilitation of responsible and self-directed behaviours in learners with special educational needs in the Intermediate Phase.

The study will involve classroom observations, an educator baseline survey as well as conducting individual and focus group interviews with participating members of staff from the Intermediate Phase. Participation in the study will be voluntary and with your permission a meeting will be arranged at your convenience to explain the study to interested members of staff and to request their permission to include them in the study. This meeting should take approximately fifteen minutes. Letters of consent will be obtained from all willing members of staff. Participants will be assured of their right to withdraw from the study at any stage without prejudice as well as of their right to express their views without fear of censure. The school's name and the names of participants will be kept confidential. Observations will be conducted at the teacher's convenience and every effort will be made to be as unobtrusive as possible so as not to become a disruptive influence. Observations will with permission be conducted over a period of three weeks in order to provide sufficient time for each of the three Intermediate classes to be observed. It is hoped that each Intermediate class will be observed for at least half an hour a day, during this three week period. All observations will be treated confidentially. Baseline surveys will be completed anonymously and all participants will be assured of confidentiality.

The interviews will be conducted in a relaxed, conversational manner at a time that is convenient to the participants and that causes minimal disruption to the school. Each interview should take approximately twenty to thirty minutes. There are no right or wrong answers to the questions posed in the interviews and teachers will be reassured that their thoughts, opinions and experiences are
of interest for this study, rather than the perceived correctness of any answer. The interviews will be
taped for transcription purposes however; no participant will be identified by name in any aspect of
the resulting work. These transcripts and the resulting dissertation will be made available to
participants and the school, should you wish to read it.

This study will allow me the opportunity to develop an understanding of the perceptions of teachers
of the process of facilitating the development of responsible and self-directed learners with special
educational needs and will be most beneficial in providing experience that I can draw on and
information that I can use to suggest strategies to further facilitate the development of responsible
and self-directed behaviours. The study may also assist in providing useful information regarding
the topic for your consideration.

Should you have any queries regarding the study I can be contacted via e-mail at
tanya_bekker@absamail.co.za or via cell phone on 078 300 2379 or landline on 011 435 2073. My
supervisor, Dr Van der Merwe, can be contacted on 011 559 2684.

Thanking you,

Tanya Bekker. Dr. M.P. Van der Merwe
( Supervisor)

* A pseudonym has been used for the school name and the address altered to protect the
confidentiality of the participating school.

APPENDIX A
SAMPLE OF CONSENT FORM FOR THE PRINCIPAL

Consent Form from Principal

I, ________________________, principal of ______________________ hereby grant
permission for a research study to be conducted at my school by Mrs T. Bekker for a Masters
**Teacher Consent Form**

I, __________________________, hereby grant permission to be included in a research study by Mrs T. Bekker for a Masters dissertation at the University of Johannesburg. The nature, demands, and benefit of the study have been explained to me. I understand that I have the right to withdraw from the study at any time without penalty. I understand that all information will be treated confidentially and that said information may be used by Mrs Bekker for training and research purposes.

______________________________                  ___________________________
Teacher Signature                                                              Date

**Parent Consent Form**

I, __________________________, hereby grant permission for my child’s class to be observed for a research study by Mrs T. Bekker for a Masters dissertation at the University of Johannesburg. I understand that no learner will be singled out for observation and that classroom interaction and activities form the focus of the observations. I understand that no learners will be identified by name, all information will be treated confidentially and that said information may be used by Mrs Bekker for training and research purposes.

______________________________                  ___________________________
Parent Signature                                                              Date

**Learner Consent Form**

I, __________________________, give my permission for my class to be observed for research study by Mrs T. Bekker for the University of Johannesburg. I understand that I will not be
APPENDIX B

SCHOOL POLICY REVIEW

Samples of:

1. General School Policy
2. General Curriculum Policy
3. Foundation Phase Policy
4. Intermediate/ Senior Phase Policy
5. Discipline Policy
6. Religious Policy
7. Marking Policy
8. Homework Policy
9. Client Satisfaction Survey
10. Timetable for scheduled meetings
11. Minutes of a staff meeting
Roberts Primary School General School Policy

1. Foreword

Roberts Primary School is an independent school catering for learners experiencing barriers to learning. Roberts is committed to providing a learning environment that is supportive, encouraging, invitational and effective in addressing learner needs. Roberts Primary School recognises that The Constitution of the Republic of South Africa, 1996 (Act No 108 of 1996) provides the basis for education delivery in South Africa and recognises the principles of Democracy, Social Justice and Equity, Non-Racism and Non-Sexism, Ubuntu, An Open Society, Accountability, Respect, and The Rule of Law and Reconciliation. These principles are reflected in the Revised National Curriculum Statement which is implemented by Roberts Primary School (with necessary adaptations and accommodations for individual learner needs) and the school ethos reflects these values of democracy, respect and human dignity.

