

# Experiences of Early-Career Teachers in Inclusive Education: Lessons Learnt in South Africa for Teacher Training Programmes

Lucia van der Rheede<sup>1</sup> and Lorna Dreyer<sup>2</sup>

<sup>1</sup>School of Education, Varsity College, Durban North, South Africa

<sup>2</sup>Department of Educational Psychology, Faculty of Education, Stellenbosch University, South Africa

[lvdreede@varsitycollege.co.za](mailto:lvdreede@varsitycollege.co.za)

[lornadreyer@sun.ac.za](mailto:lornadreyer@sun.ac.za)

**Abstract:** Higher education institutions are increasingly challenged to prepare student teachers for a socially and culturally diverse learner population. Inclusive education is an international imperative but remains a contentious issue in education. Early career teachers enter the profession with passion and anticipation to transition from theory-based learning to practical implementation. However, they soon face many contextual challenges, especially in low socio-economic settings. This research investigates the experiences of early career Foundation Phase teachers in implementing learning support within low socio-economic schools. Using a qualitative, illustrative case study design grounded in social constructivist theory, data were collected from purposefully selected participants in the Western Cape through semi-structured interviews and document analysis. Thematic content analysis revealed five key themes: 1) contextual factors, 2) teacher attitudes, 3) perceived lack of skills, 4) proactivity and reflection, and 5) external support needs. The findings indicate that despite the prioritization of inclusive education, early career teachers encounter numerous challenges that impede effective learning support. Their experiences highlight the gap between theoretical training and practical application, impacting their confidence and ability to implement learning support strategies. These insights are essential for adapting teacher training programs to better prepare future educators for the practical realities, particularly in low socio-economic contexts.

**Keywords:** Early career teachers, Inclusive education, Learning support, Contextual challenges, Teacher training programmes

## 1. Introduction

Internationally, the rapidly changing educational landscape challenges higher education institutions to regularly review teacher training programs. This is compounded by the global emphasis on accessible and quality education for all. The landmark Salamanca Statement and Framework for Action on Special Needs Education, along with several other declarations and conventions, emphasize the need for inclusive education (UNESCO, 1994). These initiatives initially aimed to integrate students with special needs into mainstream education settings, emphasizing diversity and individualized support. However, the understanding of inclusive education has evolved to promote quality education and support regardless of age, class, sexual preference, religion, culture, gender, and language (Department of Education (DOE), 2001). Research indicates that early career teachers struggle to provide quality teaching and support in the face of contextual challenges, particularly in low socio-economic contexts in South Africa. Higher education institutions are thus challenged to learn from these experiences to improve teacher training programs and support mechanisms.

## 2. Policies for Inclusive Education in the Country and Abroad

Understanding the challenges faced by early career teachers in South Africa requires an understanding of the development of inclusive education both nationally and internationally. Inclusive education originated from the disability movement and gained momentum with the Salamanca Statement (UNESCO, 1994), which advocated for integrating learners with special educational needs into mainstream education. The statement promotes the inclusion of all students, regardless of their abilities, in mainstream classrooms, emphasizing diversity and individualized support.

Several countries, including South Africa, have adopted policies on inclusive education. However, South Africa faced several political challenges during this time. Apartheid policies entrenched separate education systems for mainstream and special education, with significant racial disparities (Walton & Engelbrecht, 2022). Post-apartheid reforms, particularly the Education White Paper Six (EWP6), aimed to create a unified, inclusive education system (DoE, 2001). EWP6 emphasized the capacity of all children to learn and the importance of providing necessary support, aligning with the Salamanca Statement's vision (Walton & Rusznyak, 2016). Despite these reforms, the apartheid legacy left deep-rooted inequalities in the educational system, affecting resource allocation and support for learners with disabilities (Donohue & Bornman, 2014).

EWP6 set out a framework to make the South African education system more inclusive and equitable, enabling all learners to attend their local schools, receive a quality education, and obtain comprehensive support. The Screening, Identification, and Assessment Strategy (SIAS) standardized assessment procedures to identify and

address learners' needs (DoE, 2014). The national education department also issued several guiding documents to support the implementation of learning support. Despite significant progress, many challenges remain, including managing large numbers of learners during screening and identification, lack of time, limited parental involvement, feelings of learned helplessness, inadequate techniques, and insufficient support resources (Karimupfumbi & Dwarika, 2022). Engelbrecht et al. (2015) argue that the primary challenge for teachers is the lack of practical policy implementation, hindering their ability to effectively support learners with diverse learning barriers in the classroom. Additionally, Ladbrook (2009) found that primary school teachers had a limited understanding of curriculum differentiation to support learners. Implementing inclusive practices in classrooms remains stressful due to inadequate formal support systems and a lack of knowledge on effective learning support strategies (Mfuthwana & Dreyer, 2018).

