New wine in new wine-skins: Implementing inclusive education

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Abstract*: This paper will focus on the potential and limitations of realising the goals of inclusive education policy (new wine) within a pre-service teacher education curriculum. The developing of inclusive teachers is often mistakenly understood to be a simplistic process, involving the translation of theory into practice. This paper foregrounds the complexity of the process of teacher professional development, highlighting the ongoing interaction between student teachers' propositional knowledge of inclusive education activated within their formal lecture-based programmes (knowledge about inclusive education) and its enactment within the field during Teaching Practice (knowledge in practice). The data for this paper is drawn from a case study using semi-structured interviews and focus group discussions with a sample of 20 student teachers in a Bachelor of Education (B.Ed.) programme. The study critiques the "old wine-skin" of the applied-science model of teacher education in containing the "new wine" of inclusion. This "old wineskin" of the applied-science model of teacher education produces only superficial readiness to deal with inclusive education matters. The study argues for "new wine" in "new wine-skins". Alternative models of critical reflexive teacher education and professional growth are suggested to assist with more enduring deeper professional development and commitment to implement inclusivity with its attendant complexities.*

1. INTRODUCTION

Inclusive education is not a disputed goal amongst those who have campaigned for a more socially just education system within the South African transforming post-apartheid society. However, the realisation of these ideals within the school curriculum is reliant on a cadre of teachers who will enact its vision. Many of these expectations of an inclusive education system (new wine) have fallen at the doorsteps of initial teacher education (ITE) curriculum designers who are tasked with the responsibility of activating inclusive teachers. This is not to negate the efforts of the Department of Education to produce orientation forms of professional development strategies for practicing teachers with respect to implementing the new inclusive education policy goals. Can initial teacher education address this responsibility adequately within the current models of teacher education and professional development being used dominantly in the ITE system (old wine) of most South African teacher education institutions? This paper focuses on four broad sections outlining first the introduction of the inclusive education policies, goals, rationale and expectations (Section one). It draws on a review of models of teacher professional development (Section two) which serves as a lens to examine a case study (Section three) of attempts to produce inclusive teachers in ITE. Drawing from an analysis of the data from this case study, Section four will deal with the search for alternative models of critical reflexive teacher education and professional growth

to assist with more enduring deeper professional development and commitment to implement inclusivity.

2. SECTION ONE: A NEW EDUCATION SYSTEM FOR A NEW SOUTH AFRICA

This section presents an overview of the changing policy context in South Africa and the introduction of an inclusive education system.

Inclusive education was adopted at the Salamanca World Conference in 1994 and is viewed as the fundamental way of realizing the vision of Education for All. Although inclusive education means different things in different contexts, what is universal is the underlying human rights philosophy of inclusion. The development of inclusive education in post-apartheid South Africa took place alongside rapidly evolving social, economic and political contexts and the most logical response to this rapid evolution was to create schools that are founded on democratic principles and social justice (Sands, Kozleski & French, 2000; Skrtic, 1995). In line with a new democratic and humane society, the priority of education policymakers after 1994 was to create a new education system that would accommodate the diverse needs of all learners in mainstream classrooms, including learners with disabilities who were previously excluded from the mainstream of education and placed in special segregated settings. In 1996 the National Commission on Education Support Services (NCESS) and the National Committee on Special Needs in Education and Training (NCSNET) were appointed in 1996 to recommend policy. The Commission's recommendations informed policy on an inclusive education system which was articulated in Education White Paper 6, special education needs: building an inclusive education and training system (Department of Education, 2001). Inclusion today is clearly about embracing values that relate to diversity, equity and social justice.

