

UNTYING THE KNOTS OF DUAL PEDAGOGICAL INTERFACING OF TEACHERS' EXERTION IN A FULL SERVICE SCHOOL

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Abstract

South Africa has emerged united after years of oppression into a nation where transformation in education moved at lightning speed to level the playing fields to amalgamate 19 education departments into a unitary education department. The agonizing, difficult and controversial history of education pre 1994 has transferred incongruences and complexities that certainly affects management and control of government schools posing acute difficulties to suit all role-players in terms of crafting a picture-perfect model. Studies of the workplace of teachers, classroom spaces, teacher shortage, teacher absenteeism or professional development, have been given tremendous mileage and investigation but the dynamics or forces of work at a Full Service School (FSS)¹ that has a specified or a bounded entity has not been explored. This new unexplored terrain of creating a balancing act between teachers working in mainstream schools and Full Service Schools (FSS) is absent. In this interpretative ethnographic topological approach the portrayal of untying the taut knots which is a derivative from Wittgenstein's view is depicted and unraveled in the capacities of teachers work, at Lighthouse Full Service School (LFSS)². The depiction of their multidimensional exertion is presented to highlight the encumbrances that teachers at FSS experience. This software of how teachers' work can be reconfigured at any Full Service School creates opportunities for further research in teaching and learning.

Keywords: dual pedagogy: mainstream schools: full service schools: multidimensional exertion.

Introduction

A Full Service School (FSS) can be branded as a learning organisation which resonates as systems theory. Three appropriate philosophers have aggregated their meaning to this conceptual framework. Firstly, learning organisation fits seamlessly with Senge's (1990) model of the five disciplines. This study concurs with both Senge's philosophies that firstly

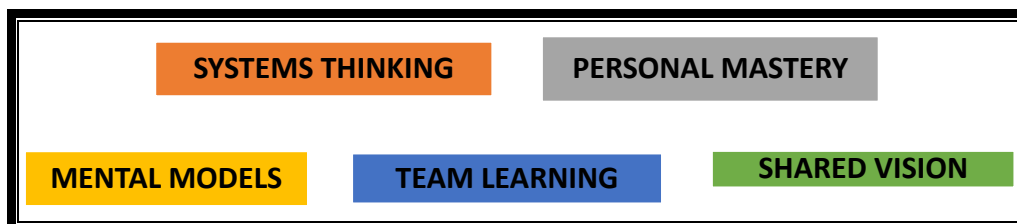


Figure 1 ADAPTED FROM SENGRE'S (1990) MODEL: THE FIVE DISCIPLINES OF A LEARNING ORGANISATION

¹ This is a state school that caters for the teaching of mainstream and Inclusive Education needs concurrently and simultaneously at a workplace. These schools comprise of interagency collaborative that more effectively integrate school and human service systems by an increase service use, and a promotion of a positive developmental outcomes for learning with learning difficulties. FSS are a shared commitment of developing a learner positively.

² A pseudonym is used to protect an anonymous image of the actual school and their staff.

A FSS being a learning organization fits the characteristics of the above five disciplines being appreciated and developed. Secondly Sengre (1990, p14) sums up a learning organisation as being “continually expanding its capacity to create its future”.

There is a second accepted description of a learning organisation. Leithwood and Aitken (1995, p.63) describe a learning organisation as, a group of people following common purposes (individual purposes as well) with a collective commitment to regularly weighing the value of those purposes, modifying them when that makes sense, and continuously developing more effective and efficient ways of accomplishing those purposes.

Thirdly, the most commonly stated elements of a learning organisation can be précised as: synchronised group effort concerning commonly shared goals; active obligation to continuous improvement and to the dissemination of best practices throughout the organisation; horizontal linkages of information flow to beneficially bring together expertise as well as associations with the external world; and, the ability to understand, analyse, and use the dynamic system within which they are functioning (Keating, 1995).

Stemming from the theoretical reinforcement of a learning organisation I will continue to expand on the actualities of a Full Service School. At the outset I will describe a Full Service School (FSS) briefly to strengthen the underpinning of this discourse of the compound work demands sited in terms of teachers striking a medium to address mainstream teaching and Inclusive Education (IE)³ simultaneously merely because the regulatory anticipations presumes teachers adapting and adjusting their teaching to fulfil the curriculum demands according to that of FSS. Teachers at FSS schools are not handpicked to handle the multi-layered demands but authorities measure these teacher professional proficiency exactly the same as any other teachers in South Africa in terms of rank and monetary advantages.