### **2.1 Local Frameworks and Policies for Learning Support**

In pursuit to provide equitable support to address learners' diverse educational needs, the Western Cape Education Department (WCED) introduced a learning support model which included various levels of support based on learners' needs (Dreyer et al., 2012). However, this model has since been replaced by the Screening, Identification, Assessment, and Support (SIAS) policy, which provides a framework for supporting learners with diverse needs at both the school and district levels (Mahlo, 2017). In addition to this, support structures like district-based support teams (DBST) and school-based support teams (SBST) were established (DoE, 2001).

SIAS outlines the roles of teachers, parents, and support personnel in providing learning support. It emphasizes the importance of early identification of learning barriers and the development of Individual Support Plans (ISPs) (Adewumi & Mosito, 2019). The SBST and DBST play crucial roles in coordinating and providing support to both learners and teachers (Engelbrecht & Green, 2007). Furthermore, the need for flexible curriculum content, support-based strategies, and strengthened teacher skills to manage diverse classrooms is emphasised in the EWP6 (DoE, 2001).

However, despite these policies and frameworks, many teachers still face challenges in implementing inclusive education due to inadequate training, resources, and support (Mokaleng & Möwes, 2020).

### **3. Conceptual Framework**

An early career Foundation Phase teacher is defined as someone with less than three years of teaching experience. Studies have demonstrated that early career teachers encounter numerous challenges in implementing inclusive education (Karimupfumbi & Dwarika, 2022). While they value the principles of inclusion, they often lack the requisite training and support to effectively apply these principles in their classrooms (Paguirigan, 2020). Despite being educated in inclusive education, early career teachers frequently struggle to bridge the gap between theoretical knowledge and practical application, often experiencing feelings of isolation and overwhelm due to inadequate structured support during their transition into the teaching profession (Alam, 2018; Maistre & Paré, 2010). This gap presents significant difficulties for teachers working in low socioeconomic schools, where resources and support may be limited.

Internationally, numerous countries have established induction phases for new teachers to ensure they meet core standards before being granted qualified teacher status (Malm, 2009). However, in South Africa, there is no legal requirement for schools to provide formal induction programs, leaving this responsibility to individual schools (Mahlo, 2017). Adapting to the school environment can be daunting for new teachers, who often face challenges such as managing classroom dynamics, understanding school culture, and dealing with administrative tasks (Ngwira & Potokri, 2019). International studies have highlighted the various challenges faced by new teachers, including policy demands, classroom management, and collaboration with colleagues (Spătăreanu et al., 2021). The beginning of a teacher's career is critical for their development, and a well-structured induction program can help new teachers not only survive but thrive in their roles (Hudson, 2012).

South Africa's education system often performs poorly in global comparisons, highlighting the need for better support and training for beginner teachers (Hart, 2023). New teachers must be equipped with the skills and mindset to implement inclusive education effectively (Forlin & Sin, 2017). Developing a critical mindset and self-reflection in new teachers can also help them manage unexpected challenges and adapt to the realities of teaching (Botha & Rens, 2018).

The value of this study lies in its focus on teachers' experiences, particularly the practical difficulties they encounter. This knowledge is indispensable for identifying discrepancies between theoretical models and actual practice, thereby informing the development of more effective and pragmatic training programs, support

systems, and policies (Ainscow, 2020; Florian, 2014). For instance, understanding challenges such as resource scarcity, insufficient training, and inadequate administrative support can lead to targeted interventions that better equip educators for inclusive settings (Forlin, 2010). Although this study comprises a small sample of five teachers, it is significant as it elucidates the experiences of novice teachers in low socioeconomic schools in the Western Cape. Given that educators in under-resourced schools frequently face high turnover rates, these findings can inform strategies to improve teacher retention (Haug, 2017; Lalvani, 2012). Moreover, integrating teachers' experiences into research fosters empathy and collaboration among stakeholders, thereby enhancing the overall effectiveness of inclusive education initiatives.

