

Theme 2: Classroom challenges Subtheme A – Instructional time		
Participants	Quotation	Transcripts line numbers
P7	"Also time, we are expected as teachers to complete ATP which is Annual Teaching Plan according to circulated time from the district office. We don't have enough time to support learners according to my view and experience."	45-49
P7	"I don't have enough time to support those learners; I think there needs to be a one-on-one engagement because it is difficult for me to support them according to time"	49-51
P3	"You don't use the time that is put by the school and timetable, because one of the problems is that when the school set the table, they don't have time for remedial. We need 30 or 40 minutes for remedial and that is how it will be much better implemented."	73-76
P8	"If I talk about the time aspect and the admin maybe of having to do that, I will have to say is very difficult to get to them and then include all of them with all their separate disabilities or impairments that they have are struggling with."	34-38
P2	"It is difficult to give all of them the necessary attention because they are all different. They all actually require individual attention, and that for me is quite a challenge when it comes to inclusivity in the classroom"	25-28
P4	"It is really difficult to give all your attention to that child but still be able to teach the rest of the class. That's quite difficult to do especially like when you have 24 learners"	30-32

**Theme 2: Classroom Challenges**  
**Subtheme B – Resources**

<b>Participants</b>	<b>Quotation</b>	<b>Transcripts line numbers</b>
P3	"In a school that lack resources it's very tough to implement inclusive education, because you need to give every child attention"	16-17
P3	"We need space, equipment and also money for toners and printers. You need to have material, resources and a lot of resources. It is what I can think of to make learning easier"	128-134
P1	"I think I need technology, the computers to help the learners. Manipulator toys that they can use, like building blocks, beads, the shapes."	89-92
P6	"Writing tools and teaching aids."	49
P4	"Definitely resources like blocks, the kids can use to help them count or things like that."	72-73
P7	"Those learners are from poor families, they are not supported with expected resources that the schools need, maybe to top up stationery. I think they should consider enough resources in our school."	36-38
P1	"I think some children still struggle with their small muscle development; you can see them when they are writing and how they hold their pencil. Even the play daw, there are some I was using it on them to train their muscle because they are not fully developed. Even those blocks they help them to think creatively, so I think it will help."	103-107
P7	"Enough resource in infrastructure to create classrooms for special needs, to accommodate learners with severe learning impairment, and to have enough teachers to assists those learners."	103-106
P3	"In a school that lack resources it's very tough to implement inclusive education, because you need to give every child attention"	16-17
P5	"...more resources from the education department to assist in making inclusion implementable"	73-74

Theme 2: Classroom Challenges Subtheme C – Support		
Participants	Quotation	Transcripts line numbers
P5	"Low parental involvement of parents of learners who need extra learning support is another challenge"	20-22
P3	"Parents are the first people before us teachers to realise that the child has a learning problem. The parent has already recognised it and instead of dealing with it, the parent will change the child from this school to another school, and then the child comes with a lengthy learner profile."	27-32
P3	"If the parents do not give you full support, how are you as a teacher going to support that child?"	40-42
P7	"The most problem is that parents are in denial of learners' abilities. They don't support, when you call them to meeting about the performance of those learners they don't come"	39-41
P7	"They don't have that zeal to know about performance, maybe because they are not educated, and they have their own personal problems such as unemployment"	41-44
P1	"The parents are also not supporting us, because sometimes you call them and they don't answer the phone, or you ask them to come to school to talk about their child and they don't come, they have excuses. Even if you give the learner homework, they do not help the learner."	40-44
P4	"Maybe actually assistant teacher would be a really good idea to help. I do not have an assistant teacher, but I am thinking having one would be like amazing"	73-76
P4	"In that way it ensures that maybe if you not giving your full attention to a specific child, maybe having an extra set of hands, eyes and ears will be helpful"	76-78
P8	"I know there is a student doing her practical, but even having her in my class, having her like a type of assistant that can assist me, not in explaining the work to them and giving the work to learners, but if I may be busy with one child the assistant can maybe help another child."	71-78
P5	"I see negative teacher attitude. Teachers necessarily do not have the time to assist colleagues; do not necessarily have the time to assist. They not expressing their eagerness to help the colleagues and other teachers, they keep their knowledge to themselves; they not necessarily want to help better the environment in some case."	16-18

P7	<p>"We need to incorporate some of the parents in the community to assist learners who need support, maybe assisting with homework. We need more empowerment to assist those learners in our schools as we have a large numbers of those learners. We need to corporate with different stakeholders or maybe social workers to be employed in the schools. Maybe the problems are socially or emotionally, so we need those social workers who are stable in our school."</p>	106-114
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<b>Theme 2: Classroom Challenges</b> <b>Subtheme D – COVID-19</b>		
<b>Participants</b>	<b>Quotation</b>	<b>Transcripts line numbers</b>
P3	<p>"Right now with COVID, I have 25 learners in my class and they come in a rotation. When the child is coming to school every day, I have time to assess them and I see that this one need a remedial and I try to remedial the child."</p>	65-69
P6	<p>"It is this daily rotation that you are doing at school. Today the learner is here, tomorrow she is not, you know? When she comes back, you start from square one again"</p>	20-22
P1	<p>"Now because of COVID, the learners are not coming to school every day, some are coming twice a week and some three times a week"</p>	146-148