MANAGEMENT AND LEADERSHIP EXPERIENCES IN FOSTERING A CULTURE OF TEACHING AND LEARNING IN ETHNICALLY DIVERSE SCHOOLS IN JOHANNESBURG NORTH DISTRICT

By

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Through the selfless sacrifices of some gifted academic giants and people of good will, I have been accorded this privilege of adding my voice to the universal quest for freedom through quality and humane educational systems.

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Finally to Our Father, from whom all good things come and to whom all Honour and Glory is due, for His Mercy, Faithfulness, Grace, Compassion and Blessed Assurance.

Anastasia Malong Akere Buma

Johannesburg, November 2010
DECLARATION

I declare that

MANAGEMENT AND LEADERSHIP EXPERIENCES IN FOSTERING A CULTURE OF
TEACHING AND LEARNING IN ETHNICALLY DIVERSE SCHOOLS IN
JOHANNESBURG NORTH DISTRICT

is my own work. All the sources consulted have been fully referenced and
acknowledged. I further declare that this dissertation has never been submitted by me
to any other university for any other qualification.

Anastasia Malong Buma.

2010-11-10
Dedication

To my beloved and faithful called to eternal bliss through Christ the lord

Gladys Feh Buma
Romanus Tita Buma
Pa Clement Tita Buma
Ma Rosaline Angie Buma

Your collective spirit and all the virtues you represent live on forever!
ABSTRACT

Since 1994, South African schools are increasingly becoming more diverse due to the implementation of new legislation to foster democratization in schools. Many schools whose communities were until 1994 defined along racial lines are increasingly becoming mixed in terms of learner, staff and parent bodies. Other external factors such as the increasing movement of people across the globe as a consequence of increasing globalization may also be contributing to the apparently growing diversity at schools. Such increasing diversity could pose challenges regarding fostering a culture of teaching and learning at these mixed schools. Therefore, school management and leadership, need to have the skills, knowledge and appropriate attitudes that are required in order to ensure that the culture of teaching and learning is advanced in ethnically diverse school.

Considering her experience as a teacher at both private and public schools in South Africa over the last ten years, the researcher has observed significant changes in learner population across many schools with resulting implication to teaching and learning. These changes have placed tremendous demands on school principals and teachers who have to deal with the challenges such as, culture mismatch between student-student and student-teacher interaction, social tension and antagonism, communication problems, misinterpretation of values and behaviors that thus influence the process of teaching and learning. Hence, the researcher opted to do an investigation into how school leadership and management in ethnically diverse schools will advance opportunities that encourage a culture of teaching and learning.

In order to do the investigation, the researcher firstly employed an extensive literature review to explore how the leadership and management of ethnically diverse schools advance opportunities that cultivate a culture of teaching and learning. The research design and methodology employed involved a mixed method approach consisting of quantitative as well as qualitative methodologies. During the first phase of the empirical study, the researcher carried out the quantitative method of data collection where a set of questionnaires were filled in by the principal and the HoDs of the selected schools. In order to validate the findings of the quantitative survey, the
researcher employed in-depth individual interviews with the teachers and students of
the selected schools.

Through qualitative analysis of the data, the research findings confirm that the diverse
culture of schools in Johannesburg North includes characteristics of both traditional and
liberal multicultural education. Also, societies are becoming more complex in terms of
social, economic and political needs. Therefore, the implication of the findings are that,
in addition to teaching the basic skills of reading, writing and math, school leadership
and management should advance a culture of teaching and learning that will involve
social justice issues where students will learn to become reflective, moral, caring and
active citizens as is inherent in liberal multicultural education. Finally, the researcher
recommends that regular survey on different aspects should be carried out in ethnically
diverse schools in order to get such schools to open up to the demands of liberal
multicultural education.
Opsomming


Eerstens is ‘n uitgebreide literatuuroorsig onderneem om vas te stel watter inligting is beskikbaar oor hoe leierskap en bestuur in etniesdiverse skole geleenthede om onderrig en leer te bevorder, aanmoedig. Kwantitatiewe en kwalitatiewe ondersoekmetodes is gevolg. Gedurende die eerste fase van die empiriese studie is vraelyste deur skoolhoofde en departementshoofde van gekose skole ingevul. Ten einde die bevindings van die kwantitatiewe opname te staaf, is individuele indiepte onderhoude met onderwysers en studente gevoer en die vraelyste is nagegaan.
Deur die data kwantitatief te analiseer, te interpreteer en te integreer met die bevindinge van die literatuuroorsig, is bevestig dat die diverse kulture van skole in Noord-Johannesburg eienskappe het van beide tradisionele en liberaalmultikulturele opvoeding. Daarby word gemeenskappe meer kompleks in terme van sosiale, ekonomiese en politieke behoeftes. Die implikasie van die bevindings is dat aanvullend tot onderrig van basiese vaardighede soos lees, skryf en syfervaardighede, skoolleierskap en –bestuur ook ‘n onderrig-en-leerkultuur behoort te bevorder wat sosiale regverdigheidsswessies insluit waar studente geleer word om reflektief, moreel, sorgsame aktiewe landsburgers te word as deel van ‘n inherente liberale multikulturele opvoeding. Ten slotte beveel die navorser aan dat gereelde opnames oor verskillende aspekte in etniesdiverse skole uitgevoer word ten einde sodanige skole te kry om die vereistes van liberale multikulturele opvoeding in te sluit.
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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

South African schools are increasingly becoming more diverse. Many schools whose communities were, until 1994, defined along racial lines are increasingly becoming mixed in terms of learner, staff and parent bodies. Researchers attribute this increasing diversity primarily to the democratization of South Africa in general, and the promulgation of several legislations which enabled desegregation and provided access to schools in particular (Carignan, Pourdavood, King & Feza, 2005; Meier & Hartell, 2009:180). Other external factors such as the increasing movement of people across the globe as a consequence of increasing globalization may also be contributory factors to the apparently growing diversity in schools.

The researcher believes that this increasing diversity in South African schools presents both opportunities and challenges for everyone involved in school communities (Meier & Hartell, 2009:180; Vandeyar, 2010:344). This study seeks to explain the nature and extent of diversification in South African schools post-1994, and the influences that such change has on teaching and learning at our schools. The focus is specifically on understanding the challenges which such change presents for school leaders and managers in their quest for effective teaching and learning.

In conceptualizing this research, the researcher draws from Durkheim’s ideas of the functional theory of how schools change with their societies in order to maintain social order. In the face of the increasing diversity, it is vital that schools should change the existing culture of teaching and learning in order to meet the new social and economic demands of the changing societies (Banks & Banks, 2005:12; Wedekind, 2001:193).
This chapter presents the orientation to the study. First, a theoretical background to the study is presented, followed by a statement of the problem which the study seeks to address. Next, the aim of the study is defined, and this is accompanied by the relevant study objectives. Following this, the significance of study is briefly defined with a view to highlighting the particular contributions this study strives to make to educational management in general. A preview of the research approach is then provided, giving insight into the research design and methods of data collection and analysis that are used in the study. This chapter further addresses issues around trustworthiness, ethical considerations and finally, the structure of the final research report.

1.2 BACKGROUND AND RATIONALE OF THE STUDY

This study is based on ethnically diverse schools in South Africa, specifically in Johannesburg North District. Since students and pupils from different ethnic groups are attracted to the schools in this area, it is imperative that the leadership and management of these schools come up with efficient measures to assist in managing demographic changes in a manner that will foster a culture of teaching and learning that will benefit the diverse learner body (Meier & Hartell, 2009:180).

Schools in South Africa are increasingly becoming more diverse as most previously White, Indian and Coloured schools are now attracting more and Black learners following the introduction of education policies after the 1994 election which allow for the movement of learners between schools (Carignan, et al. 2005; Vandeyar, 2010:345).

In the context of this study, ethnic diversity refers to the existence of a variety of learners in terms of ethnicity, nation, race, culture, language and social class with resulting implications on teaching and learning (Lemon, 2008:303). The changes that are associated with the increasing ethnic diversity in schools have placed tremendous demands on school principals (Leeman, 2003:43; Meier & Hartell, 2009) and teachers (Vandeyar, 2010: 346) that have to deal with a number of
unique challenges. Some of these challenges include culture mismatch within student-student and student-teacher interaction, social tension and antagonism, communication problems, misinterpretation of values and behaviour that influence the process of teaching and learning (Banks & Banks, 2005:12; Borman, Baber, & Associates, 1998; Carignan, et al 2005; Gay, 2000:54;).

Having worked in both private and public schools in South Africa over the last ten years, the researcher has observed significant changes in the demographic composition of learner populations across many schools (especially the ‘ex Model C’ schools located within or near the city centre), where the medium of instruction is English (Le Roux, 2000:2; Vandeyar, 2010: 345). The dimensions of the changing demographics include race, language, ethnicity, nationality and economic background (Boutte, 1999:17). Although some changes have also occurred in the composition of the staff bodies of schools, this appears to have been minimal when compared to changes in the learner body (Carignan, et al 2005:382; Lemon, 2008:305).

In addition, casual observation suggests that across South Africa, more and more non-Black African (White, Indian and Coloured) dominated staff teams now have to deal with more and more Black African dominated learner bodies (Carignan, et al. 2005: 381; Lemon, 2008: 309). Thus, the composition of learner populations has changed but that of teachers remain more or less the same, a situation that poses a likely source of conflict. This situation has been identified in some British schools where it is associated to huge differences between learner and teacher populations in terms of culture (Verma, et al. in Wedekind, 2001:147). Similarly, a lack of representation among the teaching staff, of the different cultures within the student body, combined with teachers not being well prepared to deal with these changes, serve as possible causes of poor performance among both educators and learners.

Furthermore, ethnically diverse schools are linguistically diverse consisting of the languages of the various dominant and minority groups that constitute the school
population (Carignan, et al., 2005). Usually it is the language of the dominant group that is preferably used as the medium of instruction (Maruatona, 2005) thus negatively affecting the ability of the marginalized group to learn at school. This study will therefore seek to understand school leadership and management experiences in fostering a culture of teaching and learning amidst these changes.

From personal experience as a school teacher, my epistemological claims are that the changing ethnic diversity in South African schools can be linked to the large number of immigrants into South Africa, especially those from neighboring Southern African states. Likewise the researchers (Vandeyar, 2010: 346; Wedekind 2001:155) are of the opinion that the influx of immigrants and refugees from other African countries and Asia has also contributed to the increased diversity in open schools in South Africa. Wedekind and Vandeyar assert that these immigrants came with different values and beliefs that may contradict those of the local learners and therefore portend a possible source for conflicts which could adversely influence the culture of teaching and learning in such schools.

Furthermore, living in a society that is becoming more diverse and technologically advanced amidst globalization, will requires increase educational attainment for students to be able to compete in the job market both local and international. Hence, lack of an equal educational system that can cater for such demands through equal teaching and learning opportunities, will mean, an exclusion from the economic and cultural core of a diverse society with a resulting increase in social inequality (Tomlinson-Clarke, 2001:201). In response to these changes and the demands of ethnic diversity in South African schools, it is argued in this piece of work that teaching for social change through multicultural education which is the latest response strategy should be employed by the leadership and management of these schools to produce learners that have the “mobile intellectual and moral capabilities that are needed to survive and flourish in the modern world” (Morrow, 2007:172-176; Vandeyar, 2010:347).
From the above, it can be argued that school leadership and management have been brought under pressure by both the increasing change in the ethnic diversity of learner population in South African schools, as well as the effects of increasing technology and globalization (Vandeyar, 2010: 348). There is therefore the need to deconstruct existing monocultures in order to reconstruct a comprehensive multicultural approach to education that takes into account the needs of all the different ethnic groups within the school population. Therefore, the extent to which multicultural education will succeed depends largely on the knowledge, attitudes, views and conduct of the teacher as initiator, facilitator and manager of the educational and learning practice (Le Roux, 2000:1). School administrators need therefore to provide leadership by having appropriate consultation strategies geared towards re-orienting teachers and learners towards a positive and unprejudiced acceptance of cultural diversity as a useful resource for teaching and learning (Pena, 1996: 316).

1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

1.3.1 Problem statement
In light of the above discussion, the specific problem that faced this researcher was to explore how school leadership and management in ethnically diverse schools create and maintain a culture of teaching and learning at the schools.

1.3.2 Research questions
The research problem leads to an overarching research question which is: How do school leadership and management in ethnically diverse schools advance opportunities that encourage a culture of teaching and learning? This entails addressing the following research sub questions:

- What is the research participant’s understanding of ethnic diversity in the school context?

- What are the practical implications for teaching and learning in ethnically diverse schools?
• How do school leaders lead participants toward creating a culture of teaching and learning in ethnically diverse schools?

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Aim
The main aim of this study is to research how the leadership and management of ethnically diverse schools advance opportunities that promote a culture of teaching and learning.

1.4.2 Objectives
In pursuit of the above aim, the study will strive to do the following:

• A study and analysis of learner population records and school policy (from 1999 to date) in ethnically diverse schools in Johannesburg North District with a view to determining the nature and extent of changes in the demographic composition of learners (Leeman, 2003:32);

• A quantitative survey of major stakeholders in these schools in order to check ethnically diverse public leaders’
  o Perceptions and responses to these changes and their implication on teaching and learning (Madsen & Mabokela, 2002:2);
  o Problems and needs in the effort to advance a culture of teaching and learning in these schools.

• Check with the people at the coalface, namely, the learners and teachers by using qualitative interviews to assess the effectiveness of the emerging management response as suggested by the school administrators;

• Explore how the leadership and management of ethnically diverse schools advance opportunities that cultivate a culture of teaching and learning;

• Provide recommendations for future studies on aspects relating to how principals of ethnically diverse schools can lead the staff towards creating and maintaining a culture of teaching and learning.
1.5 SIGNIFICANCE OF THE STUDY

The significance of this research lies in the fact that it aims to provide recommendations regarding how school principals and teachers can apply knowledge, skills and values arising from this study to manage the tremendous demands of creating and sustaining a culture of teaching and learning in ethnically diverse schools (Madsen & Mabokela, 2002:1). The recommendations provided may also assist the Department of Education with designing appropriate training and developmental programmes towards these ends.

This study may encourage either directly or indirectly all those involved in education, especially principals, teachers and learners in ethnically diverse schools, to work collaboratively towards a common goal of transforming their schools and achieving high academic performance. This study may, hopefully also assist in stimulating other researchers to conduct research on other aspects of the challenges that face the leaders and managers of ethnically diverse schools.