#### **4. Research Question**

Teachers play a critical role in creating inclusive learning environments, yet limited research exists on early career teachers' experiences with implementing learning support in low socioeconomic schools. This study investigates how early career Foundation Phase teachers perceive and implement learning support in these settings. The primary research question is: How do early career Foundation Phase teachers experience implementing learning support in low socioeconomic schools? This study aims to understand their perceptions, challenges, opportunities, and the support they receive (Dreyer et al., 2012), with the goal of informing and improving teacher training programs.

#### **5. Research Design and Methodology**

The research followed a qualitative interpretive case study approach. This approach was chosen due to its effectiveness in exploring complex topics in real-world contexts and understanding intricate issues in natural settings. The study further employed a descriptive case study to provide in-depth exploration and contextual understanding of early career teachers' experiences (Creswell, 2007; Tuytens & Devos, 2017).

The study was further guided by an interpretive constructivist paradigm, which prioritizes the exploration of subjective interpretations within social and cultural contexts (Creswell, 2007). Within an interpretive paradigm, the socially constructed nature of knowledge and the creation of truth through individual interactions within society is emphasized (Andrews, 2012).

##### **5.1 Participants**

The research population comprised of five early career Foundation Phase teachers in under-resourced primary schools in Cape Town. The study targeted teachers in their first three years of teaching in low socio-economic areas, using purposive sampling to select participants (McMillan & Schumacher, 2006). Potential participants were contacted via WhatsApp and informed about the need for written consent and a permission letter from their principal. Before the interviews, participants were briefed on the advantages and potential drawbacks and informed that they could withdraw from the study at any time without consequences.

##### **5.2 Data Collection and Analysis**

Data collection methods aligned with the qualitative interpretive paradigm included semi-structured interviews, discussions, and reflection sessions with early career teachers (Merriam & Grenier, 2019). The interview questions encompassed personal and demographic information, including participants' names, ages, academic backgrounds, and teaching experiences. They examined primary classroom responsibilities, additional duties, and their impact on teaching efficacy. Furthermore, the questions addressed teachers' strategies for managing quality education, their understanding and implementation of learning support, the support they received or required, and the challenges and opportunities encountered in low socioeconomic schools. These methods yielded rich data on the challenges, successes, and innovative approaches of teachers implementing learning support, facilitating a comprehensive analysis of their thoughts, emotions, and contextual influences (Baxter & Jack, 2010). These questions were the primary data collection method for this study.

Thematic content analysis was used to identify trends and patterns in the data through coding, categorizing, and interpreting, with categories refined based on existing literature and emergent themes (Braun & Clarke, 2006). The procedure involved coding the data by quickly identifying segments related to the study questions and potential themes (Miles et al., 2014).

#### **6. Results and Discussion**

The research was conducted in five low-resourced schools in Cape Town, Western Cape Province, South Africa. These schools are in low socio-economic areas, reflecting the lasting impact of the Apartheid system (Kahts-

Kramer et al., 2022). The focus was on understanding early career teachers' experiences within these challenging contexts. The table below provides an overview of the participants' demographics:

**Table 1: Demographic Data of Participants**

Participant	Age	Gender	Race	Place of study	Qualification	Formal Teaching experience	Grade
1	25	Female	Coloured	UWC	Bachelors in Foundation Phase	Three years	3
2	28	Male	Indian	UNISA	Bachelors in Foundation Phase	Three years	1
3	29	Female	White	Cornerstone	PGCE in Foundation Phase	Three years	2
4	26	Female	Coloured	UWC	Bachelors in Foundation Phase	Three years	2
5	23	Female	Coloured	Stellenbosch	Bachelors in Foundation Phase	Two years	2

The study involved five qualified foundation phase educators, aged 23 to 29. Two participants studied via distance learning, while the remaining three attended full-time on-campus programs. The group comprised mostly females, with one male participant. Four participants identified as coloured, one as Indian, and one as white, offering a culturally diverse sample that provided insights into varied experiences shaped by different backgrounds. Notably, none of the participants had additional training in learning support or inclusive education after their initial teacher qualification.

### 6.1 Key Themes and Subthemes

This section presents the qualitative findings based on themes and subthemes derived from the data analysis. Five themes emerged from the data collected as listed below.