Within a transforming post-apartheid society, few would question the ideals of inclusion with human rights as a social goal and inclusive education as the educational approach most conducive to a socially just society. While inclusive education is the most appropriate approach for addressing the diverse needs of all learners, including learners with disabilities, in mainstream classrooms, its translation into action by practitioners on the ground is the real challenge. How this practical translation of inclusion into action occurs renders the teacher and his or her conceptions and expertise in implementing inclusion as the pivotal focus for the future enactment of these ideals. In enacting inclusive education in practice, it is often assumed that it is the newly qualifying teacher of post-apartheid South African higher education institutions that will be the bringers of the "good news" of how to enact inclusive education in practice, drawing from input offered at their places of teacher education through ongoing interaction between their propositional knowledge of inclusive education activated within their formal lecture-based programmes and its enactment within the field during Teaching Practice. Is this input offered by their teacher education institutions adequate in assisting them realise the goals of inclusive education policy (new wine) within a transforming educational system"?

3. SECTION TWO: MODELS OF TEACHER EDUCATION, DEVELOPMENT AND PROFESSIONAL GROWTH

This section of the paper reviews models of teacher professional development which serves as a lens to examine a case study (Section three) of attempts to produce inclusive teachers in

ITE. The models are offered as tools for thinking about how knowledge of inclusion and for practice is activated within ITE curriculum. Within the current models of teacher education and professional development used in the ITE system of most South African teacher education institutions, can initial teacher education produce inclusive teachers?

The curriculum of teacher education within and across different teacher education institutions reflects a permutation of models of teacher education (Zeichner, 1983). The master-apprenticeship model suggests that the novice teacher learns best through modeling or imitating the behavior of an expert teacher. The master teacher demonstrates or explains the procedures for practice and the apprentice teacher imitates these procedures in simulated or real situations. It can be argued that this apprenticeship of imitation can have a lasting impact on the novice teacher who will often resort to imitating the observed practices of the master teacher without critical questioning and reflection. Often the master teacher models his or her own racialised, gendered, cultural, social and political beliefs which can prejudice the novice teacher into believing that a certain type of education is preferred. Many important aspects of the student teachers' creativity and individuality may be lost. Can ITE within the master-apprenticeship model of teacher education produce the teacher for transformation who is open-minded, flexible and creative, and who can examine his or her own teaching practices as well as the practices of others through critical reflection and inquiry which is imperative in order to identify possible factors that may act as barriers to educating diverse learners and to come up with creative, innovative teaching tools and approaches to address the diverse needs of all learners?

The reflective-practitioner model of teacher education believes that the resources are within the novice teachers themselves who can expose the ingredients for practice through personal self-reflection. The novice teacher sees himself or herself and their practices through planning, acting, observation and reflection cycles. The critical-reflective-practice model of teacher development believes that teaching, schooling and education are involved in establishing and maintaining notions of power and hierarchy through forms of practice of schooling. It aims to develop teachers to understand how power-laden their actions are and the forms of social justice they mete out within schools and classrooms. Critical reflective novice teachers are expected to seek better forms of social justice through their practice in their contexts (Lewin, Samuel & Sayed, 2003). Through discovery and problem-solving, they examine their own teaching practices through critical reflection and inquiry which is imperative in order to identify possible factors that may act as barriers to educating diverse learners, including learners with disabilities, in mainstream schools. Through discovery and problem-solving, they come up with possibilities that they can use to cater for the diverse needs of learners as well as taking into consideration the complexities of individualization in the real spirit of inclusive education (Gous-Kemp, 2014). Through critical reflection and inquiry, critical reflective teachers consciously take part in their own professional growth and development and become lifelong learners. Their ability to think creatively is not inhibited in meeting the diverse needs of all learners in the South African inclusive classroom.