1.6 RESEARCH APPROACH

Research design refers to the overall approach to the research, the methods and procedures of data collection and analysis that are adopted for a particular study (Zikmund, 2003:65). It can also be described as the course of action and directives that will be employed by the researcher in attending to the research problem (Mouton 1996:107). The raison d’être of a research design is to plan and structure a research project in such a way that validity in terms of the research findings, is maximized (Mouton, 1999:108).

Henning, van Rendsburg and Smit (2004) describe qualitative and quantitative methods of data collection and analysis as design types where meanings of findings are discussed in a phenomenological and statistical discourse respectively. They state that a phenomenological researcher believes that
research participants usually express their lived experience better if allow to do so freely while observing the context of the experience, and in conjunction with the researcher’s intention. This study will therefore adopt a mixed method design, which makes use of quantitative as well as qualitative methodologies as it needs to capture the lived experience, belief and feelings of the participants who are the principals, Heads of Departments (HoDs), teachers and learners, as expressed in their languages, both spoken and written in relation to the context.

The quantitative method of data collection to be used in this study is a set of questionnaires to be filled in by the principals and Heads of Departments. A qualitative inquiry provides room for a set of logical methods which in this study are interviews and document reviews that complement each other. These will be used to construct data and elicit findings that will validate the responses from the quantitative survey and therefore answer the research question and fulfill the research purpose. The above methods permit exploration and access to more information that will be analyzed descriptively and interpretively in conjunction with the findings from the non-empirical literature study for better understanding of the phenomena. This is referred to as a thick description of phenomena (Henning, et al. 2004:6; Twysross & Shields, 2005).

Furthermore, a qualitative method of data collection is used as one of the mixed methods for this study because it is flexible and emergent, and thus provides opportunities for discursively orientated interviews with open-ended questions. It also gives the research a chance to probe the interviewee further if the need arises. This enables the researcher to understand the context of the investigation and yields more information (Henning, et al. 2004: 5). It also permits data collection through observation and analysis of the collected data by describing interactions and developing themes using established theoretical frameworks from reviewed literature.

In conceptualizing this study, the researcher will draw from the social constructivist perspective where knowledge construction involves socializing with
people, cultures, tools and context (Gravett, 2005:21). Therefore, the mixed method design is suitable for this study since it gives room for interaction as the researcher makes use of questionnaires, conducts interviews and review documents. These activities enable the researcher to construct knowledge as she interacts with the research subjects and objects – in this case the school principals, Heads of Departments, teachers and learners on the one hand, and questionnaires, school policy documents, teacher and learner population records on the other. Applying the constructivist approach to this study will help the researcher to understand how the school leadership and management advances opportunities that cultivate a culture of teaching and learning in ethnically diverse schools. This involves interaction between the actors and social reality in context which is a prerequisite for the constructivist approach. In terms of ontology and epistemology therefore, this study adopts the symbolic interpretive framework where reality is subjective and is socially constructed by multiple interpretations of the object of knowledge as described above (Hatch & Cunliffe, 2006:14; Henning, et al. 2004:13 ;).

Methodologically the focus of the approach is on constructing knowledge regarding the understanding of ethnic diversity and the lived experiences and the responses of principals, teachers and learners to teaching and learning in ethnically diverse schools. Therefore, the theoretical perspectives relating to social constructivism, leadership and diversity at schools as described above will be adopted in administering the questionnaires and conducting discursively orientated interviews as well as in reviewing relevant school records. In this context of collecting, analyzing and interpreting data (Henning, et al. 2004:5), the social constructivist approach is appropriate as it foregrounds the notion that knowledge is socially constructed and not discovered.

Henning, et al. (2004:33) asserts that case studies are employed to gain an in-depth understanding of the phenomena under investigation. For this study,
different phenomenological case studies are proposed as they will provide the researcher with a rich critical view, descriptive analyses and interpretive discourses of how the leadership and management of ethnically diverse schools are working towards desired outcomes for teaching and learning.

1.6.1 SAMPLING
Sampling refers to the process of using a small number or part of the total population of possible respondents (which is representative of the whole) under study to obtain information (Mouton, 1996:136; Zikmund, 2003:369). In this study, the population will be individual stakeholders in ethnically diverse schools in Johannesburg North District, with the units of analysis being the principals, Heads of Departments (HoDs), teachers and learners. The specific type of sampling employed in this study is purposeful sampling whereby the researcher consciously selects individuals and sites where the actual information required may be found and an understanding of the central phenomena may be obtained (Zikmund, 2003: 373). Cognisant of the above, the researcher selects four multicultural schools from Johannesburg North District, from each of which, the principal and HODs complete questionnaires. From each school, three teachers and four learners are also interviewed to validate the responses from the school management.

1.6.2. Data collection
The following data collection methods are employed in this study:
1.6.2.1 Questionnaires
Two sets of questionnaires labeled 1 and 2 were used in this study. The first one named “Questionnaire 1” was aimed at getting general information about the schools in terms of learner and staff population, group records over a period of ten years, and the composition of the major teams – including sports and cultural activities – which represent the school (see appendix C). The second questionnaire is named “Questionnaire 2” (see appendix D), and was addressed
to the principals and HoDs of the schools. The aim of this questionnaire was to obtain information on the perceptions, feelings and experiences of school leaders in the process of advancing a culture of teaching and learning in their schools.

1.6.2.2 In-depth individual interviews
Discursively orientated in-depth individual interviews were conducted to provide the researcher with more information that will validate the responses from the school principals and HoDs. In this study, three teachers and four students from each school were interviewed using open ended questions (see appendix E) from an interview guide. Interviewees were probed further as the need arose to encourage independent cognitive articulation (Henning, et al. 2004: 5).

1.6.2.3 Document review
Documents are very important sources of information (Henning, et al. 2004: 99). Considering the research questions and the purpose of the research, the researcher made use of learner population records and school policy documents including the language policy, discipline, learner recruitment, staff recruitment and diversity management policies of all four schools to establish how diversity was being propagated in the vision and mission statements of the schools (Boutte, 1999: 323).

1.7 TRUSTWORTHINESS OF THE STUDY

In the research process, one often desires to achieve credible and trustworthy outcomes. This is particularly important for research in an applied field such as education where research findings could be critical in making decisions that affect many people. The methods used in ensuring trustworthiness in a research study can be fundamentally different depending on whether a qualitative or quantitative approach is adopted. This is due to the subjectivity which is often inherent in qualitative studies as opposed to quantitative studies which are associated with objective approaches. In this study, the researcher employed the mixed method
design comprising of quantitative and qualitative methodologies of data collection. According to Merriam (1998:198) trustworthiness in quantitative studies is established through emphasizing validity and reliability. Furthermore, Driessen, van der Vleuten, Schuwirth, van Tartwijk and Vermunt (2005) argue that in qualitative research, the key indices of trustworthiness are credibility and dependability.

1.7.1. Validity
The validity of a study is the extent to which inferences from the research result are meaningful to the participants and the society at large (Henning, et al., 2004:146). It also refers to the extent to which the instruments used actually investigated what they were supposed to investigate. Merriam and Simpson (2000; 101) assert that validity is asking the question of how the findings of the research corresponds with reality. In this study, the researcher played a crucial role in the collection and interpretation of the data. Seemingly, the understanding of reality in this study depends on how the researcher interprets the participants’ explanation of the phenomena being investigated which in this study is how the culture of teaching and learning is being advanced by school administrators in ethnically diverse schools in Johannesburg North district. Validity is, therefore, the degree to which the interpretations have mutual meanings between the participants and the researcher.

1.7.2. Reliability
The reliability of a research study is described by Mouton (1996: 112) as a dimension of validity and as the main criterion for the collection of valid data. It thus refers to the extent to which the results obtained by the means of research instruments would be similar over different forms of the same instrument or at different occasions of data collection. Twysross and Shields (2005) contend that in qualitative research, rigor replaces validity and reliability as understood in quantitative research. In addition Morse, Barrett, Mayan, Olson and Spiers (2002) write that the need for reliability should remind the researcher to be proactive and
to take responsibility for being rigorous in the research. The main pillars of rigour include credibility, transferability and audit ability (Lincoln & Guba, 1985).

In this study, the researcher employed a proactive strategy as suggested by Morse et. al. (2002) to ensure that the results will be intelligible and relevant on the one hand, and that the findings are consistent and dependable on the other. An audit trail was maintained by thorough documentation of the enquiry process in such a comprehensive manner that enables auditing or even replication of the process if necessary. The audit trail included proper transcription and decoding of the interviews as well as safe preservation of the transcripts and analysis notes. The research report also provides a clear description of the role of the researcher and how the sites and participants were selected during the research project. The researcher adhered to strict ethical standards during the research as will be described in the next section.

1.7.3 Compliance with ethical standards

As the researcher was conducting research at ethnically diverse schools and making use of school documents, official permission was sought and obtained from the appropriate authorities including the Gauteng Department of Education (see appendix A) and the district office of Johannesburg North District (see appendix A). Permission was also sought, via the principals, from the School Governing Bodies [SGBs] (see appendix B) whose duty it is to oversee the governance of the respective schools. In the same vein, permission was requested from participants before interviews were conducted (see appendix B). The aims and objectives of the research proposal were made clear to all the participants, so that they were fully aware of what they were committing themselves to. In addition, participation was completely voluntary and participants could withdraw at any time without obligation.

The participants’ permission was also requested in order for an audio recorder to be used during the interviews in order to record, collect and analyze data
accurately, whilst exercising a high degree of confidentiality and anonymity by protecting their privacy and sensitivity. The researcher further ensured that participants were not placed at risk or in any form of danger, physical or psychological. Being thus informed and reassured, they were requested to provide written consent before participating. Furthermore, participants were informed that upon completion of the study, the recorded information will be destroyed after two years.

1.8 OVERVIEW OF STUDY

This dissertation is presented in five chapters. In Chapter One the background to the research problem, the problem statement as well as the research questions that guides the research are outlined. The aim, objectives and significance of the study are also included here. The research design and methodology, including the sampling and data collection methods that were used to conduct the research are all described in this chapter. Lastly, issues of trustworthiness and the ethical standards which guided the conduct of the study are fully explained in this chapter.

Chapter Two elaborates on the particular theoretical framework within which the research is conducted. These consist of critical perspectives relating to different educational approaches for ethnically diverse schools including those for multicultural education. In addition, the different leadership perspectives for leading and managing ethnically diverse schools with emphasis on transformational and transactional leadership were discussed in this chapter. This multi-dimensional theoretical approach is advocated by Hatch and Cunliffe (2006:11) who claim that an issue can best be dealt with if understood from different perspectives.

In Chapter Three the discussion focuses on the research paradigm, research
design and research methodology including the sampling process, interview strategy and data collection methods used in the research project. The research is based on a mixed method research design comprising of both a quantitative and a qualitative paradigm. The quantitative method required the principal and HODs to fill in questionnaires while the qualitative method was guided by a phenomenological design. This means that the researcher sought to investigate the lived experiences of participants in order to understand and describe what they perceive, feel and experience in the process of advancing opportunities that will cultivate a culture of teaching and learning for all in their schools. In further conceptualizing this study, the researcher drew from the social constructive perspective where knowledge construction involves socializing with people, cultures, tools and context (Gravett, 2005:12).

Chapter Four dealt with the analysis of the data. In this chapter, the findings from the empirical investigation which involved the administration of questionnaires and the conduct of in-depth interviews are reported, interpreted and integrated in conjunction with the findings from the non-empirical literature study discussed in Chapter Two.

In Chapter Five, the research findings are then discussed in the context of the theoretical framework for multicultural education and leadership perspectives discussed in Chapter Two. The discussion focused on how the leadership and management of ethnically diverse schools can foster a culture of teaching and learning through multicultural education. Recommendations for further research were also made in this final chapter of the research.

1.9 CHAPTER SUMMARY

This chapter provided an introduction to the research. The background to the research was discussed and the research questions are developed in accordance
with the research problem. The aim and objectives of the research were stated and these preceded the research design and methodology. A breakdown of the five chapters was given. The next chapter will dwell on the literature review to contextualize the research within the boundaries of multicultural education and its significance for South African Schools.
CHAPTER 2
REVIEW OF EXPERIENCES IN MULTICULTURAL EDUCATION

2.1 INTRODUCTION

Chapter one presented the background and orientation to this study. In this chapter, the theoretical foundation of the study will be laid. This chapter will also explore how multicultural education is experienced internationally and in South Africa. Here, different views of multicultural education (and related concepts such as intercultural education and ethnic diversity in schools) are examined with the core objective of highlighting how these concepts have evolved both locally and internationally. The discussion to follow will also investigate the different theoretical constructs that relate to these issues as well as the practical manifestations and implications of the ethnic diversity of schools for school management and leadership.

Firstly, the key external environmental influences impacting on the South African education system are presented. These include the political, legal and cultural backgrounds of the South African education system. Secondly, drawing from the work of Carignan, et al. (2005), three distinct perspectives of multicultural education are illustrated, constituting a significant element of the theoretical framework for this study. Next is a review of the importance of ethnic diversity and identity issues in the South African school's curriculum. This is followed by a review of the implications of ethnic diversity for teaching and learning, the essential reason for the existence of schools. Thereafter, the implications of cultural diversity for school leadership and management are illustrated.
In line with Merriam and Simpson (2000:9-10), the literature reviewed in the areas mentioned above assist the researcher in constructing a conceptual framework for the study analyzing the data, and in demonstrating the relevance of her findings to existing literature.

2.2 THE CULTURAL AND LEGAL ENVIRONMENT OF SOUTH AFRICAN SCHOOLS

2.2.1 Policy and legislative imperatives

The 1994 election led to the birth of a democratic government which inherited a fragmented system of education plagued by discrimination and inequality (Bush & Heystek, 2006:63; Wedekind, 2005:132). The country therefore required a new national system to advance transformation and from then till date, the government has been dealing with the new educational system from a legislative perspective. Several sources including Carignan, et al. (2005), Cross (2004:394), Hofmeyr (2000: 10) and Wedekind (2001; 135), outline some of the systems of laws and principles implemented by the government to advance reforms in the South African educational system. These include the following: the 1996 constitution of the Republic of South Africa; the South African Qualifications Authority Act 58 of 1995; the National Education Policy Act 27 of 1996; South African Schools Act 84 of 1996 and the Abolition of Corporal Punishment Act 33 of 1997. Others are the Educational law Amendment Act 100 of 1997, Further Education and Training Act 98 of 1998 and several white papers outlining new educational policy directions.

