

A Psycho-pedagogic Approach for Inclusive Classes in Disadvantaged Rural Primary Schools in South Africa: Advancing Teaching Practices

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ABSTRACT This paper focuses on pedagogic processes and dilemmas faced by teachers in inclusive classes with diverse learning barriers in South Africa. It also aimed at strengthening teaching practices and learning-support strategies (TPLSSs) which teachers use in inclusive classes (ICs) in disadvantaged, rural primary schools. There were 19 teachers, including inclusive classroom caregivers (ICCs) in 13 schools (n = 19, mean age = 45, males = 2, females = 17) who participated. A qualitative mode of inquiry was used together with a case-study approach as the research design. Data were thematically analyzed and revealed that learners experiencing barriers to learning (LEBTLs) were still marginalized and minimally-supported in the classroom context while teachers used unsuitable pedagogic approaches which were an indication of inadequate lesson planning. A pedagogic-inclusive approach was developed from the project and called the Triad Pedagogic Perspective (TPP) model.