The applied-science model of teacher education is based on the presumption that knowledge of a discipline is the foundation for practice (Lewin & Stuart, 2003). Novice teachers must first learn the theory of a discipline and then enact and apply the theory in practice within contexts. What is often the focus in official public teacher professional development activities is student teachers' '*public propositional knowledge*' of a discipline activated within their

formal lecture-based programmes. Propositional knowledge relies on discreet units of knowledge, promotes superficial teaching of "memory units" and promotes compartmentalised units of knowledge. Propositional knowledge is a useful starting point for deeper engagement of a discipline. However, propositional knowledge of a discipline is not adequate to deal with challenging inclusive classroom practices creatively. The ideals of inclusion are difficult to realise. Pupils' needs are complex. Pedagogigal problem-solving skills are required to address the learning needs of diverse learners in inclusive classrooms. Novice teachers need to be trained in inclusive pedagogies. The ideals of inclusion and the reality of inclusive classroom practices do not meet for most teachers in everyday practice (Gous-Kemp, 2014). Novice teachers often use their default methods and tools and hope that they will manage with a good dose of intuition (Gous-Kemp, 2014) or ignore inclusion projects.

What sustains teacher knowledge of a discipline is craft knowledge or knowledge in action which goes far below the surface of student teachers' propositional knowledge of a discipline. '*Craft knowledge*' is knowledge that is gleaned from the habits, rituals and routines of school or the classroom and has the most influence on novice teachers' conception of best practice (Samuel, 2009). Unfortunately, many teacher development strategies tend to consciously provide only propositional knowledge, or insidiously promote the 'craft' knowledge. Focusing closely on propositional knowledge can be at odds with the development of a student teacher's reflective abilities. Novice teachers need to be exposed to a wide range of knowledges to affect any deep conception of professional growth and commitment to deal with challenging inclusive classroom practices creatively.

It is important to note that the applied-science model was the dominant model of teacher education in South Africa prior to the demise of apartheid, and approaches in teacher education programmes were also separated along the lines of mainstream and special teacher education. Special education teachers acquired special knowledge and skills to meet the needs of certain learners with special needs in special segregated settings. Mainstream teachers also acquired knowledge entirely different from the knowledge of special education teachers. Both special education and mainstream teachers acquired no knowledge and skills on how to accommodate learners with diverse learning needs including those with disabilities, in their classrooms. Can ITE within the applied-science model of teacher education produce the teacher for transformation who is open-minded, flexible and creative, and who can examine his or her own teaching practices as well as the practices of others through critical reflection and inquiry which is imperative in order to identify possible factors that may act as barriers to educating diverse learners within the South African transforming post-apartheid society?

4. SECTION THREE: THE CASE STUDY

This study drew on an interpretivist paradigm which was useful in examining a case study of attempts to produce inclusive teachers in ITE. According to Cohen, Manion and Morrison (2012), the aim of an interpretivist paradigm is to understand individuals' interpretations of the world around them and their experiences. The objectives of this research paradigm are to describe, understand and examine human behaviours, interactions and experiences within and around the social and cultural context in which they occur (Kim, 2003) from the participant's own point of view and as experts of their own world (Khanare, 2012). This is in line with

Cohen et al. (2011) who posit that in the interpretive paradigm individuals are studied with their many opinions, characteristics, behaviours, attitudes, and experiences.

Since this study's intention was to obtain an in-depth, qualitative understanding of pre-service teachers' knowledge *about* inclusive education and the enacted knowledge *in* practice the qualitative research approach proved useful in understanding this problem at hand. This approach enables the examining and reflecting of the less tangible aspects of a research subject, e.g. values, attitudes, experiences and perceptions (Rajeseka et al., 2013). It proved useful in that it provided insights into the needs, expectations, attitudes, perceptions, beliefs and feelings of pre-service teachers' knowledge *about* inclusion and the enacted knowledge *in* practice. It helped focus on individual meaning and the importance of rendering the complexity of a situation (Creswell, 2009).

The case study was chosen as the strategy of inquiry to conduct this study. A case study is defined by Rule and John (2011, p.4) "as a systematic and in-depth investigation of a particular instance in its context in order to generate knowledge". Shuttleworth (2008) on the other hand, asserts that a case study is used to study a particular situation in depth. Case study generates an understanding of and insights into a particular instance by providing a thick, rich description of the case and illuminating its relation to its broader contexts (Rule & John, 2011). This study was a case of 20 student teachers in a Bachelor of Education programme in the School of Education at a South African university as they embark on their journey of becoming teachers. The study involved semi-structured interviews and focus group discussions with students which reflected on the interaction between student teachers' propositional knowledge of inclusive education activated within their formal lecture-based programmes and its enactment within the field during Teaching Practice.