The broad aim of the new constitution is to create and maintain a society that promotes social justice, equality and respect for diversity (Cross, 2004:395). From an educational perspective, the constitution provides guidelines as to how the national and provincial governments operate with regards to transforming the education system (Wedekind 2001; 134). According to the constitution of the Republic of South Africa Act No. 108 of 1996, sections 29, 30 and 31, cultural and language diversity is protected and advanced
in schools as everyone has the right to basic and further education and to communicate in the language of choice as well as to engage in their own cultural practices.

The South African Schools Act 84 of 1996 (SASA) focuses on promoting democracy and equity at schools (Carignan, et al. 2005:7; Naidoo, 2005:40;), and advocates the uniform and effective governance of public schools. Accordingly, the authority to govern is vested upon the School Governing Body which is comprised of the principal, co-opted members and elected members who should include parents of learners, staff members and learners themselves. SASA seeks to provide every learner with the opportunity to develop to their full potential as well as advance a society that can measure up to world standards (ELRC, 2003).

Educational policies introduced after 1994 to advance the transformation process in the educational system resulted in the categorization of schools into public and private schools (Hofmeyr, 2000:4). In addition, Le Roux (2005:4) notes that there are inherent democratic freedoms which have enabled teachers and learners to move between schools. These movements have been across public and private sectors and previous predominantly black township schools to former Indian, colored or white schools (Hofmeyr, 2005:5). As a result of these movements, schools are increasingly becoming more diverse, meaning in this respect, the presence of variety in terms of nation, race, culture or language within classes of learners (Lemon, 2008:303).

2.2.2 Cultural contexts in South African Schools

Understanding the culture of schools in South Africa requires a view of both the social structures and practices as prescribed by the state in the national curriculum, as well as those of the individual schools, referred to as the formal school curriculum (Cross, 2004:396). The official curriculum is driven by the need to develop economic skills and the construction of a new national identity for new citizens for the new South Africa based on equity (Wedekind, 2001:135). This provides guidelines on how schools should operate on a general perspective. The formal school curriculum is on the other hand
designed by individual schools, and it takes the demands of the national curriculum as well as the context of the school into consideration.

Soudien (2001:32) found that the context of a school is defined by the demands of the different ethnic and cultural groups that make up the school as well as the traditions and practices of the school. In addition, there exists in schools, a non-school based culture referred to as “the informal discourse” which is brought in by the staff and students as a personalized culture and this tends to contrast the school-based culture. This is thus a potential source of conflict and negative influence on teaching and learning (Madsen & Mabokela, 2002:5; Soudien, 2001:32; Wedekind, 2001:166).

Cross opines that in South Africa diversity discourse refers to the peculiar cultural, linguistic and racial dimensions of social relations that obtained during the era of apartheid. Discrimination, during apartheid was enforced on the basis of difference, and the negative implications on diversity may be the reason why some schools do not want to encourage research studies that deal with issues of diversity (Cross, 2001:391). With regards to cultural diversity, the country has a macro-culture that is constitutive of core national values which are shared by all. South Africa also has numerous micro-cultures that are shared by members of particular ethnic groups (Soudien, 2001:33). Within a particular learning environment therefore, these various micro cultures tend to clash, producing a negative influence on teaching and learning.

In South Africa, there are four major racial groups, White, Black, Indian and Coloured, each of which has its own cultural peculiarities. Soudien contends that during the 1950s race as a social category was “supplemented” by the social category referred to as ethnic groups and this led to the identification of thirteen different ethnic groups with distinct cultures (Soudien, 2001:44). This illustrates the idea that social categories are constructed socially along the lines of economic, social and political factors as has been the case in the USA where well-educated Chicanos have succeeded in constructing a new ethnic identity through active participation in political matters (Borman, et al. 1995:4).
Schools in South Africa have been instrumental in establishing the apartheid era hierarchy – in the order, White, Indian, Colored and Blacks – as the government of the day used an identical system to promote its agenda (Soudien, 2001:106). Hence, Soudien refers to schools as sites being acted upon on one hand, and on the other as terrains for action by the dominant group to propagate its superior culture. This, Soudien argues, results in the marginalization of other groups (considered as minorities) in the form of cultural “assimilation” or “acculturisation” as has been reported in the United States of America (Shimahara, Holowinsky & Tomlinson-Clarke, 2001: 2001: 8).

Schools have been associated with preparing the youth for the world of work (Cross, 2004:394) and as such the inherent inequality of the schooling system played to the advantage of subjects of the dominant culture. Therefore, schools as a microcosm of the larger society experienced frequent conflicts and radical civil unrest that eventually led to the formation of a new government which now seeks to promote diversity. Starkey writes that schools in South Africa are ethnically diverse with students from different ethnic groups coming together with different cultural, language and religious features (2008:6). History has it that the minority groups usually experience discrimination and inequality. This has been the case in black township schools which experienced discrimination and inequality in the days of apartheid (Hofmeyr, 2000: 10; Naidoo, 2005: 3). The inequality has been expressed through limited access of minority groups to necessary resources at schools and lack of opportunities for participation in decision-making leading to the dominant groups deciding on what they consider to be good for all, a source of the challenges which is eroding the culture of teaching and learning in schools (Maruatona, 2005:7).

2.3 CHALLENGES IN PROMOTING ETHNIC DIVERSITY IN THE SOUTH AFRICAN SCHOOLS

2.3.1 Defining ethnicity

The Cambridge Dictionary of Sociology (2006: 223) defines ethnicity as “concepts describing groups of people who share culture as can be reflected in food, language,
music, literature, art and folkways”. Ethnicity can therefore be a source of cohesion as the notion represents social relations that promote pulling together between individuals who are deemed to belong to the same ethnic group.

2.3.2 Challenges facing ethnically diverse schools

In multicultural schools, students from different ethnic groups with diverse characteristics such as language and culture come to experience teaching and learning in the same place. Lemmer, (2002:38) contends that language is very important in the teaching and learning process as it provides epistemological access to students as well as teachers. Therefore, it becomes a challenge to meet the needs of these multilingual learner bodies that characterize ethnically diverse schools. Le Roux (2005: 4) concurs that the post 1994 democratic government advanced new educational policies with inherent democratic freedom which have enabled teachers and learners to move between schools in both public and private sectors and predominantly from black township schools to former Indian, colored and white schools which are state owned (Hofmeyr, 2005:5; Vandeyar, 2010:343). As a result of this movement, schools are increasingly becoming more diverse. These changes have placed tremendous demands on school principals (Leeman, 2003:43) and teachers who have to deal with such challenges as culture mismatch in student-student and student-teacher interactions that influence the process of teaching and learning (Gay, 2000:54).

These researchers (Lemmer, 2002:39; Vandeyar, 2010:346) are further of the opinion that the authorities in charge of multicultural schools face difficulties in understanding and meeting the language needs of minority learners who have moved to an English medium school. The mainstream society tends to see diversity as an anomaly and this is often detrimental to teaching and learning in multicultural schools (Banks, 1996:8; Lemmer, 2002: 39). Therefore school leaders need to acknowledge the importance of cultural differences among the ethnically diverse group of school participants (Meier & Hartell, 2009:190).
In ethnically diverse schools there are multiple languages and this situation can lead to communication problems within the school community. This is especially so between teachers and students arising from the understandable inability of individuals to understand and speak more languages other than their mother-tongues. This can possibly lead to the wrong assessment of students’ competency. In addition, the behavior of students can as well be misinterpreted by teachers and the school leadership, a situation which can seriously affect teaching and learning negatively (Soudien, 2001:110).

Furthermore, Divine explains that racial violence has been reported in multicultural schools (1999: 34). This has been linked to the inequality, discrimination and racial stereotypes that emerge as students from different ethnic background live and learn in the same vicinity (Giroux, 2000: 13; Soudien, 2001:111). This mixed nature of the school population with multiple cultures and identities has been seen as a potential source of friction, stress and conflict which has had negative influences on interpersonal relations amongst members of the school community (Madsen & Mabokela, 2002:5).

As schools in South Africa are increasingly becoming ethnically diverse, there is a need to initiate and maintain diversity programmes. Wedekind (2001:130) suggests that the Department of Education is not proactive in promoting diversity initiatives in schools; that school policies do not reflect diversity, and that teachers have not been adequately trained on how to deal with diversity issues. She further explains that despite the need to promote ethnic diversity in schools, schools themselves do not promote inter-ethnic relationships and that there is a gap between national goals and practice in schools. Thus there is a challenge to the legal infrastructure and national schools policy to promote integration.

Furthermore, the researchers (Shimahara, et al. 2001:7; Wedekind, 2001:132-145) suggest that the struggle for identity recognition, shortage of classrooms, books and electricity will negatively influence the culture of teaching and learning. The links between national identity and schooling have not been dealt with adequately by
policymakers as South African schools have multiple identities which signifies integration (Wedekind, 2001:134)

Considering the multiethnic nature of South African schools, the official and the formal curriculum are being implemented with some difficulties as students from different ethnic groups have their own cultures that do not conform to those of their respective schools. This situation has placed tremendous demands on school principals (Leeman 2003:43) and teachers who have to deal with problems like culture misunderstanding, misinterpreting student’s behavior and making wrong assumptions that influence the process of teaching and learning, (Gay, 2000:54; Wedekind, 2001:111).

According to Wedekind (2001:110), this increasing diversity requires the transformation of schools in order to meet the needs of the diverse groups. Wedekind (2001:141) and Lemmer (2002: 54) contend that economically weak schools are challenged in maintaining standards and the ethos of the school amid changes. Some of these challenges include the large number of learners admitted especially from disadvantaged schools, teachers not being adequately trained and not having the knowledge of the ethnic backgrounds of learners in classes, and the absence of policies on diversity management at schools. There is also the issue of limited resources, limited knowledge and little experience to deal with the challenges posed by diversity in the school. In addition, teachers are often under the impression that prior knowledge can only be stored in English and such perceptions hinder the relationship between teachers and learners and therefore, language minority learners’ ability to access knowledge (Lemmer, 2002: 51).

Wedekind further asserts that the increase in migration of students has led to the number of students from other communities outgrowing the number of students from the community in which the school is based. These students from outside communities come with a “tone and value system” which is different from that of the school, thus creating a source of problems since the community members who live where the school is based find it difficult to be committed to a school that serves a majority of outsiders who exert a greater influence on the culture of the school (Wedekind, 2001:150). Cross
(2004: 399) maintains that many South African Higher Education institutions have various diversity curriculum initiatives but while they promote understanding of the complexities of diversity in society, very little is being done in developing the skills needed by learners to cope with differences in such institutions.

Having worked at both private and public schools in South Africa over the last ten years, I have observed significant changes in the demographic composition of learner populations across many schools, but especially the ‘ex Model C’ schools in the city centre or at the edge of the city centre with the medium of instruction being English (Le Roux, 2000:2). Dimensions of this changing diversity include race, language, ethnicity, nationality and even the economic background of learners (Boutte, 1999:17). Although some changes have also occurred in the composition of the schools’ staff bodies, such changes appear to have been minimal when compared to changes in the learner bodies (Carignan, et al. 2005:382; Lemon, 2008:305; Wedekind, 2001:155). This observation suggests that across South Africa, more and more non Black African (White, Indian and colored) dominated staff teams now have to deal with more and more Black African dominated learner bodies (Lemon, 2008: 309; Carignan, et al. 2005: 381; Wedekind, 2001:146). As these teachers are not prepared to deal with such changes, the situation poses a potential source of poor performance for both educators and learners.

Furthermore, multicultural schools are linguistically diverse (Carignan, et al. 2005), having in the school population speakers of various languages, from both dominant and minority groups. In this context, it is usually the language of the dominant group that is preferably used as the medium of instruction (Maruatona, 2005: 35), a situation which negatively affects the ability of the marginalized group to learn. Wedekind (2001: 166) continues to argue that although diversity initiatives are available in the school curriculum document, it is evident that very little change has taken place regarding anti-racism programmes in schools. This is especially pertinent considering the fact that the change in learner population can be very drastic as in an instance where it changed from 70% Indian to 80% Black African over a period of only two years (Wedekind, 2001: 149 and 166).
2.4. PERSPECTIVES OF MULTICULTURAL EDUCATION AND THEORETICAL FRAMEWORK

A school, according to Banks & Banks (2005) should provide students with the knowledge, skills and values that will enable them to live harmoniously with others in a diverse society. In addition, the structure of a school can either support or disadvantage the way in which students will learn based on some characteristics such as gender, social class, and the ethnic, racial or cultural characteristics which define them. This has been experienced in different parts of the world including the United States of America (USA), Canada, China, the United Kingdom and South Africa (Banks & Banks, 2005:5; Morrow, 1997:34).

Research in the USA has shown that girls are less likely than boys to participate in class discussions and need to be encouraged by teachers to do so. Furthermore, most immigrants and ethnic groups in Europe, Australia, USA and Canada have had bad learning experiences due to the inequality and discrimination that are embedded in the educational system. Banks and Banks (2005:12) contend that societies are becoming more complex in terms of social, economic and political needs. Therefore, in addition to teaching the basic skills of reading, writing and mathematics, schools should teach about social justice issues where students will learn to become reflective, moral, caring and active citizens as is inherent in multicultural education. Hofmeyr (2000: 11) in her work on the emerging landscape in post-apartheid South Africa asserts that schools should promote diversity as this will prepare students to live amicably in a heterogeneous society. She further argues that the younger generation of students in post–apartheid South Africa seems to integrate more easily than the adults and it is beneficial to all the students and most especially to Black African who now have access to quality education.

Multicultural education incorporates the idea that all students, regardless of their gender and social class, ethnic, racial or cultural characteristics should have an equal opportunity to learn (Banks & Banks, 2005). Banks and Banks further describe multicultural education as a reform movement that is trying to change educational
institutions so that students from all social classes, genders, races, language and cultural groups will have equal opportunity to learn (Hofmeyr, 2000: 13; Banks & Banks, 2005: 22).

