

The State of Inclusive Pedagogy in South Africa: A Literature Review

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ABSTRACT The states of inclusive pedagogy in South African schools remain bleak and teachers are in the dark about what constitutes an inclusive pedagogy in the South African context. This is despite policy changes since the advent of the new educational dispensation in 1994. In this review article the researcher presents the background in terms of inclusive education developments, both within historical and policy contexts. While articulating the conceptualization of inclusive education, the paper also discusses the model of inclusive education with reference to the role of all levels of ecosystemic system support such as school, district, provincial and national level of education. Further, the way barriers to learning and the notion of inclusive pedagogy are conceptualized within the South African context are discussed. The paper concludes by reviewing the current state of inclusive pedagogic practice in the South African classrooms. Among the findings of this paper is that the way inclusion is conceptualized still bears the hallmarks of the special needs education of the past education dispensation. The paper concludes that a shift from the special need approach to the conceptualization of inclusion is required.