As mentioned earlier, the research participants in this study were undergraduate teacher education students drawn from the final year cohort. They represented a group of individuals who were about to embark on their first formal appointment as teachers in the South African schooling system. This study involved semi-structured interviews and focus group discussions which probed their knowledge of inclusion activated within their formal lecture-based programmes and their experiences of its enactment within the field during their Professional Practicum. The method employed in the focus group discussion was the presentation of a video clip depicting a learner with Down's syndrome that allowed for a point of reference to provoke and stimulate discussion around the notion of inclusion.

Data was analysed noting patterns, themes, categories and regularities based on the convergence of the two sources of data which constituted what Cohen et al., (2012) posit as organising, accounting for and explaining the data. The "initial themes" were taken back to participants to determine the accurate interpretations of their realty and meanings which constituted what Creswell (2009) refers to as "member checking".

Next follows an analysis of pre-service teachers' (pseudonyms created by the researcher) knowledge *about* inclusive education and the enacted knowledge *in* practice as they become teachers in the South African inclusive context.

5. SECTION FOUR: DISCUSSION OF FINDINGS

For the sake of brevity, only a few of the participants' textual statements are depicted.

5.1 Pre-service teachers' knowledge about inclusive education

Student teachers' propositional knowledge *about* inclusive education reflects the dominant discourse of "special needs" that informs their understanding *about* inclusive education:

I think disable children (P1).

Children with special needs (P5).

It is a normal mainstream school that accommodates learners with disabilities (P3).

Firstly you need to understand their disease in order to teach them (P1).

We are not even ready to teach normal children (P2).

The discourse of "special needs" is deeply rooted in a historical assumption that has divided and categorised learners through notions of "normality". "Normal" learners are considered learners whose learning needs can be met in a mainstream school without additional support. Learners experiencing disabilities are conceptualised as "abnormal" who fail to make satisfactory academic support in a mainstream classroom. They are assessed and classified by specialists (medical, paramedical and special education experts) and placed in special settings with specialized support that exclude them from the mainstream education to enable them to cope in the learning process.

Student teachers' quotations from the field show up their propositional knowledge *about* inclusion as superficial, inadequate and deeply rooted in the dominant discourse of "special needs". Their propositional knowledge *about* inclusive activated within their formal lecture-based programmes relates only to disability and not to diversity in terms of race, language, gender, learning styles, culture, religion and disability. The dominant discourse of "special needs" that informs student teachers' propositional knowledge *of* inclusive education have a range of implications for how they enact inclusive education in practice. Learning to be an inclusive teacher is a complex process and initial teacher education can only produce this teacher within models of teacher education and professional development that acknowledges this complexity. To produce teachers who are highly skilled in inclusive pedagogies a pre-service teacher education curriculum needs to train its students in pedagogigal problem-solving skills to address the learning needs of diverse learners in inclusive classrooms. For example, the development of a professional portfolio assists student teachers to reflect on their learning and practice. In doing so, they understand and reflect upon the expectations of professional standards (Darling-Hammond & Snyder, 2000).

It is a worrying factor that student teachers enter the profession with a "special needs" understanding of inclusive education and few teachers are equipped with creative, innovative skills to provide the individualized and intense instruction needed in a diverse classroom. Why?