2. Vision and Mission

Vision Statement

Roberts School strives for dynamic growth and development of all in the broad school community. We endeavour to meet the academic, emotional and social needs of individuals and assist them to achieve their potential in a nurturing, inclusive, invitational environment. A dedicated staff, guided by co-operative team work and professional integrity are committed to providing excellent learning opportunities and appropriate support for all our learners to develop the necessary skills, attitudes and values to enable them to fulfil meaningful and effective roles in society.

Mission Statement

Our Mission is to:

- nurture a sense of self-worth, confidence and self-efficacy through positive expectations
- develop sensitivity to and understanding of different cultures and religions through interaction in an environment characterized by mutual respect and regard for others
- create an environment where full potential can be reached by ensuring the provisioning of adequate resources, appropriate curriculum, innovative teaching and learning strategies and individualized support
- provide skills to cope with the challenges of life by encouraging active participation in learning, developing problem solving skills and a positive work ethic
- foster the importance of family and community by providing an example of co-operative team work in action, involvement of families in the programs offered by the school and by developing attitudes of care and concern for others
- remain at the forefront of teaching excellence by supporting the professional development of staff
- foster a sense of self-discipline and responsibility by providing opportunities for learners to demonstrate their capabilities and celebrate their success
General Curriculum Policy

The staff at Roberts Primary School aim to create a secure and caring environment in which children can experience success. A caring and supportive environment for learners to gain confidence and develop independence is essential for optimum growth and development. The value of personal, social and moral development is taught within a broad and balanced curriculum.

1. Overall Curriculum Aims:

- to provide stimulating activities and tasks,
- to set learning goals for individual learners,
- to provide intervention and support for learning difficulties
- to expose learners to a range of strategies and approaches to teaching and learning
- to encourage the development of reflective practice amongst learners
- to develop high expectation of individuals’ performance,
- to demonstrate a caring, respectful attitude towards each other within the community,
- to encourage the tolerance of opinions and beliefs.

2. Curriculum development

Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements of the education legislature, and the changing needs of the school. The review of all curriculum policies will take place within a three year period as laid out in the School Monitoring Plan.

3. Curriculum Objectives

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding. To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children’s understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks.
- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations.

Foundation Phase Policy

1. Policy Development

The foundation stage of education will make a positive contribution to children’s early development and learning. The Foundation Phase years are critical in children’s development. Children develop rapidly during this time - physically, intellectually, emotionally and socially. The foundation stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and cooperate with other children. It is also about developing early communication, literacy and numeracy skills that will prepare young children for further learning.
Intermediate and Senior Phase Policy

The Intermediate Phase encompasses Grades 4 to Grade 6. Grade 7 is a Senior Phase grade. The Intermediate and Senior Phase are directed by the following aims:

- To provide learning opportunities that encourage the realization of the full potential of all learners
- To offer Learning Programmes as specified by the Revised National Curriculum Statement in order to prepare learners for their future educational paths
- To select learning, teaching and assessment activities that are derived from the Learning Outcomes and Assessment Standards of the RNCS.
- To adapt the assessment standards of the RNCS to accommodate individual learning needs where necessary.
- To supplement the learning programmes offered with additional learning support in the form of various therapies
- To enrich the learning programmes by exposing learners to opportunities to experience off-site learning activities where appropriate
- To encourage parents to participate in the education of their child by offering information talks and by extending invitations to school functions
- To encourage creativity, problem solving and critical thinking through participation in events such as the annual Science Fair
- To encourage the development of responsibility and self-directedness in learning by encouraging reflective learning practices within an invitational learning environment
- To celebrate success and address identified barriers to learning in a supportive environment whilst maintaining high expectations for each learner
Roberts Primary School Discipline Policy and Code of Conduct

At Roberts School we are committed to providing quality specialised education in a safe and nurturing environment. This depends on the way in which we as a staff, board of governors, parents and learners work together as a team. Our teamwork requires a set of guidelines and common goals. It is for this reason that we have developed a Code of Conduct so that we are all aware of our rights within this environment and the responsibilities that come with them.

