"LEARN NOT TO BURN"

EARLY CHILDHOOD DEVELOPMENT INSTITUTE INCLUSION PROJECT

PRESENTED BY: PROF. N. NEL, M. KEMPEN & A. RUSCHEINSKI
EDUCATION FOR ALL
South Africa has embraced an Inclusive approach towards Education

Need for:

• New instructional practices
• A more flexible curriculum
• Teacher training
Death by Fire
Global fire related burn mortality

Mortality Rate per 100,000

- 4.81 – 8.3
- 4.01 – 4.8
Structural Fire Fatalities

- Residential Properties: 77%
- Other Properties: 23%

Statistics supplied by FPASA
Burn deaths by age

171
The tragedy of Fire

Danger

Prevention

Despair
Devastation
Disfigurement
Disablement
Death

Education

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What is the Cost to the Survivors?
How can this devastation be prevented?
Prevention

- ENFORCEMENT codes and regulations
- ENGINEERING advances in technology creation of fire safe environment (e.g. smoke alarms)
- EDUCATION provision of education and skills to prevent the occurrence and severity of burn injuries
# LNTB Manual, Day Plan

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<tr>
<td>1</td>
<td>Hot things</td>
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<td>Safety Checklist</td>
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<td>Hot water</td>
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<td>Matches and Lighters</td>
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<td>Paraffin, Dangerous Liquids</td>
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<td>5</td>
<td>Flames and Fire</td>
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<td>Clothes on Fire, STOP, DROP, ROLL</td>
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<td>Cool a Burn with Cool Water</td>
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<td>Emergency Numbers</td>
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<td>House is on Fire</td>
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<td>Fire Fighters are Helpers</td>
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<td>10</td>
<td>Celebration</td>
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The mainstream LNTB curriculum inaccessible to learners with special educational needs.
What differentiated instructional practices do teachers need to employ to teach a specific curriculum to learners with special educational needs in an inclusive system?
Research Methodology
2010
• PILOT
• SID

2011
• 7 SCHOOLS
• Multiple Barriers
Context

- 7 Special Schools in Gauteng
- Multiple Disabilities
  - Autistic
  - Deaf
  - SID
  - Physically Disabled
  - Blind
- Multi-cultural
Teacher Training: (The Pilot School)

Application of acquired knowledge: LTSM Teaching

Feedback on Topic
Qualitative, Descriptive design - ethnographic
PARTICIPANTS

• Deputy Principals
• HODs FP
• PL 1 Educators
• ECD Practitioners
• Therapists
DATA COLLECTION METHODS

- Observation
- Questionnaires
- Focus Group Interviews
- Journal Analysis
- Photographs
- Video clips
Theoretical Framework
INCLUSION
DIFFERENTIATED PEDAGOGY

Vygotsky  ZPD  

MODD

Child learning theories
Model of Dynamic Differentiation (MoDD)

1. Basis of Teaching
2. Class Context
3. Grouping/Scaffolding/support
4. Specialised/Independent
5. School Community
6. Wider Community
7. Primary Educators
8. Global Community

Smith (2008) (Adapted)