ITE is deeply engrained "within the old exclusionary education paradigm, which is certainly not supportive of inclusive education" (Hay, 2003, p.136). Historically, teacher training institutions have divided teachers into mainstream teachers and teachers with specialized

knowledge and skills. The major challenge here is that the apartheid education system with its exclusionary practices has been in existence for some time and is deeply engrained in the ITE system of most South African teacher education institutions. To dispel the idea that inclusion is only about educating learners with disabilities in mainstream schools is not easy. This dominant traditional conceptualization of inclusive education by student teachers raises important questions: Does the initial teacher education curriculum within the current models of teacher education mirror the "new wine" of inclusion? ITE has conformed "relatively closely to tradition and is characterized by a stable collective culture responding slowly to change" (Haug, 2003, p.102). Also, curriculum designers have not contended with the dominant teacher education curricula to be able to direct new and innovative approaches in teacher education and professional development geared towards deep professional learning. Teacher education curriculum designers are obliged to override many aspects of dominant teacher education curricula through an innovative reconfiguration and redefinition of the ITE curriculum. This starts with incorporating the new social-contextual paradigm that underlies the movement to inclusive education in a transforming educational system. From this perspective, it is recognized that all learners have diverse learning needs and to meet these needs a reconceptualization of teaching programmes directly related to inclusive practices that enable all student teachers to be involved meaningfully in their learning is needed. Such a programme should facilitate the development of critical and reflective thinking in student teachers "by providing opportunities for engagement, collaboration, social negotiation and 'high quality professional dialogue'" (Lambe & Clarke, 2003).

5.2 Pre-service teachers' readiness in enacting inclusive education in practice

Teaching practice is offered within the curriculum as the pinnacle of pre-service teacher education where the novice teacher enacts his or her propositional knowledge activated within formal lecture-based programmes. Student teachers' comments below shows up the challenges of the ITE curriculum and the current model of teacher education on which it is based as student teachers test out the relevance and adequacy of their propositional knowledge *about* inclusive education and its enactment within the field during teaching practice:

I am a fourth year student and honestly NO (P1).

I don't have/know enough about inclusive education to actually incorporate it into my teaching (P2).

We are not even ready to teach normal children (P2).

From what I've read but practically, no (P5).

You see we haven't been given enough experience (P1).

I don't think that 3.5 weeks of teaching practice helps us. The first week, you can call that off, marking papers and moderation. Then you start from the second. When you start, there's not enough time to get to know the learners (P1, P2).

Student teachers' textual statements above indicates that whilst they support the ideals of inclusion, the ideals of inclusion and the realities of inclusive classroom practice do not meet for them. There is no doubt that the ideals of inclusion are difficult to realise, especially if one considers how these pre-service teachers have been prepared to deal with challenging,

inclusive classroom practices. Haug (2003) contends that how pre-service teachers have been prepared is a good indicator of how prepared they will be to enact inclusion *in* practice. School based experiences alongside training and preparation for inclusive teaching strongly influence how inclusive education would work in practice (Lambe, 2011). The applied-science model of teacher education on which most ITE curriculums is based presumes that knowledge of a discipline is the foundation for practice (Lewin & Stuart, 2003). Novice teachers must first learn the theory of a discipline and then enact and apply the theory in practice within contexts. This model is "still firmly located in terms of curriculum content and pedagogic style in the undemocratic, teacher-centred, apartheid-serving system of the past" (old wine-skin) (Welsh, 2002, p.23) as illustrated by student teachers' textual statements below:

University prepares you for nothing for Inclusive Education. It's just 6 power-point slides. It's just basically slides (P1).

They just tell us what Inclusive Education is about and the background about it but not anything to equip us to handle situations (P2).

Even that theory we had was not enough (P3).

Well for us Educational Studies has been self-study. It's not even necessary to go for lectures. So, we had group discussion. Inclusive Education came out in our exam but we just needed to talk about it and how we would incorporate it in schools (P1).

I think that there should be a specific module for Inclusive Education. More practical skills. We need to know how to deal with more than one learner with a learning barrier (P2).

