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The Ineffectiveness of Workshops in Capacitating Teachers for Inclusive Education Curriculum Implementation

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Abstract

The purpose of this study was to investigate the factors contributing to the failure of workshops as a model for capacitating teachers to implement inclusive education in South Africa. Despite the use of various workshop formats such as short-term sessions on curriculum differentiation, special education needs, and inclusive teaching strategies, these professional development initiatives have not resulted in effective inclusive practices. Teachers continue to struggle to integrate diverse learners in mainstream classrooms, highlighting the inadequacy of these workshops. A qualitative research methodology was employed, using a case study design with ten teachers, each having over ten years of experience. Data were collected through semi-structured interviews and analysed using Luckett's (1995) theory of modes of learning and thematic content analysis. The findings revealed three key issues: inadequate content knowledge, insufficient time allocation, and unqualified facilitators. These results suggest that the current workshop models, including one-day training sessions and multi-day seminars, are ineffective in equipping teachers with the necessary skills and strategies to implement inclusive education. The implications of this study emphasise the need for comprehensive, ongoing professional development programs that provide relevant content, adequate time for learning, expert facilitators, and continuous support to ensure the effective implementation of inclusive education in schools.

Keywords: Inclusive Education, Teacher Development, Workshops, Professional Development, Curriculum Differentiation, Special Education Needs, Teacher Training