Multicultural education has been used in the United States to address the differentials in the educational outcomes for minority and majority students (Banks & Banks, 2005). Schools are closely connected to the society that they serve, and mirror the issues of the society. Changes in the society affect the schooling system. Therefore, the teaching and learning of diverse students with different cultural and life experiences cannot be seen as the responsibility of the school alone (Borman, 1995:18). In addition, students, teachers, families and the community should work cooperatively in dealing with the challenges that accompany the changing demography and increasing cultural diversity that is being experienced in South African schools and worldwide (Wedekind, 2001:194).

Bilingual education is an important aspect of the educational system in an ethnically diverse society (Banks, 1996: 133; Lemmer, 2002: 39). Xing and Yanhneng (2001:261-277) describe it as a “growing global phenomenon and a symbol of human progress”. This is due to the fact that it supports cultural diversity and nation building, coordinates language development, encourages effective communication among the different ethnic groups as well as advances the modernization of the country. This has been experienced in different parts of the world including China, the USA, Wales and South Africa just to mention a few (Banks, 1996: 133; Borman, 1996: 115; Lemmer, 2002: 39).

China is an ethnically diverse nation with Mandarin as the national language and with different minority languages. Cultural assimilation has been practiced in China with Mandarin as the only medium of instruction, a situation in which the other minority languages are disregarded. This has resulted in the poor performance of students generally, but especially among the minority language students (Xing & Yanheng, 2001:261).
According to Xing & Yanheng, (2001:268-271) an “audacious” attempt to introduce educational reforms in China in the late seventies led to the development of a new model of language education including the transitional approach and the maintenance approach. The transitional approach allowed for different ethnic groups to speak and write their home languages especially in the lower grades, with a subsequent introduction of the widely spoken Mandarin in the higher grades of primary school and middle school. The maintenance approach avail some language minority groups the opportunity to use their home language as a medium of instruction alongside Mandarin, from primary schools through the university. This is said to have had a positive influence on teaching and learning in China (Xing & Yanheng, 2001:261).

In addition, the government also developed a policy that allows the minority students to enroll in grades lower than those of their counterparts of Mandarin speaking. This move was necessary as it provided the minority students the opportunity to upgrade to the required standard language as they progressed through the educational system (Xing & Yanhneng, 2001:264).

Although schools are important for learning (Volmink, 2008:193), they also provide opportunities for the characteristics of diversity to become expressed in the form of hatred, mistrust and conflicts (Starkey, 2008). It is usually preferable to have ethnically diverse staff to represent a diverse student population which recognize multiple identities as this will promote the personal development of pupils as well as provide a source of motivation for learners as they regard teachers as role models (Kiwan, 2008; Lemon 2008:304; Volmink, 2008:193).

Citizenship education promotes human dignity and equality of rights and can be taught in schools in order to change attitudes, perception and behaviour with the potential to dispel the misunderstanding and mistrust which often degenerate into conflicts thus resulting in negative influences on teaching and learning (Starkey, 2008:10).

Multicultural education seeks to maintain justice and equity and if promoted in schools, can propagate social change (Gay, 2003:122). In multicultural schools, classroom
instructions can occur through “culturally responsive pedagogy” which recognizes the cultural orientation of the ethnically diverse students (Gay, 2000: 29). This is similar to the “life encapsulating lesson” described in Vandeyar (2010:356). This instructional strategy when successfully used will enhance the process of teaching and learning for all (Banks & Banks, 2005:22). Intercultural education has been used to direct ethnically diverse institutions (Fase, 1994:34) and it acknowledges multiple identities of learners as well as recognizes diversity which manifests in different ways (like race, culture, language and religion) that shape diverse experiences (Giroux, 2000:22).

Through intercultural education, school leaders can promote social justice, equity, equality, tolerance in all aspects of education to achieve better performance for all learners irrespective of cultural affiliation (Carignan, et al. 2005). Therefore, there is a need for school leadership and management to recognize the diverse nature of school populations and provide avenues for management and teachers to avail the appropriate skills, attitude and knowledge to reform the school (Bush & Heystek, 2006:64; Pena, 1996).

Three perspectives of multicultural education have been identified in ethnically diverse schools (Hoffman 1996 & McLaren 1995 in Carignan, et al. 2005: 382). The first is the traditional perspective which regards culture as fixed and promotes racism (Starkey, 2008:34). This perspective is portrayed as a superior universal culture, leading to the perpetuation of the established group’s hegemony and the reproduction of mainstream norms and values without taking into account the micro cultures of the minority groups. In this situation, culture is viewed as unchanging and society as static (Banks, 1996:1; Vandeyar, 2010: 356)

The second category is the liberal perspective which accommodates change through curriculum reform, acknowledges multiple identities and combats discrimination based on ethnic differences. It promotes cultural pluralism and sees culture as dynamic and flexible. In addition, it interrogates discrimination based on physical/ethnic differences, supports diversification of the curriculum, adapting different teaching styles and perceives the world as being sensitive to development. Liberal multicultural education
accommodates social diversity and differences between different social groups. It promotes individual and collective identities, opposes oppression, and promotes tolerance and acceptance (Morrow, 2007: 166; Jackson, 2004).

The third perspective is radical multicultural education which seeks to stop oppression and injustices and to promote education which addresses the needs of diverse cultural groups. This radical perspective attempts to resist capitalist values relating to blind mass consumption of a dominant view that supports inequality. The aim is to eliminate oppression of one group by another, and redesign the educational system to reflect the concerns of diverse cultural groups (Banks, 1996:2; Banks & Banks 2005:12;). It involves students in democratic decision-making, involves minority parents with school and local community action projects, and promotes diverse racial, gender and disability groups in non-traditional roles. It takes on a reconstructionist perspective to promote equity and accessibility to a rich and sound curriculum by all, denunciates injustice and oppression and favours communication, relations, interaction and interdependency among cultures.

2.5. THE IMPORTANCE OF DIVERSITY IN THE SA SCHOOL CURRICULUM (IDENTITY ISSUES)

Some countries, like the UK and France have a centralized curriculum while in others such as Holland schools are given autonomy in designing the structure and content of the curriculum (Leeman, 2003:32). In South Africa, the case is different where there are two types of curriculum, the national curriculum and the school-based curriculum. Wedekind, (2001:135) admits that the historic post-1994 democratic government brought about some curriculum reforms which involved designing a national curriculum by rationalizing and consolidating the existing syllabus with the aim of having a single national core syllabus informed by the principles derived from the White Paper on Education and Training (1995), South African Qualifications Act (no. 58 of 1995) and the National Education Policy Act (No. 27 of 1996). Hence, South Africa’s recent national curriculum has embedded in it, the values of the constitution which encourage learners to know, understand and respect the rich diversity of cultures, beliefs and worldviews.
within which a national identity is constructed to unify the new South Africans (ELRC, 2003). The curriculum also provides for modern economic skills that meet national and global economic demands (Wedekind, 2001:135).

The national identity of the new South Africa has been influenced by the constitution, the Bill of Rights and education policies which have worldwide models to portray South Africa as a “modern player” (Wedekind, 2001:159). Hence, the national identity that is being propagated is that which matches modern international descriptions of “rational, egalitarian and productive democracy”. It is these symbols that Wedekind referred to as “weak identifiers” as they provide room for other competing identities. Therefore, promoting this national identity is a difficult task and the state through the educational system has passed on the burden to teachers and principals to prepare youths for life in an open tolerant and modern society with limited assistance (Wedekind, 2001:159).

In addition, transition in South Africa was negotiated through compromises and deals which thus place a limitation to what the state can do to carry out reforms in the education system (Wedekind, 2001:133). The state is thus unable to meet its educational and economic promises. Wedekind refers to South Africa’s new national identity as a forged identity based on abstract concepts which cannot be associated with its actual citizens. Wedekind also recommends that citizenship education be included in the school curriculum, since South African history does not provide symbols of unity which citizens can rely on. He argues further that incidentally, xenophobic emotion has been known to provide this missing unity among South Africans (2001:160).

It has been observed that schools are sites of contestation in which learners are divided. Teachers have a role to unite learners together by promoting social interaction. Hence, the state should not control but rather provide support to teachers in performing this duty in such a way that learners can serve as the “embryonic national identity” for South Africans.
In England, the educational system is controlled by the central state which regulates the curriculum and pedagogic practices in schools (Fitz, 2001:242). This is done such that schools are required to promote educational identities which are referred to as “retrospective identities” that portray national, group and individual identities. As such, the national curriculum in England requires schools to involve in students’ spiritual, social, moral and cultural development to produce learners who are equipped with modern technological knowledge, skills and values that are compatible with the demands of an increasingly diverse and technologically advanced modern society.

The researchers (Fitz, 2001: 246; Tomlinson-Clarke, 2001; 201; Vandeyar, 2010: 356) contend that promoting positive ethnic identification in students will have a positive influence in their overall learning abilities and better performance. In this respect, Wales’s national identity has been promoted in state schools through distinct Welsh worldviews as reflected in school policies, classroom-based policies, cultural events, and displays with Welsh language as a compulsory core subject in the national curriculum. All these have been known to increase effective teaching and learning at schools in Wales (Fitz, 2001:244).

Racial classification remains a legacy of the apartheid regime which separated South Africans into four main categories, Black Africans, Coloureds, Indians and Whites, investing each with separate identities. In addition, ethnic differentiations occur within individual racial groups, and these differences have meant the existence of schools based on ethnicity. These ethnic schools are now increasingly becoming more diverse as most previously White, Indian and Coloured schools are now attracting more Black learners following the introduction of education policies after the 1994 election which allowed for movement of learners between schools (Carignan, et al. 2005).

A child’s understanding of the self and others begins at an early age as she socializes with family and friends and the community. These social experiences influence the child’s construction of a self-image and of her perception of others. Hence, Tomlinson-Clarke (2001: 202) asserts that early positive experiences and interactions are pertinent in developing the child’s individual as well as group identity. Furthermore, membership
of an ethnic group involves shared identity and it provides the individual with a sense of belonging. It involves sharing a common historic origin, traditions and values which are unique and important in developing the individual identity and the ethnic identity. The researchers (Vandeyar, 2010: 352 & Tomlinson-Clarke, 2001: 204) observed that the positive development of one’s ethnic identity enhances one’s overall learning and self-development in an increasingly diverse society. They further argue that subtle negative messages that devalue a child’s ethnic and cultural background could have a negative influence on her construction of self-image, leading to the development of a negative personal identity that can result in unresolved inner conflicts which affect her relationship with others.

2.6 IMPLICATIONS OF ETHNIC DIVERSITY FOR TEACHING AND LEARNING

Globalization and technology in recent times have reduced the distance between people and cultures as information and knowledge is easily accessible resulting in changes in the context of education and the nature of learning (Wedekind, 2001:193). Shimahara, et al. contend that South Africans of different ethnic backgrounds must learn to tolerate, accept, respect and appreciate the differences of others in order to promote national unity (2001: 8). Therefore, schools need to teach learners the knowledge, skills and attitudes and values needed to function effectively within the school and the multi-ethnic society (Banks & Banks, 2005: 11; Hofmeyr, 2000: 18-20). In addition, Lemmer (2002) contends that the educational environment should be managed such that it allows the learner to develop and maintain both first and second languages in the most effective and beneficial ways. She further suggests that teachers should learn about how first and second languages are acquired and the impact of language diversity on teaching and learning (Meier & Hartell, 2009:189).

When learners of different ethnic groups come together, they come with a wealth of cognitive, social and linguistic skills (Lemmer, 2002:39; Meier & Hartell, 2009: 189) and these could be used by teachers (Vandeyar, 2010: 358) to provide an opportunity for learning, understanding and respect of different cultures which in turn, can promote the culture of teaching and learning in schools (Hofmeyr, 2000: 20; Wedekind, 2001:139).
Lemmer also proposes that school policies and practices should be developed to utilize the knowledge and skills that learners possess in their first languages while providing them with appropriate instruction in English (Lemmer, 2002: 39). This is similar to the transitional approach, a model of language education that has been used in China. This approach allows learners in the lower grades to utilize the knowledge and skills they possess in their first language, while providing them with appropriate instruction in Mandarin. Subsequently they are fully introduced to the widely spoken Mandarin in higher grades of primary school and middle school; a process that allowed for the transition from native language to Mandarin (Xing & Yanheng, 2001:261).

Chamot (in Lemmer, 2002:48) uses the analogy of an iceberg as represented by Baker to show how minority language learners can communicate fluently but find it difficult to use same language skills to interpret academic content, a situation which has a negative impact on their performance at school as the figure below demonstrates:

Figure 2.1: The iceberg model linking language skills and cognitive processing

Source: Lemmer, (2002:49)
Baker in Lemmer (2002: 49) further makes the distinction between context-embedded and context-reduced communication. In the former, he argues that when a teacher supports and guides learners using simple and concrete aids that relate the lesson to the learners’ life world, this facilitates a sound understanding of what is being communicated. Context-reduced communication on the other hand, has few learning support materials to convey meaning and is cognitively more demanding, hence, the learners find it difficult to understand lessons. This is represented in the diagram below.

Figure 2.2: Contextual support and cognitive involvement

Source: Lemmer (2002:50)

Lemmer (2002:50) concludes that effective communication requires both the interpersonal communication skills and the language skills needed to access academic content. Therefore, teachers should pay attention to the learning support material that is employed to facilitate the learning process during lesson delivery.

More recent studies (Madsen & Mabokela 2002:4) show that some teachers and principals have adopted the “raceless” and “all-learners-are-equal approach” to treat the learners equally. This approach can be explained from the point of view that it ignores
the racial classification of the apartheid regime. This can be good as teachers develop positive attitudes towards all learners but at the same time can be detrimental because it tends to maintain the dominant culture inherent in the school ethos (Meier & Hartell, 2009:180; Wedekind 2001:146). The researchers suggest that differences among learners should first be identified and acknowledged in order to deal with the challenges posed by these differences to teaching and learning (Meier & Hartell, 2009:180; Wedekind, 2001:147).

The situation where there is a change in the population of learners while the population of teachers remains more or less the same, is said to be a source of conflict that has been identified in British schools due particularly to huge differences between learners and teachers in terms of culture (Wedekind, 2001:147). It is therefore necessary for there to be a representative teaching staff population to reflect the characteristics of the student population as this will enable teachers learn about the different cultures and can be utilized to facilitate teaching and learning.

Socio-economic status has been identified as the most powerful predictor of school achievement. Children from families that are educated and economically viable attend good schools and thus start at an early age with pre-school that provides them with a proper foundation in preparation for schooling. Often the parents of this set of children are involved in the teaching and learning process. This is not the case with children from poor homes whose parents are not well-educated and struggle to meet up with the demands of the educational system as well as their own immediate problems of housing, child-care and employment (Lemmer, 2002:56).