The above textual statements by student teachers reveal that their pre-service programme does not assist them to understand and reflect upon the expectations of professional standards (Darling-Hammond & Snyder, 2000). Opportunities for personal reflection and professional dialogue are sadly lacking. Thus they are not able to take part in their own professional growth and development and become lifelong learners. They are not able to embrace ongoing personal and professional development and growth in a specified way with emphasis on self evaluation and reflection. They are not able to assume responsibility for developing as competent reflective practitioners, monitoring and evaluating their teaching practice. Thus their ability to think creatively in meeting the diverse needs of all learners in the South African inclusive classroom is inhibited. Learning to be a teacher is a complex process and learning to be an inclusive teachers is an even more complex process and initial teacher education can only produce inclusive teachers within models of teacher education and professional development that acknowledges this complexity.

Considering that inclusion was not a formal component of apartheid schooling the "new wine" of inclusion requires the "new wine-skin" of creative inclusive pedagogies in pre- and in-service teacher development programmes to train newly qualifying teachers of post-apartheid South African higher education institutions who are highly skilled in alternative teaching pedagogies before they embark on their first formal appointment as bringers of the "good news" of inclusion. In order to deal with challenging, inclusive classroom practice creatively, pedagogical problem-solving skills need to part of the "armament of all teachers in inclusive situations" (Bloch, 2009, p.19). During the last decade, many pre-service programmes have embraced the pedagogical use of information communication technology

(Lambe, McNair & Smith, 2013). Brutten, Mullen and Stave (2003, p.43) suggests an e-portfolio that "meets the learning and competency objectives of the programme through a student-centred reflective process that ultimately benefits all stakeholders". It shows learning in a diverse manner emphasising critical reflection which is a complex process but also essential in the process of learning to be an effective teacher. They point out that the quality of student reflection "will become richer and more complex as they continue in the programme providing quality information that can be used to examine growth and progress over time".

Both policy and practice in teacher education in South Africa is "complex, contradictory and faced with dilemmas" (Welch, 2002, p.17). The education system in South Africa is a system in transition and the teacher education curriculum should be should be informed by "an emerging pedagogy of possibility' or "pedagogy of hope" (Naicker, 2005, p.230) which is built on the government's strong emphasis on inclusion which is enshrined in the Constitution of South Africa's Bill of Rights. The challenge for teacher education is to empower pre- and in-service teachers to gain new understandings of teaching as well as new skills to equip them to implement change. Teacher training institutions in South Africa need to develop new programmes with new curricula and new names (new wineskins) in order to prepare teachers during a process of educational transformation (new wine).

5.3 Unrealistic expectations of what ITE and students can deliver

Pre-service teachers have expectations that ITE as a pre-service education should be equipping them to smoothly enact inclusive education in practice as exemplified by participants' textual statements below:

Really, it has come to that, the level of what ITE is teaching us now…it is not equipping us with the tools for us to…you know if we have a problem. Like I had a problem with a learner, she was slow, she had a learning problem, she always mixed her A's with her E's and stuff like that. I was not equipped to teach her… because I didn't know what strategies to use or methods to use to teach her…….So I had a major problem because they're not telling us exactly what's needed of us (P1).

The child in the video had a teacher who was qualified to teach the children who have learning problems (P2).

I will not be able to teach the child in the video because I am not given the tools or the knowledge on how to go about doing it (P3).

The lesson plan is for normal learners. Not on including special needs learners (P1).

But if you had to teach in a government school, like our schools where they don't have the equipment, it would be more of a challenge to us (P3).

We are not even ready to teach normal children (P2).

The university theoretically prepares us for inclusive education but practically the university can do a lot more to prepare us to deal with certain situations. It does not tell us how to deal with a disabled child, how to include them in education. They just tell us how to plan a lesson…the lesson plan is for normal learners. Not on including special needs learners (P1).