**Table 2: Themes and subthemes**

Themes	Sub-themes
1: Implementation of teaching practices	Contextual Attitude and mindset
2: Support structures	Management and guidance
3: Proactivity	Self-reflection
4: Early career teacher needs	Personal experiences
5: External support	Role of school

#### 6.1.1 Implementation of teaching practices

The findings show that external, contextual challenges such as overcrowded classes, lack of resources, and language barriers were significant. This is consistent with findings by Themane (2019) and (Ebersöhn & Ferreira, 2012). However, despite these challenges, participants had positive attitudes toward inclusive education, emphasizing planning and group work, despite knowledge gaps and resource limitations.

Teachers were questioned about whether certain contextual factors hindered their ability to incorporate learning support or promote inclusivity in their classrooms. During their interviews, participants voiced their worries about crowded classes, limited resources, and language obstacles as seen in the following verbatim quotes:

*Participant 1: "Contextual, um, definitely the class size, like the physical building and the number of learners. I have about 40 grade 3s on different levels who can't even be supported using different means such as a play corner or using dough or like a sandpit you know because there's no money. I think teachers are creative though and can survive and make do without the fancy stuff but then at least a smaller class size would be manageable."*

*Participant 2: "Umm, I would say... A bit of resources basically, so lack of printers. Umm in the classroom and even in the offices and things like that, I would even say language barriers for the kids. There are*

*unfortunately a lot of language barriers. Some learners are foreigners. Well, so it can be. It can be a bit of an issue, you know, to communicate and then you know, just having a lot of kids in the classroom and a relatively small class, it's definitely a challenge to work around these ..."*

Inclusive education aims to provide the same educational opportunities for every student, regardless of their abilities, disabilities, backgrounds, or any other factors that could typically result in their exclusion from regular education (DoE, 2001). According to literature, teachers' dedication, expertise, and commitment have a significant influence on students' learning results and educational experiences (OECD, 2009). The interviews showed that most participants had an optimistic view towards inclusive education and thought that it was achievable with the right resources when questioned about the possibility of providing a quality education to all learners. Participant 1 expressed her opinions as follows:

*"So, there's a learner, let's say there are two learners that struggle with sounds. So, in grade three, it is difficult to go all the way back to those very basics. So, I think in terms of a child that lacks the very basics, that would be considered challenging but let's say another is able to sound and you know, I think that's possible in your groups. How often it is being done is something different."*

### 6.1.2 Support structures

Teachers reported that they lacked formal training with regard to specific support to learners with high level support needs. They tend to rely on self-initiative or collaboration with colleagues, highlighting a gap between policy and actual support. While many participants believed in the feasibility of learning support, all five participants felt their experiences required additional guidance and organization to effectively implement learning support in the classroom. No structured in-service training was provided to these early career teachers, except for when the learning support teacher was consulted for guidance. These are some of their responses:

*Participant 4: "No, I haven't been given support as too many learners need support and only serious cases are addressed. I actually don't know how I've gone about it. I think we learnt about it during my studies ja, but nothing outside of that."*

*Participant 5: "I would say nothing, really, no. Apart from at varsity. Umm. I think like there was just one workshop that we went to. It was like one last year in the year 2022. Umm ja what can what can I learn from one workshop? Basically, it was just stipulating how do we go about learning support and the importance of it. Umm, but other than that, there hasn't been any like follow-ups done."*

### 6.1.3 Proactivity

Despite limited assistance, findings show that these early career teachers took proactive steps to implement learning support, emphasizing continuous self-education and professional development. This theme provides strong evidence that certain teachers continue to use various strategies despite facing challenges in their environment and policy requirements, and despite needing expertise. They actively tackle issues related to inclusive education in their school communities (Andrews, Gentzkow, & Shapiro, 2020). Participant 4 explains:

*Participant 4: "Also, a big one is. Uh. Putting them in appropriate groups at the beginning of the term and adjust, you know if the changes occur that bump them up or need to bring them down to a different group so that they're on the right level and they're getting more continuous increases in levels instead of being in too high of a group and it's challenging them too much, so they're not actually progressing or it's too low, so they're not being challenged enough, so they're not progressing. So, it's all about groups as well."*

### 6.1.4 Early career teacher needs

From the data collected it is clear that personal experiences have an impact on the realisation that early career teachers in these low socio-economic contexts need considerable support. The participants expressed the need for structured frameworks, resources, and professional guidance to effectively implement learning support.