Our Commitment as a staff:

Religion Policy

Roberts Primary School welcomes learners from a diverse cultural and religious background. Roberts Primary School strives to create awareness of this diversity through a policy of sharing information, discussing practices and ceremonies and mentioning days of celebration for each of the major religions represented in South Africa.

Assemblies in the first term will be devoted to exposing learners to each of these major religions with the intention of promoting understanding, tolerance and appreciation for diversity. These religious discussions will be presented from a non-judgemental viewpoint.
SAMPLES OF MARKING AND HOME WORK POLICIES

Marking Policy

1. Philosophy Statement

At Roberts Primary school we believe that marking is about responding appropriately to learner’s work. Evidence of our response to learner’s work can be found recorded in books but much response is also verbal. We use our judgement as professionals in a constructive way when working learners to assist in their positive progression.

Homework Policy

1. Rationale

Roberts Primary School believes that homework is an essential part of all learners’ education. It gives them the opportunity to extend and consolidate work experienced during lesson time, it encourages them to produce creative, reflective and investigative work independent of the teacher; it also develops skills in personal organisation and a sense of responsibility.

At Roberts we define ‘homework’ widely to mean any work or activities which learners are asked to do outside lesson time without the guidance of teachers. It is usually done with the support of parents or carers and is an opportunity for adults, other than teachers, to become active partners in supporting learning.

SAMPLE OF CLIENT SATISFACTION SURVEY

Client Satisfaction - Parent Survey

<table>
<thead>
<tr>
<th>Categories and Criteria</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know – N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLES OF SCHEDULED MEETINGS AND MINUTES OF A GENERAL STAFF MEETING

TEAM MEETINGS – **GRADE ONE/TWO**  
**WEDNESDAY 12 SEPTEMBER**

<table>
<thead>
<tr>
<th>TIME</th>
<th>GRADE</th>
<th>CHILD</th>
<th>TEACHER / THERAPISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00–1:20</td>
<td>ONE</td>
<td>Skye Carter</td>
<td>Amy, Brittany, Sonya, Mary, Tracy</td>
</tr>
<tr>
<td></td>
<td>TWO</td>
<td>Gareth V.M.</td>
<td>Sara, Anneline, Kristen, Margaret</td>
</tr>
<tr>
<td></td>
<td>ONE</td>
<td>Brett Kayes</td>
<td>Amy, Brittany, Sonya, Mary, Tracy</td>
</tr>
</tbody>
</table>
Minutes of a General Staff Meeting held on Friday 2 November 2007
at 12:30pm

1. Present
   ❖ All staff members present. Mrs Phillips on supervision duty joined
     the meeting at 1:00 pm.

2. Previous Minutes
   ❖ Taken as read.

3. Matters Arising
   ❖ Class structures: has been placed on the agenda for discussion
   ❖ Prize giving: has been placed on the agenda for discussion.
Baseline Survey, Classroom Observations and Research Journal

1. Copy of Baseline Survey for Intermediate Phase Teachers
2. Example of a completed Baseline Survey
3. Copy of Classroom Observation Sheet
4. Example of a completed Classroom Observation Sheet
5. Example of a typed completed Classroom Observation Sheet
6. Example of Research Journal Records

Explanation
This survey is intended to obtain your views and opinions regarding certain issues as they pertain to your current class. Completion of this survey is entirely voluntary and you are asked to complete it anonymously so as to protect your confidentiality. Please place your completed questionnaire in the sealed box provided for the purpose that has been placed in the staffroom. This survey forms part of a research study being conducted for a Masters in Education dissertation at the University of Johannesburg.

Instructions
Please tick the column that you feel best reflects your view.