Lemmer is of the opinion that schools should design and implement certain strategies that will bridge the gap between parents of minority language learners and the school. She further suggests that schools should implement effective diversity management programmes which will require teachers to carryout short home visits to the learners at the beginning of the year to get an understanding of learners' background which can be utilized in classroom pedagogy to assist teaching and learning (Lemmer, 2002:56).
Living in a society that is becoming more diverse and technologically advanced requires increasing educational attainment for the individual to be able to compete in the job market and meet their social needs. Hence, the lack of equal educational systems that can cater for such demands through the provision of equal opportunities, will mean an exclusion from the economic and cultural core of a diverse society, resulting in an increase in social inequality (Tomlinson-Clarke, 2001; 201). Therefore, Hillis (1996: 289) reasons that a diverse curriculum should be used in schools to give all learners the opportunity to develop holistically.

Tomlinson-Clarke explains the social reflection theory which perceives schools as a reflection of the society. This means that the values of the society are reflected in its schools. Prejudice seen among learners reflects the values of the society as can be observed in our society where the legacy of the apartheid government which propagated separation along racial lines resulted in Whites being portrayed as the “high-status” group and the others as the “low-status” groups. This has been reported in the USA where children have grown to learn that different abilities are associated with the different groups: Whites are associated with “being smart” and “good in business” and Blacks are associated with “being good at sports”. Thus, this has an influence in the self-image of the individual learners and consequently, on the way they learn (Tomlinson-Clarke, 2001; 205).

It is important for children to be exposed to positive experiences and interactions since these help them develop an appropriate identity and positive self-image (Tomlinson-Clark, 2001:204; Wedekind, 2001:154). Hillis (1996: 289) asserts that this can be achieved through multicultural education which seeks to reduce prejudice and discrimination.

Children learn about their culture and build their identity as they socialize in the families and the community (Lemmer, 2002: 48). Parents should therefore undertake to teach the culture of their ethnic group to their children. Awareness of one’s ethnic identity and positive self-image can increase the ability to learn in the midst of diverse educational
experiences. It also enhances effective functioning of the individual in the broader society (Tomlinson-Clark, 2001:204).

It is important to have an understanding and value of one’s culture in order to be able to have an understanding and appreciation of the cultural differences that exist in a diverse society (Tomlinson-Clarke, 2001:205). One needs to understand oneself in relation to the cultural characteristics by which we defined ourselves and by which the society defines us in order to better understand our relationship with others. Therefore, teachers in ethnically diverse schools need to have an understanding of the background of the child to be able to assist the child in learning. This can involve understanding the interrelationships between the student, the family and the community (Tomlinson-Clarke, 2001:207).

Le Roux, (2000:1) maintains that the extent to which multicultural education will succeed depends largely on the knowledge, attitudes, views and conduct of the teacher as initiator, facilitator and manager of the educational and learning practice. As such, Banks and Banks (2005: 22) and Wedekind (2005:154) maintain that teachers need to change their negative attitudes towards different ethnic and cultural groups, and gain more knowledge about diversity to be able to assist the teaching and learning of the diverse learner population.

Therefore school administrators have to lead by having appropriate consultation strategies that will get teachers to change their mind-set and to regard the cultural diversity of learners as different strengths which they bring to school from their families and communities, and which can be useful resources for the teaching and learning process (Borman, 1995: 2; Pena, 1996: 316; Winberg, 2006:166)

Teachers can as well make use of different instructional strategies to effect teaching and learning in schools with diverse demographics. Some of these will include person-centred communication, functional communication and dialogic and interpretive pedagogy which can only occur in a situation of mutual trust and acceptance (Jackson, 2004:4). In addition Stobart (2005) insists that assessment is fundamental to teaching
and learning and in an ethnically diverse school a fair assessment should meet the needs of the heterogeneous school population.

Multicultural education is a type of transformative knowledge that challenges the institutionalized mainstream knowledge and propagates diversity. Banks (1996:5) advocates that students should be taught to become critical and creative thinkers, to involve in debates about knowledge construction, and to create their own interpretations of the past and present as well as to identify their own positions, interests, ideologies and assumptions. Therefore, as schools are becoming ethnically diverse, curricula oriented towards transformation should be adopted such that students are exposed to the different types of knowledge (Banks, 1996:8) to assist in developing the knowledge, skills, values and attitudes that are required to meet the political, social and economic needs of the diverse society.

2.7. THE IMPLICATIONS OF ETHNIC DIVERSITY FOR SCHOOL LEADERSHIP

Schools in South Africa are increasingly becoming ethnically diverse and although schools are important for learning (Volmink, 2008:193) they also provide opportunities for the characteristics of diversity to become expressed in the form of hatred, mistrust and conflicts (Starkey, 2008). Recent studies have labeled the challenges faced by multicultural schools as the unintended consequences of many education policies, including the new policy framework of school fees exemption and open admission (Hofmeyr, 2005; Pena, 1996: 316). In addition, poor learners’ results have also been associated with school’s operations amidst increasing class sizes, teacher retrenchment and limited resources. And as the research by Bush and Heystek (2006:74) and Hofmeyr (2005) have indicated, many school principals do not seem to have answers to the depreciating culture of teaching and learning.

It is pertinent for leadership and management of schools to acknowledge diversity in order to deal with its inherent challenges (Madsen & Mabokela, 2002:2) which include encouraging integration as well as building and advancing a culture of teaching and learning. Shimahara, et al. (2001, 8) opine that integration is essential for schooling in
South Africa, and that diverse curricula are needed to achieve this. Wedekind (2001:155) also asserts that some schools have successfully integrated due to the positive attitude of teachers and support from the Department of Education as well as support from parents. Kiwan, (2008), Lemon (2008:304) and Volmink, (2008:193) concur with this view as they observe that, to cater for a diverse student population, it is usually preferable to have ethnically diverse staff members who recognize multiple identities, as this promotes the personal development of pupils and provides as well a source of motivation for learners who come to regard teachers as role models.

Through intercultural education, school leaders will promote social justice, equity, equality, tolerance in all aspects of education to achieve better performance for all learners irrespective of cultural affiliation (Carignan, et al. 2005: 383). Therefore, there is a need for school leadership and management to recognize the diverse nature of school populations and provide avenues for management as well as teacher development to avail the appropriate skills, attitude and knowledge to reform these schools (Bush & Heystek, 2006: 64; Pena, 1996).

Wedekind, (2001:155) argues that principals of some township schools did not see the need to have issues of culture and race as well as multicultural programmes included in the curriculum because their schools have only one race group. Moreover, they felt that such programmes were not good for open schools, and that the main focus was on demographic integration of the schools. With such an approach, learners from such schools will not be equipped with the knowledge and skills to deal with the challenges of the diverse open society which is envisioned by the state (Wedekind, 2001: 156-157).

Banks (1996:8) states that multicultural education should be encouraged in ethnically diverse schools. The extent to which multicultural education will succeed depends largely on the knowledge, attitudes, views and conduct of the individual teacher as initiator, facilitator and manager of the educational and learning practice (Le Roux, 2000:1). Therefore, school leaders have to lead by having appropriate strategies that will get teachers as well as learners to regard cultural diversity as a useful resource that
can be utilized to foster the culture of teaching and learning at schools (Pena, 1996: 316).

Some examples of functional areas of school leadership and management include financial management, discipline, extra-curricular activities and working collaboratively with school participants. Others include establishing high educational standards, improving performance in teaching and learning with respect to instructional development, curriculum development and implementation as well as assessment and evaluation. Bush and Heystek (2006: 6-74) are unanimous in their observation that principals focus more on financial/staff management and governing body related issues, and pay less attention to fostering a culture of teaching and learning, a situation which contributes to the gradual erosion of the culture of teaching and learning in schools.

The extensive research of a number of critics, reveal that the development of school leadership and management will provide the educational system with opportunities for developing diversity initiatives. These benefits include appropriate skills, attitudes and information for the development of such initiatives as forming school diversity teams and various development programmes that will involve teachers, staff, students, parents and community members in schools structures. Research has identified these as processes that are necessary for the development of structures that provide a supportive and enabling environment for teaching and learning in ethnically diverse schools (Bush & Heystek, 2006; Henze, Katz, & Norte, 2000: 202; Pena, 1996: 323; 1999; Volmink, 2008:193).

To achieve the above requires an understanding and proper application of the different leadership perspectives that exist. In addition, Sahin (2004: 388) investigates the influence of transformational leadership, participative leadership, and transactional leadership as different leadership perspectives in empowering, restructuring and coaching school leaders in advancing a culture of teaching and learning in multicultural schools.
In transformational leadership the principal involves the subordinates in decision-making through two-way communication, and provided opportunities for creative thinking and staff development. This results in greater staff commitment and higher performance. In addition, Henze, et al, (2000: 196) state that school principals need to come up with proactive measures in dealing with the inter-group conflicts that are associated with ethnically diverse communities. On the other hand, transactional leadership represents the traditional task and reward relationship between principal and staff, and does not allow for professional staff development. Hence, the low motivation and less commitment of staff to performing designated task that characterize this approach (Sahin, 2004: 390). Sahin however notes that most school principals implement the former – transformational – style.

Lemmer, (2002:53-54), in her research on fostering language development in multicultural schools in South Africa, recommends that school should adopt a supportive school leadership style where all school participants including school governing bodies, parents, students, staff and community members are involved in compiling and implementing school policies on diversity management. She adds that the principal should play a crucial role in this process. This idea is supported by Bush and Moloi (2007:55) who assert that cross boundary leaders requires appropriate support from the department of education and from the school community.

Lemmer (2002: 54) and Pena (1996: 323) also recommend that all school leaders should do research and gather knowledge of appropriate instructional strategies. These, they suggest, should be communicated to teachers and other school participants in order to foster a culture of teaching and learning in the schools. There is further indication from research results that principals who are members of minority groups serve as powerful role models to learners. This category of principals is therefore required to be committed as leaders in the process of carrying out certain tasks relevant to the desired reforms. These include employing teachers who are trained in dealing with diversity issues, and to develop a mission statement which provide guideline for the
goals of the school and gives direction to the school (Bush & Moloi, 2007:55; Lemmer, 2002: 54; Madsen & Mabokela, 2002: 4).

2.8 SUMMARY OF MAJOR FINDINGS

In this chapter the different views of multicultural education and ethnic diversity in schools are explored. The core objective was to highlight how these concepts have evolved both locally and internationally. Theoretical constructs as well as the practical manifestations and implications of the ethnic diversity of schools for school management and leadership were captured. The discussion commenced with the key external environmental influences impacting on the South African education system. These include the political, legal and cultural backgrounds of the South African education system.

Drawing from the work of Carignan, et al. (2005: 383), three distinct perspectives of multicultural education namely traditional, transitional and radical multicultural education were illustrated and these will constitute a significant element of the theoretical framework for this study. The discussion then reviewed the importance of ethnic diversity and identity issues in the South African school’s curriculum. This was followed by a review of the implications of ethnic diversity for teaching and learning, the essential reason for the existence of schools. Thereafter, the implications of cultural diversity for school leadership and management were illustrated.

The next chapter will focus on the research paradigm, research approach and research methodology that guided the research.
CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter explored the existing work on teaching and learning in ethnically diverse schools. The intention of the literature review was to contextualize the research within the boundaries of multicultural education and to highlight how these concepts have evolved both locally and internationally. The focus of this research was to collect data from ethnically diverse schools regarding the perceptions, feelings and experiences of the participants about fostering a culture of teaching and learning in their schools. The theoretical constructs as well as the practical manifestations and implications for school management and leadership in ethnically diverse schools in fostering a culture of teaching and learning were captured in the preceding chapter.

In this chapter the researcher discusses the research paradigm, design and methodology used to conduct the research project. The sampling process, data recording methods and means of data analysis are as well explained. In order for the researcher to accumulate sufficient knowledge and understanding of the research problem and to answer all the research questions, this study employed a non-empirical literature study as represented in the previous chapter and an empirical investigation as presented below.

3.2 RESEARCH PARADIGM

Bentz and Shapiro (1998:87) refer to research as an organized and systematic means of finding answers to questions. Finding such answers can be done qualitatively or/and quantitatively. Craig (2009:12) recommends that it is important to distinguish between qualitative and quantitative research paradigms as a starting point in order to understand the collection of information for research purposes. Henning, et al. (2004:32) further describe a qualitative and quantitative method of data collection and
analysis as design types where meanings of findings are discussed in a “phenomenological” and “statistical” discourse respectively. According to Craig (2009:240) phenomenological discourse involves investigating, describing and interpreting the qualities of the phenomenon and statistical discourse, on the other hand, uses hypothesis and quantities to answer the research question.

Craig (2009: 240) defines qualitative research as “a study involving a small group of subjects interacting in a particular environment”. Merriam and Simpson, Patton, as well as Henning, et al. (2001: 39; 2000: 97; 2004:4) characterize qualitative research as that which produces findings from real life settings where the components of the phenomenon unravel the required information freely and naturally, thus, providing a detailed account of the qualities of the phenomenon.

This study, therefore, employed the mixed method design comprising of quantitative methods (making use of questionnaires), and the qualitative methods of data collection and data analysis where meanings of the findings are discussed interpretively and integrated in with the findings from the literature review to provide answers to the research question and problem. The discussion in this section will focus on the mixed method design with emphasis on questionnaires, and reflect on their application as data collecting methods for this study. Similarly, qualitative interview survey is used in this study in order to extend and validate the findings from the questionnaires (Bentz & Shapiro, 1998:97).

The choice of the mixed method design for this study is due to the fact that the researcher has knowledge of qualitative and quantitative research methods, and had to decide on using both methods to provide better responses from participants, considering the nature of the problem (Marshall & Rossman, 1999:118; Mills, 2003:51). Furthermore, recognizing the fact that biases inherent in the use of one method could have a negative effect on the validity and reliability of the research findings, the researcher decided to use both qualitative and quantitative methods of data collection. That being said, the researcher intended to have a clear understanding of the
perceptions, feelings and experiences of the participants in fostering a culture of teaching and learning in their schools’ context. Hence, the nature of the research question to be answered was vital in determining the employed research paradigm (Henning et al. 2004:31).