*"That's what I think we need in our government schools, a support system. Someone that is available to offer guidance, a program or someone to literally help solve the different problems you face."*

*"The assistance of a remedial teacher who is specially providing his/or services to the foundation phase to accommodate neuro-divergent learners. I don't know how to work with kids who are struggling, how can the department expect that?"*

The findings from theme 4 are consistent with Spătărelu et al. (2021), who identified theory-practice alignment, limited teaching resources, lack of experience with disabled children, teamwork with colleagues, and differentiated instruction as major obstacles for novice teachers.

#### *6.1.5 External support*

Findings emphasized the need to be supported from within the school. Although all these schools have a school-based support team, participants voiced the need for more specific support. These included school-provided resources and consistent in-service training opportunities, advocating for structured programs, and upskilling of learning support teachers. Theme 5 further highlighted the need to investigate external support systems, such as the larger education system in helping teachers effectively provide learning support. Some of these concerns are presented below by participant 1 and 2:

*Participant 1: "Well, help me help the learners effectively in my classroom. Really setting out a program and having like an SIT booklet."*

*Participant 2: "I think the school can help with resources. I know I keep saying resources for a few of the answers, and that's because we definitely need that and resources to help us so much. So even something as simple as a printer for example. There are such lovely intervention worksheets and things like that that we can find online and whatnot, but we just need resources. We need to print them. Maybe even training for the teachers. Because dealing with the learner that needs support is different to a learner that doesn't. So even training for us teachers, I think will go a long way."*

The findings from this research reveal that early career teachers face a range of challenges, including limited resources, lack of formal support systems, and difficulties in implementing learning support strategies. These challenges are exacerbated by contextual factors such as the socioeconomic status of the school and community. However, teachers also expressed a strong desire for more comprehensive training and mentorship to enhance their effectiveness in inclusive education. Based on the findings, several key lessons emerged for improving teacher training programs:

1. *Understanding of Learning Support:* Early career teachers had varying levels of understanding regarding learning support, with some emphasizing its importance for students' academic success while others focused on the broader inclusive education context. While teacher programmes are already incorporating module on inclusive education, it would be beneficial to ensure that all trainee teachers understand the essence of providing support within an inclusive educational system.
2. *Challenges in Implementation:* Teachers faced challenges in bridging the gap between theory and practice. This was exacerbated by a lack of resources and support systems in their schools. Teacher training may need to place higher emphasis on the fact that most of the South African population still live in very low socio-economic contexts. Students should be prepared to be creative with the resources available in these contexts.
3. *Support Needs:* Early career teachers expressed a need for more guidance and mentorship, as well as professional development opportunities to improve their teaching practices. One way that higher education institutions can contribute to supporting students is to introduce a mentor system for early career teachers.
4. *Contextual Factors:* Teachers highlighted the impact of the socioeconomic environment on their ability to provide effective learning support, including challenges related to student behaviour and family involvement. This is unfortunately beyond the control of the teacher of the higher education institution. However, student teachers need to be taught on how to be creative and innovative in the face of these challenges.

## **7. Conclusion**

Although, South Africa has several policies regarding inclusive education, early career teachers face significant challenges in teaching and implementing learning support in low socioeconomic schools. By understanding their experiences and needs, we can identify key lessons for improving teacher training programs and support mechanisms. It is thus important that future research should continue to explore innovative approaches to enhance early career teachers' effectiveness and well-being in inclusive education settings.