Baseline Survey
1. Do you feel that any of your learners experience the following:

<table>
<thead>
<tr>
<th>Anxieties / Emotions / Behaviors</th>
<th>Most Learners (More than half your class)</th>
<th>Some Learners (Less than half your class)</th>
<th>No learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>anxiety in the classroom situation without a specific cause for anxiety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anxiety when confronted with specific work related tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anxiety when interacting with peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anxiety when interacting with teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frustration coping with the demands of the school day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frustration when experiencing difficulty with a specific task</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>anger without a specific reason</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>anger directed towards others in the classroom when experiencing difficulty with tasks</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>dread coming to school in the morning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enjoyment coming to school in the morning</td>
<td></td>
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<tr>
<td>confidence within the classroom situation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>self consciousness when participating in class activities</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

2. Would you describe your learners as:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Most Learners (More than half your class)</th>
<th>Some Learners (Less than half your class)</th>
<th>No learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-confident</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>inner-directed</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>achievement motivated</td>
<td></td>
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</tr>
</tbody>
</table>

3. Do your learners have difficulty with any of the following skills:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Most Learners (More than half your class)</th>
<th>Some Learners (Less than half your class)</th>
<th>No learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Information processing skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing (seeing and doing, seeing and understanding)</td>
<td></td>
<td></td>
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<tr>
<td>Seeing and translating</td>
<td>(the ability to translate visual information to notes and records)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to graphically</td>
<td>reproduce visual information</td>
<td></td>
<td></td>
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<tr>
<td>Ability to relate information to existing information schemes</td>
<td></td>
<td></td>
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<tr>
<td>Ability to read, translate, and comprehend written material</td>
<td></td>
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<tr>
<td>Ability to receive and process aural information and relate it to existing information schemes</td>
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<tr>
<td>Deriving enjoyment from the learning activities</td>
<td></td>
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<tr>
<td>Searching for meaning in the information</td>
<td></td>
<td></td>
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<tr>
<td>Personalizing the task by relating it to his or her own experience</td>
<td></td>
<td></td>
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<tr>
<td>Relating separate parts of the information</td>
<td></td>
<td></td>
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<tr>
<td>Relating evidence to conclusions</td>
<td></td>
<td></td>
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<tr>
<td>Relating the whole to previous knowledge</td>
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<td></td>
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<tr>
<td>Developing theories or forming hypotheses</td>
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<td></td>
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<tr>
<td>Rephrasing or elaborating as means of understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focusing on information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring own processing and other cognitive activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reacting to information</td>
<td></td>
<td></td>
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<tr>
<td>Adopting a different procedure when experiencing difficulty with a task</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Using a strategy for gathering and using information</td>
<td></td>
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<tr>
<td>Displaying self-awareness of own existing prior knowledge</td>
<td></td>
<td></td>
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<tr>
<td>Displaying self-awareness of own personal cognitive processes</td>
<td></td>
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<tr>
<td>Displaying self-awareness of own ability to control the cognitive system</td>
<td></td>
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<tr>
<td>Displaying self-monitoring in the form of personal reflection</td>
<td></td>
<td></td>
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<tr>
<td>Decision making skills</td>
<td></td>
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<tr>
<td>------------------------</td>
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<td>----</td>
<td></td>
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<tr>
<td>Displaying logic in thought processes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Displaying analytical processes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Displaying critical thought</td>
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<td></td>
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<tr>
<td>Ability to identify problems</td>
<td></td>
<td></td>
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<tr>
<td>Ability to prioritize</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability to select relevant information</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability to validate information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to evaluate information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to interpret information obtained through the processing skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to establish some kind of observation protocol based on learning goals</td>
<td></td>
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<td></td>
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<tr>
<td>Ability to determine and evaluate the sources, reliability, validity, and meaning of information</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability to retrieve and use information from working memory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to select from multiple sensory input, identify, and classify the sensory information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to take an item from working memory and process it by imaging, deducing, discriminating, or generalizing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Problem posing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displaying preexisting awareness of fundamental vocabulary</td>
<td></td>
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</tr>
</tbody>
</table>

4. How often do you/ your learners use the following strategies:  

<table>
<thead>
<tr>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operative learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paired work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explaining work to peers