This interpretative ethnographic portrayal of teachers work in a Full Service School discloses the complexity and demanding nature of expectations outlined by education watchdogs. South African schools have espoused Inclusive Education (IE), a neocolonial education plan that is imbedded in the education policies and a roadmap of Euro-American countries from the Global North. Walton (2018) is examined through the lens Inclusive Education as the fundamental goal of the South African Constitution (1996) to embrace inclusion, social justice and equal citizenship from an Afrocentric perspective that hones into transformation in education. This transformative process of creating several policies by the government, intended at providing equal education opportunities to all children in South Africa means so *much more* in a Full Service School (FSS). The introduction of inclusive education into mainstream schools; means teaching learners with a wide-ranging array of educational needs. Barriers to learning⁷ refer to any factors, both internal and external to the learner, that cause an interference to that learners or individual's ability to benefit from the teaching design. This paper sets out to interrogate the multifaceted and multidimensional roles teachers at Full Service Schools have to undertake to ensure that from policy to practice Inclusive Education meets with the regulatory policies set out to address learners with learning barriers.

Setting the scene

In this portrayal of teachers' work at a Full Service School (FSS) in South Africa the multifaceted knots of actual work is untied to define the subtleties of what the actual teaching entails. The new educational transformational approach changed the face of education after ushering in democracy in 1994. In keeping with one of the cornerstones of the Constitution of South Africa in 1996 that quality education be provided for learners a new curriculum dispensation stemmed, Inclusive Education (IE) which was designed to cater for the inclusion of learners with disabilities⁴ in the mainstream education system. Inclusive education is about shifting awareness and organization of school systems and environments, placing greater emphasis on

³ Inclusive Education is provisions within mainstream class to deal with the existent diverse needs of its learners. It is the inclusion of persons with disability into the mainstream education system.

⁴

diversity of learning needs and capabilities. Be that as it may have been anticipated by the doyens of democracy two major elements were not taken into account. Firstly our new democracy adopted a labour force that varied in terms of the quality of pedagogical training and secondly not all teachers had inclusive education background to cater for their learners with multiple diversity. Counter to this deficit that exists at schools transactions of teaching and learning differs considerably from mainstream school to Full Service School (FSS).

Teachers at a FSS are compelled to face the subtleties of inclusion amongst learners in their classrooms. Inclusive Education (IE) has its roots embedded in international policies that addresses inclusivity of learners and the right to education. Two articles in The United Nations Convention on the Rights of the Child (UNCRC), European Convention on Human Rights (ECHR) and Inclusive education was illuminated in *Education for All* launched by UNESCO in 2005 which clearly stated that, "...it involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Guidelines for Inclusion, UNESCO, p. 14, 2005." This actually reinforced the idea that learners with disabilities should not be excluded socially as well as they should be treated equally.

Teachers at Full Service Schools (FSS) in South Africa are compelled to immerse themselves in a learning situation that is multifaceted, diverse and demanding. These teachers not only have to engage in an interdependent collaborative interactions for curriculum delivery but socio-emotional needs too have to be addressed. The underlying expectation from regulatory watchdogs is to provide pedagogical support by coordinating a variety of activities through inter-reliant dependence only if the School Based Support Team (SBST) and the District Based Support Team (DBST) work in partnership on a continual basis to ensure that learners that are facing barriers to learning are given exclusive support through an inclusive education compendium of back-up. This provision resonates with Education for All strategy which becomes a compass because it stimulates a wide range of learners' needs that are addressed by their teachers.

The ultimate engagement between teachers, educational stakeholders, and parents including the educational proceedings that comprises of undertakings are indeed unpredictably diverse. Teachers in a Full Service School have to succumb to a vast difference in their professional execution of teaching whereby government or state education department (Department of Basic Education) has a detailed programme to deal with the variety of dynamics forces to make up the special needs that requires instantaneous appraisal and assessment from constant feedback to government and senior management. Full Service School teachers are duty-bound to strategize suitably to with crucial aspects unique to each school in terms of operation to meet the punctuated demands of teaching and learning that fluctuates immensely on a daily basis.