## References

- Adewumi, T. M. and Mosito, C. (2019) "Experiences of teachers in implementing inclusion of learners with special education needs in selected Fort Beaufort district primary schools, South Africa", *Cogent Education*, 6(1): 1703446. doi:10.1080/2331186x.2019.1703446.
- Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Alam, A. (2018) "Challenges of Beginning Teachers and Prerequisite Support to retain and Sustain them in the Profession", *International Journal of Creative Research Thoughts*, Vol 06, pp. 333-338.
- Andrews, I., Gentzkow, M. and Shapiro, J.M. (2020) "On the informativeness of descriptive statistics for structural estimates", *Econometrica*, 88(6), pp. 2231–2258. doi:10.3982/ecta16768.
- Andrews, T. (2012) "What is Social Constructionism?", *Grounded Theory Review*, 11, pp. 39-46.
- Baxter, P. and Jack, S. (2010) "Qualitative case study methodology: Study Design and implementation for novice researchers", *The Qualitative Report*, 13(4), pp. 544-559. doi:10.46743/2160-3715/2008.1573.
- Botha, C.S. and Rens, J. (2018) "Are they really 'ready, willing and able'? exploring reality shock in beginner teachers in South Africa", *South African Journal of Education*, 38(3), pp. 1-8. doi:10.15700/saje.v38n3a1546.
- Braun, V. and Clarke, V. (2006) "Using thematic analysis in psychology", *Qualitative Research in Psychology*, 3(2), pp. 77-101.
- Creswell, J. W. (2007) *Qualitative inquiry and research design: Choosing among five approaches*, 2nd edn. Sage Publications, Inc.
- Department of Education (DoE) (2001) *Education White Paper 6, Special Needs Education, Building an inclusive education and training system*. Pretoria: Department of Education.
- Department of Basic Education. (2014). *National strategy on screening, identification, assessment and support (SIAS): Operational guidelines*. Department of Basic Education.
- Donohue, D. and Bornman, J. (2014) "The challenges of realising inclusive education in South Africa", *South African Journal of Education*, 34(2), pp. 1-14. Available at: <https://files.eric.ed.gov/fulltext/EJ1137404.pdf> [Accessed 18 June 2024].
- Dreyer, L., Engelbrecht, P. and Swart, E. (2012) "Making learning support contextually responsive", *Africa Education Review*, 9(2), pp. 270-288. doi:10.1080/18146627.2012.722393.
- Dreyer, L.M. (2017) "Inclusive education", in L. Ramrathan, L. Le Grange & P. Higgs (eds), *Education for Initial Teacher Training*, Juta & Company (Pty) Ltd, pp. 383-400. (Ebook).
- Ebersöhn, L., and Ferreira, R. (2012) "Rurality and resilience in education: place-based partnerships and agency to moderate time and space constraints", *Perspectives in Education*, 30(1), pp. 30–42. Available at: <https://doi.org/10.38140/pie.v30i1.1730>.
- Engelbrecht, P. & Green, L., 2007. Responding to the challenges of inclusive education: an introduction. In P. Engelbrecht & L. Green, eds. *Responding to the challenges of inclusive education in Southern Africa*. Pretoria: Van Schaik, pp. 8-88.
- Engelbrecht, P., Nel, M., Nel, N. and Tlale, D. (2015) *South African Journal of Education*, 35(3), pp. 1-10.
- Florian, L. (2014). Reimagining special education: Why new approaches are needed. In L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed., pp. 9-22). SAGE Publications. <https://doi.org/10.4135/9781446282236.n3>
- Forlin, C. (2010). Teacher education reform for enhancing teachers' preparedness for inclusion. *International Journal of Inclusive Education*, 14(7), 649-653. <https://doi.org/10.1080/13603111003778353>
- Forlin, C. and Sin, K. (2017) "In-Service Teacher Training for Inclusion: Best Practice Models for Professional Learning." 10.1093/acrefore/9780190264093.013.161.
- Haug, P. (2017). Understanding inclusive education: Ideals and reality. *Scandinavian Journal of Disability Research*, 19(3), 206-217. <https://doi.org/10.1080/15017419.2016.1224778>
- Hart, S.A. (2023) "Identifying the factors impacting the uptake of educational technology in South African schools: A systematic review", *South African Journal of Education*, 43(1), pp. 1-16. Available at: <https://dx.doi.org/10.15700/saje.v43n1a2174>.
- Hudson, P. (2012) "How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching", *Australian Journal of Teacher Education*, 37(7), pp. 70-84. doi:10.14221/ajte.2012v37n7.1.
- Kahts-Kramer, S., Du Randt, R. and Wood, L. (2022) "Foundation phase teachers' experiences of physical education in low-resourced schools: Implications for continuing professional development", *South African Journal for Research in Sport, Physical Education and Recreation*, 44(2), pp. 29-52.
- Karimupfumbi, F. and Dwarika, V.M. (2022) "Teachers' experiences of using the screening, identification, assessment and support strategy to support learners who present with characteristics of dyslexia", *South African Journal of Childhood Education*, 12(1), pp. 1-9. Available at: <https://dx.doi.org/10.4102/sajce.v12i1.1107>.
- Ladbrook, M.W. (2009) *Challenges experienced by educators in the implementation of inclusive education in primary schools in South Africa*, University of South Africa, Pretoria.
- Lalvani, P. (2012). Privilege, compromise, or social justice: teachers' conceptualizations of inclusive education. *Disability & Society*, 28(1), 14–27. <https://doi.org/10.1080/09687599.2012.692028>
- Mahlo, D. (2017) "Teaching learners with diverse needs in the Foundation Phase in Gauteng Province, South Africa", *SAGE Open*. Available at: <https://doi.org/10.1177/2158244017697162>.
- Maistre, C. and Paré, A. (2010) "Whatever it takes: How beginning teachers learn to survive", *Teaching and Teacher Education*, 26, pp. 559-564. doi:10.1016/j.tate.2009.06.016.