Reporting back to classmates

Planning

Using mind maps

Using flow charts

Using check lists

Developing check lists

Predicting outcomes

Organising work space

Organising elements of a task

Collecting apparatus

Making choices between a set of given options

Brainstorming options to choose between

Self-assessment according to supplied criteria

Self-assessment according to own criteria

Explaining how a task was approached

Expressing feelings about the process of completing the task

**SAMPLE OF COMPLETED BASELINE SURVEY**

BS: 1

<table>
<thead>
<tr>
<th>Baseline Survey</th>
<th>Most Learners (More than half your class)</th>
<th>Some Learners (Less than half your class)</th>
<th>No learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel that any of your learners experience the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anxiety in the classroom situation without a specific cause for anxiety</td>
<td></td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>anxiety when confronted with specific work related tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anxiety when interacting with peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATEGORY</td>
<td>OBSERVATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRUST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPTIMISM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATEGORY</td>
<td>OBSERVATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.T.O. - Continued overleaf</td>
<td>22/10: - Asked if homework had been done, took the children's word - didn't check work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRUST</td>
<td>- Lots of independent work: teacher does not continually check up on children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23/10: - Asked if work was complete - said 'well done.' Children put work on teacher's table when finished and work was not checked immediately - teacher trusted that work was done.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General: *NB*

Comments:
- Do you think you are right?
- Then I am sure that
### COS:1

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRUST</strong></td>
<td>The teacher demonstrated trust in the learners by asking learners if homework had been completed without physically checking the work.</td>
</tr>
<tr>
<td></td>
<td>Learners are given the opportunity to work independently.</td>
</tr>
<tr>
<td></td>
<td>When learners indicated that they had completed work, the teacher asked if they had checked their work and if they responded affirmatively, they were then praised for finishing and asked to put their books on the teachers desk without the teacher immediately checking the work. The teacher transmitted the message that he trusted that if the learner regarded the work as correctly completed then the teacher was happy to accept that it had been done.</td>
</tr>
<tr>
<td></td>
<td>The teacher did not intrude on group work although he did maintain a presence walking from group to group. He had previously instructed the class that he was available to assist but tended to wait until asked for assistance before offering advice.</td>
</tr>
<tr>
<td></td>
<td>One particular child in the class appeared to be in need of frequent reassurance that she was on the right track with tasks. She would ask repeatedly, &quot;Am I doing this right?&quot; It was frequently observed that the teachers response to this child was consistently, &quot;Do you think you are doing it right? The following dialogue (or variations thereof) would then ensue Child: &quot;I think so.&quot; Teacher: &quot;Then I am sure...&quot;</td>
</tr>
</tbody>
</table>

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**Comment:** "What have you tried" - nice example of devoicing problem solving.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>APPENDIX D</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Interviews and Focus Group Interview**

1. Copy of open ended question used for Individual Interviews
2. Copy of open ended question used for Focus Group Interview
3. Sample of Individual Interview Transcript
COPY OF OPEN ENDED QUESTION USED FOR INDIVIDUAL INTERVIEWS

Individual Interviews with Intermediate Phase Teachers

What are your thoughts and feelings about the development of responsible and self-directed behaviours in learners in this school?

Focus Group Interview with Intermediate Phase Teachers

Please share your thoughts and opinions about how you feel the development of responsible and self-directed behaviours in learners can be facilitated in the classroom.

SAMPLE OF AN INDIVIDUAL INTERVIEW TRANSCRIPT

II, T1, lines 51-81

51. T1: Yes and often that needs to be adult or externally directed which I see as a little bit different perhaps to a mainstream learner. Often though when they do get directed a lot of the children think right out of the box and will come up with much more interesting solutions.
1. I: In your opinion what can be done to encourage responsible and self-directed behaviors in learners?

3. T3: I think giving lots of praise and recognition helps to reinforce those behaviors.

4. T4: You also have to give them responsibilities. You can guide them through how they’ll tackle a task and then allow them to tackle it and um if necessary fail, then evaluate and analyse why it worked or didn't. You have to teach logic and reasoning early on and as often as possible. Ask why?

8. T1: Yes, you do have to give them responsibilities. I feel that both of these behaviors have to be taught by like I said giving practice and talking it through as many children today don’t have that voice to tell them when something is wrong. Society today is very much different in that children’s friends and peers are their families as so many parents work such late hours and don’t have the time to be with their children. They’re not taught respectful behavior and to be responsible. Parents continuously pick up their children’s slack in guilt – depriving them of being