Teachers on staff of FSS have to intensify their planning, motivation of learners and colleagues by constructing a productive learning community in both the mainstream CAPS demands as well as incorporating or introducing an individualized creative inclusive and multi-levelled learning programme. Strategic planning in a FSS is no easy task or undertaking since "a one size fits all" approach will be inappropriate. A teaching design and the stance of leadership has to be created and recreated as varying needs and demands from learners require an individualized support plan or programme to cater for the inclusive and diverse need of every learner under the teaching microscope. Teaching designs and leadership perspective, in a conventional government school is exclusive to teachers, essentially to their work situation as explain lengthily by Maharaj (2019). This capacity for Full Service School teachers is far greater. The combination of dissimilar instruction style is exceptional from classroom to classroom as well as school to school. Mastery to strike a harmonious answer to find a balance for each classroom's teaching and learning situation becomes challenging.

The knots that exist in a FSS classroom is multifaceted and demanding. However greater scrutiny into how these knots can be united by extracting valuable information from the agents of educational change reveals a

new scenario of how teaching and learning is adapted by a teaching force that engages in a professional immersion to make their work meaningful and effective. The loosened knots demonstrates how inclusive education is immersed in classroom that serves a dual pedagogical encumbrances for teachers at a Full Service School. Later in this discourse the evidence depicts how teachers adjust and adapt their pedagogy to suit the requirement of FSS from their perceptions of the buy in to the demands of the Department of Basic Education (DBE).

Purpose of study

This study sets out to explore the subtleties of teachers executing the CAPS curriculum in a state Full Service School in Kwazulu Natal with the intention of explicitly drawing attention to the interchangeable interplay of mainstream and inclusive education teaching flairs and procedures.

The construction of this study mirrors McGregor's (2003) study that explicates that workspaces of teachers cannot be taken for granted. The emphasis in this study finds mutual foundation in my discourse pointing out that FSS is not a fixed self-reliant entity but it is an institution that is constantly shaped by intersecting both mainstream and inclusive education interactions and practices.

Methods

The study is fixed in a qualitative interpretative ethnographic context that is located at Lighthouse Full Service School (LFSS) that serves both mainstream learning and those experiencing learning barriers at a state school in Kwazulu Natal. Information was drawn from informal interviews, focus group interviews, and document analysis. The study was directed and analysed through data coding, unitizing, categorizing and the emergence of themes that collectively dovetailed into the findings of this study.

Teachers at this particular school volunteered to participate in semi structured interviews to provide hands on feedback since they have been at this Full Service School for many years. The teaching experience of teachers ranged from two years to twenty seven years. Eleven teachers from level one participated in the interviews voluntarily. Four of the teachers had any formal inclusion education training. Some responses from the participants has shed light into the complexity and multidimensionality of tasks positioned at Full Service School that results in uncertainty and resentment during the execution of duty.

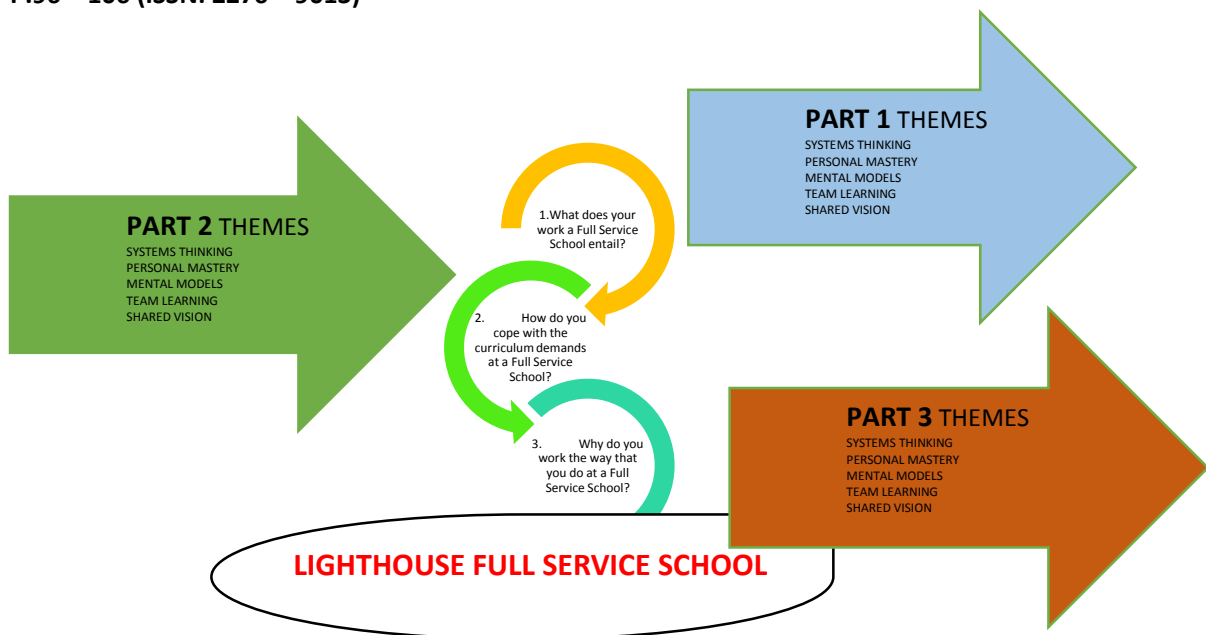
The participants that wished to remain anonymous contributed to this study by pointing out their experiences at this particular school through the set of questions that were probed to gain insight on the dynamics of the teaching software at Lighthouse Full Service School.