The multiple methods used for data collection in this study include questionnaires, in-depth interviews and document review that complement one another to yield authentic data and findings that will answer the research question and fulfill the research purpose. The above methods permit exploration and access to more information that will be analyzed interpretively and integrated with the findings from the literature review that were discussed in Chapter Two for a better understanding of the phenomenon. This is referred to as a “thick description” (Henning et al. 2004:6; Twysross & Shields, 2005). Moreover, the produced knowledge will be used by the researcher to make recommendations aimed at enabling school management in ethnically diverse schools develop a supportive and enabling environment for teaching and learning.

Furthermore, the research is placed within a mixed method design because the researcher intends establishing a pattern that will produce dependable knowledge which will help researchers understand the world in which we live as well as stimulate social change (Marshall & Rossman, 1999:118). Merriam and Simpson (2000:98) write that the overall purposes of the qualitative research are to get an understanding of how people make sense of our lives, to explain the process of meaning-making and to describe how people interpret what they experience. The mixed method design therefore, provides this research with a process in which the researcher could understand and interpret the perceptions, feelings and experiences of the principals and deputies, HoDs, teachers and learners at four ethnically diverse schools in Johannesburg North District. What follows is a discussion of the research design and its implication for this study.
3.3. RESEARCH DESIGN

Research design refers to the overall approach to the research, the methods and procedures of data collection and data analysis that is adopted for a particular study (Zikmund, 2003:65). It can also be described as the course of action and directives that will be employed by the researcher in attending to the research problem (Mouton, 1996:107), and the raison d'être for a research design is to plan and structure a research project in such a way that validity will be maximized in terms of the research findings (Mouton, 1999:108).

The research design for this study needed to be interpretative and integrative of non-empirical findings with the empirical findings as the researcher wished to understand and interpret the perceptions, feelings and experiences of school management and leadership in fostering a culture of teaching and learning in four ethnically diverse schools in Johannesburg North district. In addition, the researcher will provide recommendations of how principals of ethnically diverse schools can lead the staff towards creating and maintaining a culture of teaching and learning.

Phenomenology was used as the research design because of its interpretative approach (Henning et al. 2004:32). This study, being based on a mixed method design, was guided by the core principles of the phenomenological research design (Henning et al., 2004:36; Craig, 2009:123; Twysross & Shields, 2005). A brief description of phenomenology follows.

3.3.1. Phenomenology

Phenomenology is defined as “a study of the lived experiences and the way we understand those experiences to develop a world view” (Marshall & Rossman, 1999:112). According to Henning et al., a phenomenological researcher believes that research participants usually express their lived experience better if allowed to do so freely while the researcher observes the context of the experience, and in conjunction with the researcher’s intention. This study, therefore, employed phenomenological
inquiry as it needed to capture the lived experience, beliefs and feelings of the participants who in this case, are the principals, HODs, teachers and learners, as expressed in their language in relation to the context of the study.

Bentz and Shapiro (1998: 96) agree that phenomenology is a person’s construction of the meaning of a phenomenon, as opposed to the phenomenon as it exists externally to the person. Phenomenology attempts to understand the participants’ perceptions and views of social realities. Again, the above view suits this design because it provides the researcher with the necessary approach to an understanding of the data obtained during the in-depth interviews that were conducted with the teachers and students and of the questionnaires filled in by the principals and HODs. Henning, et al. (2004:5) also point out that the phenomenological design is intended to achieve certain objectives. The phenomenological objective in this study is to interpret essential structures of experiences and to give as complete an account as possible of the parts played by the participants themselves. A phenomenological design was therefore, important as it guided the study as the researcher intended to understand and interpret the participants' perceptions, feelings and experiences in fostering a culture of teaching and learning in ethnically diverse schools.

It was established that the intention of the phenomenology is to understand and interpret the phenomena in terms of the participants in order to provide a description of human experiences as perceived by the participants themselves (Bentz & Shapiro, 1998: 96). To follow therefore, is a detailed discussion of the research methodology that was used to obtain the data for the purpose of this research.

3.4. RESEARCH METHODOLOGY

This study employed a mixed method research design making use of qualitative and quantitative methodologies. The mixed method design allows for qualitative inquiry which provides room for logical groups of methods to be used to obtain data for a set of interpretative practices without privileging any individual methodology over others
The researcher employed methods appropriate to data collection necessary to the purposes of the study. These different methods include questionnaires, in-depth semi-structured interviews and document review that not only complement one another but also enhance the legitimacy of the information provided by each participant. Furthermore, the researcher employed the mixed method design in order to reduce the negative effect of biases inherent in constructing authentic data and findings.

Another reason why qualitative research method is used as one of the mixed methods for this study is related to its flexibility and emergence which provide opportunities for in-depth interview with open-ended questions. They also facilitate probing where the need arises, enabling the researcher to obtain a better understanding of the context of the investigation and to determine whether or not to gather more information (Henning, et al. 2004: 5; Marshall & Rossman, 1999:112). This approach also permits the data analysis of the collected data by interacting, interpreting and developing themes and making use of established theoretical frameworks from the literature survey.

In conceptualizing this study, the researcher will draw from the social constructivist perspective where knowledge construction involves socializing with people, cultures, tools and context (Gravett, 2005:21). Therefore, a qualitative research design was suitable as one of the methods for this study since it gave room for interaction as the researcher conducted interviews and performed document reviews – all which enabled a productive process of knowledge construction – as she immersed herself in the process and interacted with all the subjects and objects of the study.

In this case, applying the constructivist approach (interacting with the actors in the context of the study) helped the researcher to grasp how school leadership and management create and support a culture of teaching and learning in ethnically diverse schools in the face of the prevailing social realities.

In terms of ontology and epistemology, this study adopts the symbolic interpretive
framework where reality is subjective and is socially constructed by multiple interpretations of the object of knowledge as described above (Hatch & Caniff, 2006:14; Henning, et al. 2004:13). Methodologically the focus is on constructing knowledge regarding the understanding of ethnic diversity and interpreting the lived experiences and the responses of principals, HoDs, teachers and learners regarding teaching and learning in ethnically diverse schools (Bentz & Shapiro, 1998:35). Therefore, the postmodern theoretical perspectives relating to social constructivism, leadership and diversity at schools as described above will be adopted in executing the discursively orientated in-depth interviews and study of school records. This will be done in the context of collecting, analyzing, and interpreting the collected data (Henning, et al 2004:5), and integrating this process with the findings from the literature review. It is in this context that the process is one of social constructivism since the knowledge produced is not discovered, but rather socially constructed in the course of the researcher’s self-conscious and self-reflexive handling of the data collected (Bentz & Shapiro, 1998:33).

Henning, et al. (2004:33) suggests that a case study is employed to gain an in-depth understanding of the phenomena under investigation. And for this study, different phenomenological case studies are proposed as they will enable the researcher to provide a rich critical view, descriptive analyses and an interpretive discourse of how leadership and management of ethnically diverse schools are handling diversity to maximize teaching and learning. The sampling strategy for the mixed method study will be discussed next.

3.4.1 Sampling

Sampling is referred to as using a smaller number of items or a part of the whole population to obtain information which is representative of the total population under study (Mouton, 1996:136; Zikmund, 2003:369). Due to constraints of finance and time, the size and scope of this investigation were limited and the researcher used sites that were easily accessible and represented the context of the study.
In this study, the population is the participants and objects of ethnically diverse schools in Johannesburg North District with the units of analysis being the principals, HODs, teachers and learners. This study, thus, utilize purposeful sampling because the researcher intentionally selected individuals and sites which provided data containing the information that was needed to get an in-depth understanding of the perceptions, feelings and experiences of school management and leadership in fostering a culture of teaching and learning in four ethnically diverse schools in Johannesburg north district (Marshall & Rossman1999:73; Mills, 2003: 61; Zikmund, 2003: 373).

In recognition of the above, the researcher meticulously selected four ethnically diverse schools – two primary and two high schools – in Johannesburg North District and from each school, the principals and three HoDs filled in carefully proofread questionnaires. Three teachers and four learners were interviewed in each school to obtain qualitative data that hopefully contain the information required to answer the research question which sought to examine management and leadership experiences in fostering a culture of teaching and learning in ethnically diverse schools in Johannesburg North District. In order to get access into the selected schools, the researcher obtained letters of permission from the Gauteng Department of Education as well as from the district office (see appendix A). These letters, together with personal letters of permission addressed to all participants, were presented to the principals. Similar letters requesting permission to interview learners were presented to their respective parents/guardians (see appendix B). Hence, the study involved a total number of 44 participants.

Questionnaires were filled in by the principal and three HoDs in order to provide data that was rich in perceptions, feelings and experiences in fostering a culture of teaching and learning in the context of their respective schools. The three teachers from each school that were interviewed also provided data in which they expressed their perceptions, feeling and experiences in advancing a culture of teaching and learning in their schools. Teachers with varying degree of experiences at the school were selected.
While some had ten years or more of experience, others had no more than three. This was done in order to collect a rich and diverse data.

The selected teachers and learners were from different ethnic groups including Black African (South African and non-South African), Coloured, Indian and White backgrounds. This was a strategy to generate a rich and diverse data as well. Thus, the three teachers and four learners interviewed from each school, provided data that was rich in information as they expressed a wide range of perceptions regarding the purpose of the study.

3.4.2 Document review

Documents are very important sources of information (Henning, et al 2004: 99), and considering the research question and the purpose of the research, the researcher made use of learner population records and the school policy documents that included language policy, discipline, learner recruitment, staff recruitment and diversity management policies for all four schools to establish how diversity is addressed in the vision and mission statements of the schools (Boutte, 1999: 323). A letter of request for these documents accompanies Questionnaire 1 (see appendix A) that was presented to the principals.

3.4.3 Questionnaires

In order to carry out the empirical investigation of this study, the mixed method design comprising of the quantitative and qualitative methodologies was employed. The quantitative method involved questionnaires with a few questions of structured response categories and more of open-ended questions (Marshall & Rossman, 1199:129). The questionnaires were filled in by the principals and HoDs and the researcher intended to investigate their perceptions, experiences and feelings in fostering a culture of teaching and learning in ethnically diverse schools. The questionnaires were also used to identify possible problems and needs regarding the avowed aims and objectives of the study.
The researcher visited the selected schools, handed over the two questionnaires to the principals of the school and arranged to fetch them in two weeks. Two sets of questionnaires labeled 1 and 2 were handed over to the principals of the four schools. The first one named Questionnaire 1 (see appendix C) aimed at getting general information about the schools in terms of the learners and staff population records over a period of ten years as well as the composition of major teams, including sports and cultural activities, representing each school.

The second one named Questionnaire 2 (see appendix D) was directed to the principals and HoDs. The aim of this questionnaire was to obtain information on the perceptions, feelings and experiences of school leaders of ethnically diverse schools in advancing a culture of teaching and learning in their schools. Only one of the four schools managed to complete the questionnaires and forms within the two weeks requested with the reason given for the delay. Eventually, it took a little over two months to get completed questionnaires and some of the requested documents back from all the schools, with some being completed by the deputy principals.

3.4.4. Interviews

Lincoln and Guba (1985: 34) describe interviewing as a “conversation with a purpose”. Marshall and Rossman (1999:108) asserts that qualitative researchers mostly employ a generic in-depth interview which is classified into informal (unstructured) interviews and formal (structured) interviews on the basis of the structure and degree of freedom of the respondent. With unstructured interviews, interviewees are allowed to give their own account uninterrupted and only when they are finished does the researcher ask questions about points brought up in the response that needed clarification (Corbin & Strauss, 2008: 199). Structured interviews, on the order hand, allow for the researcher to design and use the same set of questions to all respondents (Mills, 2003: 59).

Marshall and Rossman (1999:108) compare in-depth interviewing to a conversation with predetermined open-end questions which are meant to elicit responses from the participants about their lived experiences and how these are understood by them.
Based thus on the above-stated view, this study employed in-depth interviewing as one of the methods of data collection as the researcher intended to investigate management and leadership perceptions, feelings and experiences in advancing a culture of teaching and learning in their schools. Henning, et al. (2004: 57) further suggests that in-depth interviewing is a discursively orientated interview which is conducted to provide the researcher with more information. In this study, a total of twenty-eight participants were interviewed making use of open ended questions and probed as need arose encouraging independent cognitive articulation.

The twenty-eight participants interviewed consisted of three teachers and four learners from the four school. The researcher used in-depth constructivist individual interviews to collect data during the research process (Henning, et al. 2004:53). Such in-depth individual interviews serve the study best as they provided opportunities for the participants to elicit individual perceptions, feelings and experiences about promoting a culture of teaching and learning in ethnically diverse schools in Johannesburg North District. The researcher used an interview guide consisting of a set of predetermined open-ended questions (see appendix E) to guide the line of inquiry during the in-depth constructionist individual interviews. The interview guide assisted the researcher to focus conversations on the area of study. The questions were directed to the participants’ perceptions, feelings and experiences about the topic in question (Welman & Kruger, 1999:196). When an interviewee had difficulty in answering the question, or provided only a brief response, the researcher used cues, or prompts to encourage the interviewee to consider the response further. Some of the cues used during the interviews include:

- “OK tell me…….”
- “Could you please elaborate on……?”
- “Ehmmm … ”
- “Could you please explain what you mean by……?”
- “Could you please explain this further?”
- “Thank you, could you please describe…….”
The cues gave the researchers the freedom to elaborate on the original responses and to follow a line of inquiry introduced by the interviewees (Patton, 2002: 372-374; Henning, et al. 2004: 57) In addition, the researcher was aware that distinctive qualitative in-depth individual interviews are the results of rigorous preparation (Lincoln & Guba, 1985). Preparation for the interviews included preparing the questionnaire guide as well as conducting pilot interviews with family members in order to test the recording equipments.

This section has explored the processes of conducting the in-depth interviews for this study. The next section shall discuss the use of questionnaires as quantitative methodology instruments of data collection.

3.4.5. Conducting interviews and recording data

After deciding on employing in-depth interviews and selecting respondents, the researcher then scheduled the interviews for specific times and venues taking into consideration the fact that interviews are temporal activities which have beginnings and endings (Marshall & Rossman, 1999:147). The interviews were scheduled for afterschool hours in order not to interrupt school activities. Each participant had an estimated time of about thirty minutes to engage in purposeful conversation. The venues included the staffroom and board rooms of the selected schools.