Given the complexity of teacher professional development and inclusive education with its attendant complexities, can ITE as only a pre-service education produce the complex kind of inclusive education teacher that inclusive education requires? Inclusion is a complex and multifaceted concept and the way it is conceptualized is inextricably linked with the context within which it is used. All learners who are diverse in terms of race, language, gender, learning styles, culture, religion and disability should be accommodated within the mainstream environment. Taken to extremes, this implies an individual learning plan for every learner aimed towards achieving an individual educational which may or may not be the same for all learners. Given the complexity of teacher professional development and inclusive education with its attendant complexities it cannot be assumed that ITE will enable the pre-service novice teacher to smoothly enact inclusive education in practice:

> *Not difficult, I feel. I will get irritated…frustrated. It will stress you out (P2).*

> *And also us being normal, we don't have any learning disorders, we catch on quite fast, we are teachers fresh out of campus, we expect them to be at our level which is not right. I get very frustrated. You tend to start hating what you are doing and you tend to state that you don't want to deal with those kids (P1).*

> *I'm actually thinking about doing Accounting with children having special needs, how frustrating that would be. I think I will lose hope (P2).*

> *Dealing with one child who has a learning disorder is stressful, imagine dealing with 20. I won't be able to handle it (P1).*

> *I felt sorry for the learners that had disabilities (P1).*

Pity, frustration, irritation, insensitivity, aversion and a lack of understanding feature figure prominently in students' reflections. Reading such comments as those above would tempt one to believe that these student teachers' attitudes towards children with disabilities and learning difficulties are wholly negative but they are not. Having expectations of the new graduates bringing the "new wine" of inclusion into the school context is unrealistic given that inclusive education is more complex than expected and even more complex for the novice teacher trying to make sense of being a teacher, leave alone being a teacher in an inclusive setting:

> *We are not even ready to teach normal children (P2).*

Learning to teach is "a lifelong pursuit" (Rosenholtz, 1991, p.79). Professional development is a long journey which only begins at ITE. Initial or pre-service teacher education does not equip a teacher for a lifetime career in teaching and this process is further challenged when an education system is in the process of transformation. Enacting inclusion is an added responsibility for the novice teacher who has to grapple with a lot more - the magnitude of their roles and contextual factors – and inclusive education responsibilities extend the list of the kinds of matters that novice teachers have to engage with. Studies rarely interrogate the magnitude of the post-apartheid teacher's role and responsibility in bringing about change. "An increasingly set of responsibilities are being placed at the feet of teachers within the schooling system" (Samuel (2009, p. 744) that could explain the decrease in interest in teaching as a profession in post-apartheid South Africa and most developed countries as is revealed by a survey of their policy terrains. "Teachers are simultaneously employees, cultural transmitters, developers of citizenry, expected to be researchers, arbitrators and judges, skilled practitioners, members of a co-operative team" (Samuel, 2009, p. 745).

Given the complexity of the process of teacher professional development with all of the complexities of a transforming schooling system it is unrealistic to expect ITE to produce "work ready graduates for life" who will bring the new knowledge of inclusion, not realising that inclusive education is more complex than expected and even more complex for the novice teacher who has also has to attend to other pertinent issues at this stage of their teacher development like simple matters of managing classroom discipline, orientation to the lived environment of the rituals of schools, the challenges of responsibility for a whole year's learning programme, etc.?:

There were 55 learners, how are you supposed to deal with that. I went to that class and I couldn't handle it, really honestly I walked out of the class. I felt sorry for the learners that had those disabilities but they were constantly being rowdy (P1).

In my class when one pupil couldn't spell and I was assisting him the rest of the class went rowdy (P2).

Yaw, so how do you maintain classroom control while dealing with one learner at a time (P1).

Also, if practicing qualified and seasoned teachers are grappling with the challenges of enacting inclusion, why is the novice teacher unrealistically expected to implement inclusivity with its attendant complexities, and also attend to other pertinent issues at this stage of his or her teacher development like simple matters of managing classroom discipline, orientation to the lived environment of the rituals of schools, the challenges of responsibility for a whole year's learning programme, etc.?:

My mentor even told me "don't worry about the slow learners, just carry on because you have a syllabus to cover" (P2).

So it was like the teachers were just…get your work done and just don't bother about anything else. Teachers tend to brush off the part of inclusive education because they have more important things to do apart from inclusive education (P1).