Research questions

1. What does your work a Full Service School entail?
2. How do you cope with the curriculum demands at a Full Service School?
3. Why do you work the way that you do at a Full Service School?

Research Design

The response to the three research questions forms the nub of the discussion that unfolds the actualities of being directly involved at a Full Service schools. Each of the focus questions aims at unfolding the learning organizations' dynamics that fleshes out the typology of the workplace space at Lighthouse Full Service School (LFSS). The school is submerged in a community that serves learners that come from households that are impoverished. These learners are provided with hot meals at school and the teachers [have to negotiate their work practices engagement by interconnecting interactions and practices with various stakeholders on a continuous basis. The diagram below highlights how each research question unties the knots of what it means to teach in a Full Service School. Each research question forms one part of the discussion together with the themes that emanated from the focus group discussions. The themes are accountability, policies and laws, incidental work, time at work and work on time.



Findings

Part 1: What does your work at a Full Service School entail?

In this article I will select the practices at LFSS and the inputs given by teachers about their work practices. This published examples gives an insight of what it means to work at LFSS which is a reputable school that is fully involved in catering for learners that have diverse learning needs

The participants' actually provided an impetus for teachers that are faced with learners in a diverse classroom because the information provided explains the multiple tasks and accountability that hinges on the shoulders of a teacher at a Full Service School. I will plot the balance of interactions undertaken by the teachers in their classrooms where diverse learner needs are addressed. The tendencies and differences among the agents of the Department of Basic Education (DBE) as the classroom management is uncovered and revealed.

As a teacher I find that I have to do more than just teach the work that is set for the actual lesson material.... I have to work with learners that have multiple barriers and difficulties just grasping simple aspects of the curriculum. (Participant 1)

Commentary

The response from participant one unties the knot of both dual pedagogical instruction that requires the teacher to blends in systems thinking, personal mastery and a shared vision of how to make teaching meaning for the learners at LFSS.

I try to brainstorm as many ways to teach my learners because the transition from one phase to the next is so challenging. What makes the nature of my teaching difficult is actually preparing the learners to switch from a mother tongue (isiZulu) medium of instruction in the foundation years to a first additional language as the medium of instruction. Not only is the language a challenge but

the problem that begins is that now three more subjects are introduced with the new FAL(First Additional Language)(English) as a means of interaction and communication. (Participant 7)

Commentary

The participant is has to use mental models, personal mastery and systems thinking intertwined to adapt to the learners that have to transit from foundation phase to intermediate phase.

(As a)Teacher assistance, partnering with (class) teachers to help slow with cognitive barriers (learners) get support. To achieve better results and building their (learner) confidence towards school work. . (Participant 3)

The inclusive education syllabus needs more teaching time especially when we have differentiated teaching methods applied in the very lesson. The diversity in terms of learner development have to satisfy and teaching programmes have to be tailored to suit all learners. I find this a challenge and very tough. When management have short deadlines for final assessments the pressure of keeping up is very multifactorial (Participant 10)

Commentary

The above contributory evidence from teachers at a Full Service School clearly indicate that there are instances where teaching strategies interfaces with teaching and learning at a level of interactions beyond execution of curriculum of a one size fits all model. Systems thinking, personal mastery, team learning, mental models and a shared vision are interlocked to make teaching meaningful for learners at LFSS. The interloping of additional support be it from the parameters of the teacher within the class or getting additional support from within and outside the school becomes necessary to meet up the demands of learners that have diverse learning needs.