The researcher used an interview guide consisting of a set of predetermined open-ended questions (See appendix E) to guide the line of inquiry during the in-depth individual interviews which is aimed at validating the response from the Principals and HoDs as provided through the completed questions.

The data recording method was an important part of the planning process for the interviews. The researcher had the option of either using a notebook to record the data in writing or to do the recording electronically on an audio-tape recorder. Merriam and Simpson (2000:152) warn that note-taking can result in missed information which will
thereby reduce the validity of the data. Note-taking as an option of data collection was eliminated for this study because of the researcher’s limited abilities in shorthand. The researcher also took into consideration the advice of the above mentioned researchers. As such, the chances of losing valuable information were reduced.

Video-recording provides evidence of facial expressions and feelings that were expressed by the interviewee when making responses during the interview. This option was however eliminated as a method of data collection because the researcher would have needed technical assistance (Henning, et al. 2004:74). There was also a possibility that some of the interviewees would not respond naturally if they are videotaped (Merriam & Simpson, 2000:152).

Lincoln and Guba (1985:241) recommended that electronic devices should only be used in unusual circumstances because of their intrusive nature on one hand, and the possibility of technical failure on the other. Patton (2002:380) however feels that tape-recorders are “indispensable” and that they capture data more faithfully that hurriedly written notes might. Marshall and Rossman (1999:148) on their part contend that tape-recorders can be intimidating to the respondent and should only be used with the participant’s consent. Therefore with the informed consent of the participants the researcher used a micro tape-recorder specifically for interviews.

Marshall and Rossman (1999:128) suggest that to minimize the possibility of technical failure, the researcher should always conduct the interview with an extra sets of batteries, cassettes and clean audiotapes, and preferably in quiet surroundings. The recorder used in this study help to produce high quality transcripts that served as primary data for eventual analysis. A stop-watch was also used to maintain the estimated time of roughly thirty minutes for each respondent.

In the previous section of this chapter, the methods that were employed during the research process were explored. In the next section, the process of analyzing the data obtained from the interviews will be examined.
3.5 DATA ANALYSIS

This section focuses on analyzing and interpreting the data collected from the various sources – questionnaires, interviews and document reviews. The researcher intended to interpret and evaluate the data in conjunction with the findings from the literature review of Chapter Two of this study, in order to provide answers to the research questions and to satisfy the research purpose. Marshall and Rossman, (1999:151) refer to data analysis as the systematic process used to identify essential features and relationships that exist in a mass of collected data. It is a way of transforming the data through interpretation. According to Merriam and Simpson (2000:11) and Henning, et al. (2004:128), qualitative analysis transforms data into findings, and these lead to conclusions on the original research question or problem. The researcher was interested in discovering the bigger picture or a “thick description” of the perceptions, feelings and experiences of management and leaders in fostering a culture of teaching and learning in ethnically diverse schools (Henning, et al. 2004:128).

The documents requested from the principal were to cross-check and validate the initial responses obtained from the questionnaires. This involved the principals and HODs, and entailed inspecting school records and the two sets of questionnaires which aimed at investigating the problems, needs, perceptions and experiences associated with advancing a culture of teaching and learning in these ethnically diverse schools. The in-depth interview of the teachers and students was employed in order to extend and validate the findings from the questionnaires. The findings from the empirical investigations are reported, interpreted and integrated in conjunction with the findings from the non-empirical literature study discussed in Chapter Two to provide answers to the overarching research question posed in paragraph 1.2 of the first chapter of this research report.

In analyzing the data, the researcher will use three-step coding grounded theory strategies to encode the data gathered from both interview transcripts and questionnaires. These coding strategies comprised of open, axial and selective coding. Open coding involves reading through the transcription thoroughly, identifying
meaningful phrases that are related to the research questions, and labeling and clustering similar phrases together into categories based on recurring regularities. Axial coding will be implemented where the categories are grouped and connected to form themes on the basis of the relationship between categories. The next coding strategy is selective coding which entails selecting core strategies and relating these to other themes that lead to sub-themes within the research project (Henning, 2004:131).

After establishing the themes and sub-themes, data analysis proceeds largely by drawing comparisons or contrasts between evidence from field surveys and the literature review as well as by drawing inferences from responses from the various schools or from individual respondents. This will be guided by the themes and sub-themes that are derived, and also by the study’s theoretical framework provided by the tripartite perspectives on multicultural education identified as traditional, liberal or radical multicultural respectively by (Banks & Banks, 2005: 22)

3.6 THE RESEARCHER AS AN OBJECTIVE AND DISCIPLINED SUBJECTIVE INTERPRETER

In any quantitative or qualitative study, the role of the researcher is very important since, as a human being there is a possibility of becoming subjective while in the process of interpreting the research findings. Denzin and Lincoln (2000:389) stress the significance of the researcher’s role in the research process as nobody else is in the same position to possibly interpret the data as well as the researcher herself. Denzin and Lincoln (2008: 31) further assert that all research is interpretive and that investigators have their own convictions about the world and how different phenomena should be understood and studied. They argue that these personal beliefs have the potential to influence research questions and research findings (Denzin & Lincoln, 2008:31). In this regard, the researcher’s personal experience may be viewed as influential in the research findings on the one hand, but also conducive for the development of an understanding of the phenomena being studied.
This study employed the mixed method design with components of both quantitative and qualitative approaches which assume totally objective and subjective responses respectively. The researcher intended to understand the participants’ perceptions, feelings and experiences in advancing a culture of teaching and learning in ethnically diverse schools by interpreting findings of empirical investigation and integrating these with the findings from the literature review to provide answers to the research questions. Thus the researcher is required to interpret as accurately as possible the phenomena as perceived by the participants while refraining from any pre-given framework, but remaining true to the evidence. Therefore, it is important for the researcher in this study to try as much as humanly possible to remain subjectively disciplined in the analysis and interpretation of the research data.

3.7 TRUSTWORTHINESS OF THE STUDY

In carrying out research, one always desire to achieve credible and trustworthy outcomes. This is particularly important for research in an applied field such as education, where findings could be critical in making decisions that affect many people. The various methods used to ensure trustworthiness in a research study can be fundamentally different depending on whether a qualitative or quantitative approach is adopted. This is due to the subjective nature of qualitative studies on one hand, and the objectivity associated with quantitative studies on the other.

In this study, the researcher employed the mixed method design comprising of quantitative and qualitative methodologies of data collection. According to Merriam (1998:198), trustworthiness in quantitative studies is established through emphasizing validity and reliability. Driessen, van der Vleuten, Schuwirth, van Tartwijk and Vermunt (2005) take the point further by adding that for qualitative research, the key indices of trustworthiness are credibility and dependability.

3.7.1 Validity

The validity of a study is the extent to which inferences from the research result are meaningful to the participants and the society at large (Henning et al., 2004:146). It also
refers to the extent to which the instruments used actually investigated what they were supposed to investigate. Merriam and Simpson (2000; 101) state that validity is asking the question of how the findings of the research corresponds with reality.

In this study, the researcher played a crucial role in the collection and interpretation of the data. The understanding of reality in this study thus depends on how the researcher interprets the participants’ explanation of the phenomena being investigated which is in this case is how the culture of teaching and learning is being advanced by school administrators in ethnically diverse schools in Johannesburg North district. Validity is, therefore, the degree to which the interpretations have mutual meanings between the participants and the researcher.

### 3.7.2 Reliability

The reliability of a research study is described by Mouton (1996: 112) as a dimension of its validity which is the main criterion for the collection of valid data. It thus refers to the extent to which the results obtained by means of different research instruments would be consistent, and how this differs from results obtained using the same instruments at different occasions of data collection. Twysross and Shields (2005) contend that in qualitative research, rigour replaces validity and reliability as these features are understood in quantitative research. In addition Morse, Barrett, Mayan, Olson and Spiers (2002) argue that considerations of reliability should remind the researcher to be proactive and to take responsibility for a rigorous study. The main pillars of rigour include credibility, transferability and audit ability according to Lincoln and Guba (1985).

In this study, the researcher employed a proactive strategy as suggested by Morse, et al. (2002), to ensure that the results will make sense and that the findings are consistent and dependable. An audit trail was maintained by thorough documentation of the enquiry process in such a comprehensive manner that enables auditing or even replication of the process if necessary.

The audit trail further includes the transcriptions of the interviews and analysis notes. The research report also provides a clear description of the role of the researcher and
how the sites and participants were selected during the research project. The researcher also adhered to strict ethical standards during the research as will be described in the next section.

3.8 COMPLIANCE WITH ETHICAL STANDARDS

Since the research required the extensive involvement of schools – staff, students and sensitive records – it was necessary to seek permission of the relevant statutory authorities, which in this case included the Gauteng Department of Education and the district office of Johannesburg North District. Permission was also properly sought from the SGBs through the principals, as these bodies also have key oversight roles over schools. The permission of individual participants was equally requested. The research aims and objectives were clearly explained to all participants, so that they became fully informed of their commitment.

Besides, participants were made aware that their participation was voluntary and that they have to give written consent of their participation. They were also informed that they could withdraw their consent at any time without obligations. The researcher ensured that during the course of their involvement in the research process, participants were not placed at any risk or any form of danger, whether physical or psychological.

In order for an audio recorder to be used during the interviews and observations, the researcher sought and obtained the permission of participants assuring them a high degree of confidentiality and anonymity. This served as means of protecting their privacy and demonstrating sensitivity at the same time. Participants were informed that upon completion of the study the recorded information (raw data) will be destroyed after two years.

3.9 SUMMARY

In this chapter the researcher discussed the rationale of situating the research within a mixed method design, explaining the quantitative and qualitative methodologies that were used for data collection. The study was placed within the mixed method design because it provided the framework in which the researcher could understand and
interpret the perceptions, feelings and experiences of the participants in fostering a culture of teaching and learning in ethnically diverse schools in Johannesburg North District.

The phenomenology of this study has also been discussed in this chapter. The questionnaires were described as the quantitative data collecting tool. In addition, the in-depth interviews and documents review were also discussed as the qualitative data collecting instruments as they offered a detailed picture of how the culture of teaching and learning is being advanced in the selected diverse schools in Johannesburg North District. Data analysis procedures were as well discussed. The coding and categorizing process was explained, showing the relationship between the themes and the sub-themes derived.

This chapter contained a discussion of the researcher’s role in the research study. Issues covered in this regard include research validity, reliability and compliance with ethical standards. These considerations guided the researcher in both the processes of data collection and of interpreting findings from empirical evidence and from the literature review (presented in Chapter Two) in the course of providing answers to the research questions as well as satisfying the purpose of the research.
CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In Chapter Three the research paradigm, design and methodology were discussed. Data was collected using questionnaires, document review and in-depth interviews that were audio-taped. The audio tapes were transcribed and then categorised.

In this chapter, the focus is on the analysis and interpretation of the collected data. The responses obtained from the field survey are presented for each school. In line with the requirements of confidentiality, neither the schools nor the individual respondents are named. Analysis is performed largely by drawing comparisons or contrasts between evidence from the field survey and the literature review as well as drawing inferences from responses from the various schools or individual respondents.

The three perspectives of multicultural education as identified by the researchers such as Banks & Banks (2005: 22) and Hoffman & McLaren (cited in Carignan et al. 2005: 382) constitute an important theoretical framework for the analysis and interpretation of data in this study. Many of the responses hinted at behaviour which is reflective of one or more components of traditional, liberal or radical multicultural education. Hence, using a Venn diagram synthesized by the researcher from the above three perspectives, it is possible to position each school according to the dominant perspective assumed by its leaders.
Figure 4.1 Perspectives of multicultural education synthesized by the researcher from the literature according to the researchers (Banks & Banks (2005: 22); Hoffman & McLaren (in Carignan, et al. 2005: 382)

The distinguishing characteristics of each perspective according to Banks and banks (2005); Hoffman and McLaren (in Carignan, et al. 2005: 382) are summarized in Table 4.1 below:

Table 4.1 Characteristics of the three perspectives of multicultural education (ME)

<table>
<thead>
<tr>
<th>Traditional ME</th>
<th>Liberal ME</th>
<th>Radical ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regards culture as fixed</td>
<td>• Accommodates change through curriculum reforms (L1)</td>
<td>• Seeks to stop oppression and injustices.</td>
</tr>
<tr>
<td>• Promotes racism</td>
<td>• Acknowledges multiple identities</td>
<td>• Promotes education which addresses the</td>
</tr>
<tr>
<td>• Superior universal culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perpetuation of the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
established groups hegemony
• Reproduction of mainstream society’s norms and values
• Undermines the cultures of the minority groups.
• Culture is viewed as unchanging and the world is as it is.

• Combats discrimination based on ethnic differences
• Promotes cultural pluralism.
• Culture is dynamic and flexible.
• Interrogates discrimination based on physical/ethnic differences,
• Supports diversification of curriculum.
• Adapting teaching styles
• Perceives the world as being sensitive to development.
• Accommodates social diversity.
• Promotes individual and collective identities.
• Opposes needs of diverse cultural groups.

• Attempts to resist capitalist values relating to blind mass consumption of a dominant view that supports inequality.
• Eliminates oppression of one group by another.
• Reflects the concerns of diverse cultural groups.
• It involves students in democratic decision making.
• Involves minority parents in school and local community action projects.
• Promotes diverse racial, gender and disability groups in non-traditional roles.
oppression
• Promotes tolerance and acceptance.
• Takes on a reconstructivist perspective
• Promotes equity and accessibility to rich and sound curriculum by all
• Denounces injustice and oppression
• Favours communication, relations, interaction and interdependency among cultures.

4.2 Data presentation
The following paragraphs present evidence from responses from the questionnaires and the in-depth interviews from respective schools which could be indicative of the leadership orientation at the school in respect of multicultural education.

4.2.1 Responses from the questionnaires survey
The questionnaires were completed by four respondents from each of the selected schools and all respondents have been kept anonymous on request, and for the purpose of this study, the assigned numbers 1, 2, 3 and 4 represent each respondent from each of the schools. Similarly, the four schools are designated as A, B, C and D. The questions and responses from the questionnaires completed in each school are presented below:
School A

Question 1: Briefly explain the extent to which the ethnic diversity of your learner body affects the effectiveness of teaching and learning at your school.

Responses:
1. Learners are more encouraged and motivated if they have teachers of their own race representing them.
2. To me learners are learners; I do not look at their ethnicity. They need to be taught and they need to learn.
3. The ethnic diversity of the school determines what and how you teach.
4. Ethnic diversity will be the guidelines for the method of teaching.