- Malm, B. (2009) "Towards a new professionalism: enhancing personal and professional development in teacher education", *Journal of Education for Teaching*, 35(1), pp. 77–91. doi:10.1080/02607470802587160.
- McMillan, J. H., and Schumacher, S. (2006) *Research in education: Evidence-Based Inquiry*. New York: Pearson Education, Inc.
- Merriam, S.B. and Grenier, R.S. (eds) (2019) *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.
- Mfuthwana, T. and Dreyer, L.M. (2018) "Establishing inclusive schools: Teachers' perceptions of Inclusive Education teams", *South African Journal of Education*, 38(4), pp. 1-10. doi:10.15700/saje.v38n4a1703.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications, Inc.
- Mokaleng, M. and Möwes, A.D. (2020) "Issues Affecting the Implementation of Inclusive Education Practices in Selected Secondary Schools in the Omaheke Region of Namibia", *Journal of Curriculum and Teaching*, 9, pp. 78. doi:10.5430/jct.v9n2p78.
- Ngwira, H. and Potokri, O. C. (2019) "Induction of women beginner teachers at two South African community secondary schools", *Problems of Education in the 21st Century*, 77(6), Continuous. doi:10.33225/pec/19.77.774.
- OECD (2009) "Teaching Practices, Teachers' Beliefs and Attitudes", in *Creating Effective Teaching and Learning Environments: First Results from TALIS*, OECD Publishing, Paris, pp. 87-135. doi:10.1787/9789264068780-6-en.
- Paguirigan, E.M. (2020) "Teachers' perceptions of Inclusive Education: Basis on the development of Inclusion Guide", *Asia Pacific Journal of Multidisciplinary Research*, 8(2), pp. 1-10. Available at: <http://www.apjmr.com/wp-content/uploads/2020/04/APJMR-2020.8.2.01.pdf> (Accessed: 18 June 2024).
- Shevlin, M., Winter, E. and Flynn, P. (2013) "Developing inclusive practice: teacher perceptions of opportunities and constraints in the Republic of Ireland", *International Journal of Inclusive Education*, 17. doi:10.1080/13603116.2012.742143.
- Spătărelu, E.M., Petre, G., Kiru, R.S. and Maftei, L. (2021) "Beginner teacher adaptation in the first years of teaching: Instrument validation", *ICERI 2021 Proceedings*. doi:10.21125/iceri.2021.0983.
- Themane, M. (2019) "Transforming Schools in Low-Resourced Communities into Enabling Environments by Adjusting the Curriculum", *Africa Education Review*, 16, pp. 82-93. doi:10.1080/18146627.2018.1464661.
- Tuytens, M. and Devos, G. (2017) "The role of feedback from the school leader during teacher evaluation for teacher and school improvement", *Teachers & Teaching*, 23(1), pp. 6–24. doi:10.1080/13540602.2016.1203770.
- UNESCO (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*. Adopted by the World Conference on Special Needs Education: Access and Quality, Salamanca, Spain: UNESCO.
- Walton, E. & Engelbrecht, P., 2022. "Inclusive education in South Africa: path dependencies and emergences", *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2022.2061608.
- Walton, E. and Rusznyak, L. (2016) "Approaches to assessing preservice teachers' learning in authentic and rigorous ways: The case of an inclusive education module", *Perspectives in Education*, 34(1), pp. 84–101. doi:10.18820/2519593X/pie.v34i1.7.