The teachers have added that there work has transformed tremendously through the years and some of their contributions to this focus group have illuminated the interactive interchange within support structures that form a significant domain resulting in Full Service Schools becoming “progressive“ practices of serving and addressing learners with diverse educational needs.

The day to day activities of individualized support becomes ever-changing because each learner has a different learning potential. As a teacher I have to adjust according to the learner and not the curriculum expectation. (Participant 6)

There are various policies from internal and external stakeholders which has obligatory implications therefore as a teacher there is no compromise but to re-plan and adjust to enforce the changes. (Participant 8)

There is obligations from our senior management and department officials that needs to be carried out. As the teacher in charge of such a learner I have no choice but to implement the rules. (Participant 11)

Commentary

All three of the above responses signposts systems thinking, personal mastery, team learning, mental models and a shared vision from teachers to make their work effective and operational to meet the demands of the CAPS policy set out for FSS.

The changing face of FSS is very reassuring but teachers at LFSS vented their concerns of the two divergent streams of catering for the mainstream learners and learners that are envisaging learning difficulties. This reworking of their teaching strategies is an auxiliary bloating of the workload demands of teachers at a FSS.

Part 2: *How do you cope with the curriculum demands at a Full Service School?*

As previously mentioned teachers at Lighthouse FSS were not trained in Inclusive Education formally to undertake the regulatory demands but by the virtue of the fact these teachers were members of the staff when it was a primary school like any other state school they were absorbed into the new model of the curriculum adopted by the DBE. Teachers at this school have confirmed that there was preliminary training offered to them to introduce the requirements and expectations of screening learners with special needs but induction for new staff has been absent. Hence it becomes the initiated efforts of the School Based Support Team (SBST) and the School Management Team (SMT) to constantly implement policies set out for FSS.

The supporting information beneath from the participants clearly indicates the encounters and difficulties they withstand to keep up to the rapid pace that is relentlessly shifting.

In order to feel satisfied as a teacher I have to make an added effort to ensure I address the cognitive, social and emotional development in terms of the growth of each learner placed under my care. (Participant 1)

Workshops that are done within a fraction of the day sets out great volumes of new materials which has to be enforced promptly. (Participant 5)

There are various policies from internal and external stakeholders which has obligatory implications therefore as a teacher there is no compromise but to re-plan and adjust to enforce the changes. (Participant 9)

Commentary

The above retorts from the three participants clearly indicates that at a FSS it is without a doubt that systems thinking with regards to the holistic development together with personal mastery of catering for all learners are utilized by teachers. Teacher unlocking curriculum demands have to embrace team learning, and a shared vision to make their work operational and efficacious. Working through great volumes of material certainly requires FSS teachers to have suitable mental models to continue to remain focused

Teachers have identified the work changes that infringes in the teaching plans. In terms of the not adhering to the changes it will result in further complications therefore it becomes necessary to reconfigure their methodologies and viewpoint.

Researchers and academics are constantly making new findings and judgements and in order to improve our standards the officials choose to follow these academic suggestions to raise focus and engagements so that our performance amid the international arena is in par. (Participant 6)

The change of curriculum demands and the top up programmes introduced by the subject specialists from the department of education. The strengthening course of action introduced from ...District has to be followed accordingly therefore as a teacher I have no choice but to keep up the newly formulated demands imposed on our schools at subject committee and cluster meetings. (Participant 7)

Commentary

The above responses from the participants illuminate how teachers at LFSS have to incorporate Sengre's systems thinking, personal mastery, team learning, mental models and a shared vision in order to keep their focus on track to meet up with the requisites of curriculum burdens.

As the researcher and listening to participants talk about keeping abreast of global archetypes I tested the waters to find out if Lighthouse Full Service School will be able to deal with the much discussed Fourth Industrial Revolution (4IR) and to my astonishment I evidently established that LFSS will certainly have to readjust and realign to global change gradually to suite the pace of the learners and their learners abilities. There was undoubtedly an indication that the participants were technologically savvy but this knowledge and skills would take a longer time to be incorporated in daily functioning and operations at LFSS. Some of the insightful response to this were thought provoking.