In a government school they don't really worry about inclusive learners, they just go with the flow, they are just more interested in getting the syllabus done (P3).

If the students don't know anything, it's their problem, they have to follow up, do their own research and stuff (P4).

Teachers are not prepared for the situations (P3).

I tried to talk to my mentor and tell him about this learner being slow but he said that "this child has been like that forever, it's just that they had a bad upbringing and a very bad background" (P1).

I do not like the teachers' laziness towards Inclusive Education (P5).

Teachers are lazy. There was this one girl who never ever spoke. When it was time for reading she never read. She came in front and she got zero for English and the teacher just left it like that (P4).

6. CONCLUSION

There is a clear indication in this study that student teachers' propositional knowledge *about* inclusive activated within their formal lecture-based programmes quotations is superficial, inadequate and deeply rooted in the dominant discourse of "special needs" which is an impediment in realising the goals of inclusion. Their propositional knowledge *about* inclusive activated within their formal lecture-based programmes relates only to disability and not to diversity in terms of race, language, gender, learning styles, culture, religion and disability. It is deeply engrained "within the old exclusionary education paradigm, which is certainly not supportive of inclusive education". Thus, the very models upon which their teacher education is built comes under scrutiny which raises important questions: Can initial teacher education within the current models of teacher education ("old wine-skins") contain the "new wine" of inclusion? Can these models assist with more enduring deeper professional development and commitment to implement inclusivity with its attendant complexities?

Using "old wine-skins" (current models of teacher education) to contain the "new wine" of inclusion in activating inclusive teachers has serious implications for the provision of quality education for all. ITE using less effective, outdated approaches to professional development ("old wine-skins") to hold the "new wine" of inclusion" will meet with limited success. Alternative models of teacher development ("new wine-skins") are needed to enable pre-service teachers to implement inclusivity with its attendant complexities. The data in this study should ignite future discourses on enacting a reconceptualised teacher education curriculum before newly qualifying teachers of post-apartheid South African higher education institutions embark on their first formal appointment as a bringers of the "good news" of inclusion.

Teacher education programmes have yet to reflect a different way of thinking underpinned by the belief that learners with diverse abilities including learners with disabilities are challenges for teaching and not deficits to be identified and categorized. Teacher education programmes have yet to enable student teachers to build their knowledge of inclusive education and to provide practical, collaborative assistance to student teachers during school based practice. Teacher education programmes have yet to enable their student teachers to "effectively weave theory and practice together" (Lambe, McNair & Smith, 2013, p.191). There is thus an urgent need to challenge and radically move away from ITE programmes that are based on exclusionary paradigms ("old wine-skins") in order to foster a climate for inclusion ("new wine"). Perhaps, the expectations of what is expected of ITE, novice teachers and higher education institutions are unrealistic. This is not to say that ITE should not be held accountable, but that it should override many aspects of its dominant teacher education curricula through an innovative reconfiguration and redefinition of the ITE curriculum in order to produce teachers who are highly skilled in inclusive pedagogies and trained in pedagogical problem-solving skills to address the learning needs of diverse learners in inclusive classrooms. This starts with a curriculum that includes the possibility for student teachers to critique and challenge dominant models that regard disability as a deficit (Barton, 2003). Such a curriculum will enable student teachers to apply their knowledge and skills for problem solving that will inevitably lead to the search for alternatives to the limitations of traditional practices. Such a curriculum will develop innovative learning experiences during pre-service education equipping student teachers with the knowledge, confidence and skills to teach in inclusive classrooms. Such a curriculum will not only develop in student teachers knowledge and skills but also equally provide opportunities for them to critically reflect on

"how this theory translates through the experience of classroom practice" (Lambe, McNair & Smith, 2013, p.193). Such a curriculum will also promote at the beginning phase of teacher education the belief that "a critically reflective practitioner is a career-long 'professional duty'" (Lambe, 2011, p.97).

7. ACKNOWLEDGEMENT

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