The 4th industrial revelation is changing how we live, work and communicate. It's also reshaping government , education , healthcare and commerce .Almost every aspects of life needs to adjust to these changes but our learners at this FSS has to become aware of technology and how it helps them study. This will be a very long term process of being a teaching method that will be successful. (Participant 3)

The 4IR message that is making great strides across the globe is not workable in our FSS because we have learners that have diverse needs to learning. They have challenging setbacks to grasp the ordinary curriculum demands that is overwhelming. The introduction of technology to enhance their work will become very difficult and hard to achieve. (Participant 4)

4IR is only workable if we are using it as an ISP for a few learners to make teaching and learning meaningful and fun to stimulate learners that have cognitive barriers. The infrastructure and organisational arrangements for every learners will certainly pose a huge problem for the entire school cohort. (Participant 6).

Commentary

The teachers 'upfront responses indicates that all five organisational demands of systems thinking, personal mastery, team learning, mental models and a shared vision is required from the teachers at a FSS to make teaching and learning real and productive.

Part 3: Why do you work the way that you do at a Full Service School?

The participants described their experiences at LFSS as very demanding and complex but their positive responses to how they recreate and adapt their teaching send out a clear message teaching and learning at this school is carried productively and effectively for at no point did any participant state that they disregarded work demands.

As a head of the grade I am expected to assist my peers in times when problems arise during class time. I am forced to master the art of problem solving so that I help the majority that are really battling to cope with the volume of work expected at their grade level. I have to make a really great effort to support not only the teachers but some serious problems that the learners give their class teacher. (Participant 7)

I have been trained in Exclusive Education and I can see how it is required in LFSS therefore I want to pass on enough information to my learners so that education can be superior in terms of interaction and confidence. (Participant 8)

The forthcoming generation needs to be confident and capable of handling the challenges of the world. I want to always give my learners all the information and confidence to make them powerful and great leaders who will be of value to the nation. (Participant 11)

Commentary

The above three answers from my participants undoubtedly confirmed to me that Sengre's five systems thinking, personal mastery, team learning, mental models and a shared vision is knotted when one has to look at the type of work that teachers undertake at a Full Service School.

The reassuring opinions from the participants coerced me to further enquire as to why those strategies chosen by the agents of educational transformation, the teachers at this teaching site chose strategies on the whole carefully. Their profound answers will certainly give other teachers some ideas of the dimensions of creativities that teachers at LFSS apply to their teaching and learning situation.

This type of strategy will make our community become strong and productive in the great space of life. (Participant 5)

My strategy is my branding and I will like to be an exemplary role model that will make my community proud of the achievements of my learners. (Participation 10)

My strategies are adapted and fine tunes from me constantly getting fresh information and abiding to the laws and policies therefore I know that my learners are always receiving the best they can. These learners depend on the school to grow them. They will lead SA when we are no more. (Participant 11)

Because it is working for me and it is a good way to conquer whatever may come my way. (Participant 2)

To change South African Education system. To make our nation a leading nation. (Participant 3)

Commentary

The response from the participants above indicates the personal mastery, systems thinking shared vision, mental model and team teaching goes hand in glove to make teaching effective at a Full Service School.

As I was unravelling and untying the knots of these participants I clearly resolved that teaching can be one of many things to employees of the state employed to undertake this vital basic need and the implementation of states demands can also be divergent from school to school. The dual pedagogical loyalty from teachers at LFSS allows for a degree of comfort that additional work is ongoing but the endurance from teachers is different at FSS as opposed to mainstream schools.

In addition to the research questions that were posed to teachers at LFSS some trepidations that emanated from participants undoubtedly requires intervention from the relevant stakeholders in order to give Full Service Schools its desired distance to redress the inequalities of the apartheid era under the democratic transformation process. Teachers without restrictions expressed the unequal weighting of learners in terms of staff composition at their schools which created difficulties when physically impaired learners were not

catered for as is with other state schools that have such cases. The large class sizes as well emanated as a subject that has been disregarded by education authorities yet it has a significant impact on the way that teachers complete their time on tasks and their tasks on time at LFSS.

There are so many learners with such diverse needs that I have to attend to and the assistance that I receive is minimal or nothing at all when the TA (teacher assistance) is not available. (Participant 5)

If only I had a teacher assistant given to me in my large class of 49 learners I think I will make a large difference to the type of output in my service delivery. (Participant 9)

The management of a LFSS is always adding new ideas and methods of coping with the 2 streams of learning at school. Mainstream demands from CAPS is synchronized with SNA learners and their demands. Sometimes I really don't know which one to focus on. Although it's exciting and different I feel that each class should have a teacher assistant to keep all the vital records and activities according to national and provincial norms and standards. (Participant 6)

I have to constantly switch my attention to moving forward with those that grasp the concepts and work but in a short space of time within the very same period I have to cater for those learners that have different learning abilities to be added in the tasks and activities. . (Participant 8)

As a teacher assistant I had to management 16 classes in a week doing a wide range of learner needs with a governing body salary (R1000-00 per month). (Participant 2)

Commentary

The participants themselves have not only opted to execute the CAPS curriculum in the way that they choose to meet the demands of the state and DBE but also to ensure that learners with barriers to learning are accommodated concurrently. This type of provision and overhaul comes at the expense of teachers utilizing all five strategies namely, systems thinking, personal mastery, team learning, mental models and a shared vision entwined to make their teaching appropriate.

Implications for researching and learning

The evidence from all three parts of the exploratory enquiry of how Full Service Schools are to a certain degree different from mainstream state schools having teachers that are equally the same as other state mainstream schools allows for deeper examination and investigation as to how the impediments executing the curriculum design for Full Service Schools. The curriculum implementation plan needs exigent deliberation in terms of reconfiguring and addressing the workload demands of teachers' workload together with the times on tasks and tasks on time that gets altered when dealing with learners that have diverse educational or learning barriers.

The main indicators to address this key area of concern is firstly to sharpen the focus into teachers' construction of their work programmes in terms of their learners' distinctive needs. Secondly emphasis and focus must be directed to the innumerable ways in which learning takes place on the part of learners with diverse needs. Thirdly an inventory of the manifold learning programmes that are created and sustained to accommodate the different learning styles must be collated and scrutinised to either assist FSS teachers or endorse their initiatives to create a bank of pedagogic methodologies for teachers in training to benefit during their study. Fourthly it has to be settled that there is a vast expectation level of accountability for FSS teachers in their workspace that is not present in mainstream schools.

Findings and conclusion

This study serves as a valuable reserve to plot the balance of interactions undertaken in a FSS classroom in terms of different learner needs. The tendencies and differences that teacher apply in terms of the dynamics of what it really means to execute curriculum demands forms a software that reshapes and reconfigures the teaching and learning design at a Full Service School.

As already stated that a study of this magnitude with untangle and untie the knots that are prevalent in terms of the dynamics of professional execution of curriculum in a Full Service School as set out by national regulators of the schooling system in South Africa but my findings from the research provides vital information that has been unearthen from the agents themselves of how their work is undertaken in reality. This uncovering of new knowledge.

The research questions enabled this study using the lens of the researcher and participants to shape the pathway of a teacher that has to work at a Full Service School. The response from the participants synchronises with both Wittgenstein theory of untying knots and Sengre's model of the five disciplines of a learning organisation impeccably. In terms of interaction sheds light on a multivariate approach adopted by the teachers where systems thinking, mental models, team learning, personal mastery and a shared vision are the combined constituents of teaching at a Full Service School.

This multidimensional approach can be of vital importance to policy and curriculum implementation stakeholders. The dual approach to adjusting tertiary training of teachers and the accommodations and concessions of Full Service School guidelines and guiding principles can be in sync with the multiplicity of actualities at the work station. This approach that is embraced by the teachers requires a sustained instructional effort with organisational intricacies. These intricacies comprises of grouping of learners', differentiating tasks, accommodation of punctuated incidental occurrences and adjusting and acclimatising to regulatory changes and demands continually.

Teaching at a Full Service School directs teachers towards both formal and informal instructional demands during the actual interaction with the diverse learner needs at school. Hence the power of the dual "pedagogical clock" is determined by the collaborative and interactive tasks to keeps the learners' time on a task attuned. The pacesetting from the teacher is in sync with time constraints which partially neglects some key aspects of delivering curriculum as preferred.

The organisational pace, interactive pace and cognitive pace in an classroom where learners have diverse needs to education requires a well sought out teaching design that allows for support structures that are readily available for teachers so that the continuity of teaching can continue effective with assistants being assigned to complete activities and tasks under direction and command of the class teacher.

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