Question 2: What are the aspects of teaching and learning which encourage ethnic diversity in your school?

Responses:
1. Sports: Different learners of different races participate, cross-cultural classrooms.
2. No response.
3. Discrimination-free environment, holistic approach in teaching, diverse staff members.
4. Staff members’ diversity, language competence crucial. Formulating and implementing a holistic school policy.

Question 3: What are the ways in which interactions among ethnic groups is encouraged at your school?

Responses:
1. Learners participate in sports and classroom discussions. They speak about
their differences.

2. No response

3. Multicultural classes, bilingual classes – we cater for different cultures with different sports codes e.g. soccer.

4. Extracurricular participation e.g. sports, multicultural classes. Bilingual classes; LO - learning about different religions, cultures and beliefs.

**Question 4: Provide some benefits of staff diversity to teaching and learning at your school.**

**Responses:**

1. Learners are able to be taught by different teachers from different background. This makes them more understanding.

2. Staff diversity (not along ethnic / racial lines) encourages holistic development of the learner. If one staff is not equipped in a specific aspect, it is possible to consult with another one who can help.

3. Children have different role models. Different staff members have different teaching approaches. Discipline and teaching of moral values differ.

4. Staff members use different techniques, are informed and critically engaged with issues like discipline, values, etc that fit the diversity of the school

**Question 5: What are the challenges of staff diversity to teaching and learning at your school?**

**Responses:**

1. Language barrier, lack of understanding.

2. No response

3. Difficult to reach children at all levels. Language barriers, environmental restrictions.

4. Problems in demonstrating understanding and acceptance of different racial,
Question 6: Explain some of the benefits of learner diversity to teaching and learning at your school.

Responses:
1. Learners learn about other cultures. They interact together as one group.
2. Learners from different backgrounds (economic, faith etc) interact and learn from each other. Thus building respect for their differences.
3. They are taught in a micro-cosmos which is a reflection of the community. Socialization with other cultures. Learners have fewer cultural issues than their parents.
4. Learners get to know other children on a different level- beliefs, religion, environment, type of community and behaviour.

Question 7: What are some of the challenges posed by learner diversity to teaching and learning at your school?

Responses:
1. Racism- learners. Different backgrounds.
2. No response
3. They must learn to respect other cultures and religions. They must learn to accept other disadvantaged learners. Sometimes they struggle to adapt to requirements.
4. Learners don’t have the same understanding of individual values and culture. Children are not on the same level of development due to their backgrounds and upbringing.

Question 8: Briefly explain the suitability of the current curriculum regarding diversity.
Responses:
1. Life Orientation learners find other cultures very interesting and tend to ask questions. However, the curriculum is very limiting.
2. No response
3. The text books cover multicultural diversity.
4. The curriculum caters for all learners relating to different issues.

Question 9: What curriculum change will you like to see in order to improve the effectiveness of teaching and learning at your school?

Responses:
1. Content that is relevant to the everyday life of learners, dealing with obstacles in their lives.
2. I believe that ethnicity should not be necessarily taken into in curriculum changes.
3. Teacher admin must be reduced, then the other challenges will become irrelevant.
4. The learners should study more for tests, exams in order to broaden their intelligence. Information should be digested and not forgotten when they leave the class.

Question 10: What other comments can you provide on encouraging ethnic diversity in your school?

Responses:
1. For educators to be multilingual especially when speaking to learners.
2. No response.
3. Our school is 100% ethnic diverse but it would be beneficial if parents become more involved.
4. Functions for heritage day to get learners to know one another and understand people’s cultures. Learners should be able to function at their own level.
School B

Question 1: Briefly explain the extent to which the ethnic diversity of your learner body affects the effectiveness of teaching and learning at your school.

Responses:
1. Impact is limited. Learners are able to express themselves. Diversity is also reflected in staff demographics.
2. The learner body is according to the ethnic diversity of the school. They know the learners and can act effectively.
3. Language skills- English 2nd language. General knowledge, experiences not within learner’s activities.
4. I think it affects it positively since students and teachers learn how to accommodate diversity.

Question 2: What are the aspects of teaching and learning which encourage ethnic diversity at your school?

Responses:
1. No response
2. No difference between ethnic groups.
3. Class discussions, share experiences freely, teaching, keep an open mind.
4. Discussions, audio visuals materials teaching, market days and extra mural activities.

Question 3: What are the ways in interactions among ethnic groups is encouraged at your school?
Responses:
1. Nothing done to encourage it consciously. Perhaps learners have been exposed to a diverse schooling environment in primary school already.
2. Assembly, diversity in class, language, English and Afrikaans compulsory.
3. Not really encouraged- left up to the individuals.
4. Sporting activities, parent-teacher and students’ meetings. Projects and assignments.

Question 4: Provide some benefits of staff diversity to teaching and learning at your school.

Responses:
1. Provide variety of life experiences. Opportunity to use the diversity in teaching varied histories.
2. Understand different ethnic groups.
3. Understanding learners' limits- language ideas to facilitate class discussions.
4. Teachers learn the diverse cultures of the society. Teaching becomes versatile and flexible.

Question 5: What are the challenges of staff diversity to teaching and learning at your school?

Responses:
1. Can sometimes impact on managerial level. Different background influence the way things are done.
2. Language- communication sometimes difficult.
3. Communication – Setting assessment standards that all agree with.
4. Cultural differences, racial behaviours, norms and values that are not the same.

**Question 6:** Explain some of the benefits of learner diversity to teaching and learning at your school.

**Responses:**
1. Create a dynamic environment. True reflection of the demographics of SA
2. No response
3. Other perspectives of e.g. news articles. Tolerance- being different is ok.
4. Broader understanding of the society. Clear picture of our diverse country. Exposure to all different racial contexts.

**Question 7:** what are some of the challenges posed by learner diversity to teaching and learning at your school?

**Responses:**
1. Main challenge concerns the background of the learner. Not all learners have been exposed to English FL as medium of instruction.
2. Communication sometimes a problem.
3. Not enough time to cover all views. Text books – not all learners relate to examples
4. Cultural differences. Religious beliefs, norms and standards that are different.

**Question 8:** Briefly explain the suitability of the current curriculum regarding diversity.

**Responses:**
1. Very inclusive and addresses the imbalances of the past.
2. No response
3. The curriculum allows for different approaches. The problem is that once committed to a text book, other angles are hard to follow.
4. It is suitable because it encourages diversity and it deals with all aspects of life.

**Question 9: What curriculum changes will you like to see in order to improve the effectiveness of teaching and learning at your school?**

**Responses:**
1. Strong emphasis on language and mathematics in primary schools as part of the foundations for learning programme.
2. Higher and standard grade
4. Teaching should be more technologically based than in the present situation. So e-learning should play a vital role in teaching and learning.

**Question 10: What other comments can you provide on encouraging ethnic diversity in your school?**

**Responses:**
1. No response.
2. Higher and standard grade in each subject will make it possible for more learners to succeed.
3. No response.
4. More of social events should be put in place concentrating on cultural issues.
School C

Question 1: Briefly explain the extent to which the ethnic diversity of your learner body affects the effectiveness of teaching and learning at your school.

Responses:
1. Learners learning in the second language may take longer to understand fully what is being taught if they are not fluent in the second language.
2. Many factors affect the achievement of learners one of which is the values that learners arrive with distinguishing between right and wrong.
3. Many factors affect the achievement of learners one of which is the values that learners arrive with distinguishing between right and wrong.
4. In terms of language and frame of reference differences.

Question 2: What are the aspects of teaching and learning which encourage ethnic diversity at your school?

Responses:
1. We discuss with learners the diversity of various cultures. We teach learners to respect the other cultures. All learners are welcomed to our school by teachers, management and learners.
2. Anti-bullying campaign. Allowing for diversity in culture\religion.
3. Teaching of *ubuntu* during LO lessons. Anti-bullying campaign. Allowing for diversity i.e. religion\cultural etc
4. Learning areas, Arts and Culture, group work, extramural.
Question 3: What are the ways in which interactions among ethnic groups is encouraged at your school?

Responses:
1. Group work involves various learners with diverse cultures. Sport includes and involves all learners of all cultures. We run an Arts festival which includes items, exhibiting songs, dances of various cultures.
2. Through group activities and interactions. Respect and dignity is promoted among learners\ staff\ parents.
3. Respect and dignity is promoted among learners\ staff\parents. Instilling democratic values for diversity, cultural differences and languages. Through group activities and interactions.
4. Extramurals, group work, research project, mixed classes, cultural activities, content in curriculum.

Question 4: Provide some benefits of staff diversity to teaching and learning at your school.

Responses:
1. Our staff is enriching by various cultures, sharing ideas and communicating. We understand one another better. We work to a common goal. Educating learners.
2. Empathy towards cultural differences. Build relationship between diverse cultures. Make one culturally aware to handle situations.
4. All are respected; cultural understanding is created; can learn how to deal more efficiently with cultural differences.

Question 5: What are the challenges of staff diversity to teaching and
Responses:
1. Non that I can think of for now. All educators are qualified and work hard at their carriers as educators.
2. Power sharing and instilling responsibility, decision making and job satisfaction.
4. Frame of reference differs; cultural behavior differences

Question 6: Explain some of the benefits of learner diversity to teaching and learning at your school.

Responses:
1. We learn about other cultures of our country. We can learn from each other. We can combine our efforts towards more effective teaching.
3. One becomes more empathic. Culturally aware of expectations, learning tolerance and patience.
4. Tolerance is fostered. Culture

Question 7: What are some of the challenges posed by learner diversity to teaching and learning at your school?

Responses:
1. Sometimes learners travel long distances to get to school may be tired or late. Learners that battle with the English medium for teaching and learning
takes longer to grasp learning content.

2. Learning tolerance and patience. Discipline is very diverse. Language barriers.

3. Discipline is very diverse. Language barriers. Possible xenophobic tendencies/racism.

4. Merging of cultural aspects; own culture can be “lost”. Still experience cultural clashes when cultural racism exist in the real world it filtrates to schools. Parents’ generalizations still filtrate to learners.

**Question 8: Briefly explain the suitability of the current curriculum regarding diversity.**

**Responses:**

1. The current curriculum does not exclude any of the cultures, so it can work well for all, if it is implemented well.

2. The needs of all our diverse groups are not always met as all are incorporated under one blanket and diversity is not always considered.

3. The needs of all our diverse groups are not always met as all are incorporated under one blanket and diversity is not always considered.

4. Many aspects are still British orientated. It is difficult to find suitable material. Costs involved in getting new material.

**Question 9: What curriculum change will you like to see in order to improve the effectiveness of teaching and learning at your school?**

**Responses:**

1. A set progression of learning content in all subjects should be strictly followed so that if learners do change school during the course of the year, then they may continue with their curriculum at the new school without a possibility of missing out any work already covered by the new school which
the old school has not covered yet.

2. Reduce learning areas/subjects in primary schools. Back to basics in language and maths. Reduce admin work.

3. Less emphasis on administration work and more on teaching the 3R!! Less learning area\ subjects in primary school.


**Question 10: What other comments can you provide on encouraging ethnic diversity in your school?**

**Responses:**

1. Create more opportunities at schools where learners can share about their cultures with other learners like a cultural day where foods of various cultures can be sold to raise funds for the school. Class assembly can be used to enlighten learners of various cultures.

2. Dedication from both learners and parents ensuring the importance of education is met.

3. Giving teachers a bigger say in the curriculum. Dedication for both learners and parents ensuring the importance of education is met. Co-operative learning in learners as a listener, active participant, a tolerant learner.

4. N/A

**School D:**

**Question 1: Briefly explain the extent to which the ethnic diversity of your learner body affects the effectiveness of teaching and learning at your school.**

**Responses:**

1. If the staff is to be ethnically diverse, it causes you to hire people because of their colour and not because they are best for the job. This is negative. But if
the standard is the same, the teachers can relate well to the learners.

2. Learners coming from rural/ township school are disadvantaged in terms of language. Environment in which child grows up can affect child’s development.

3. We have to cater for a large group of learner from various cultures and so we have had to adapt to embracing all cultures.

4. Foster understanding and tolerance.

**Question 2:** What are the aspects of teaching and learning which encourage ethnic diversity at your school?

**Responses:**

1. Music, Arts and culture lessons. Social sciences

2. Children are encouraged to appreciate multiculturalism. Teachers incorporate multicultural ideologies. Racism not tolerated- offences are dealt with swiftly.


4. Celebration of special events e.g. Devali.

**Question 3:** What are the ways in interactions among ethnic groups is encouraged at your school?

**Responses:**

1. No need. Happens naturally.

2. Children are encouraged to appreciate multiculturalism. Teachers incorporate multicultural ideologies. Racism not tolerated- offences are dealt with swiftly.

3. Learning about different cultures through LO topics.

4. Group work, music and dance.
Question 4: Provide some benefits of staff diversity to teaching and learning at your school.

Responses:
1. Teachers understand the children’s background and may relate more easily to the situation. They can speak to the struggling child in mother tongue.
2. Multiculturalism of staff – positive example. Learners may feel more comfortable seeking advice from educator of similar background/Culture. Enable staff from diff cultural groups to understand how to deal with children of diff cultures- get better insights from staff of similar culture with learner.
3. We can learn from each other and in turn better understanding the learners and thus equip ourselves to teach based on the diversity.
4. See things from a different view point. Clarifies misunderstandings. We can learn from each other.

Question 5: What are the challenges of staff diversity to teaching and learning at school?

Responses:
1. Lack of work ethics. Different work ethics. Different interpretation of situations
2. Possible language barriers- misinterpretation. Body language can be misinterpreted.
3. Adults are less tolerant of our diversity.
4. Language. Differences in background. Differences in training and experiences

Question 6: Explain some of the benefits of learner diversity to teaching and
learning at your school.

Responses:
1. Tolerance for all is learnt. Sharing of views and situations. Learning how similar we are.
2. Learners are taught to think out the box”. Another person’s views are not wrong, just different. Exposure to other cultures- Learn tolerance of different cultures.
3. No response
4. The children learn to tolerate and appreciate each other from a young age. Diversity leads to interesting discussions.

Question 7: what are some of the challenges posed by learner diversity to teaching and learning at your school?

Responses:
1. Language barriers, lack of input at home in some ethnic groups.
2. Language barriers- Misinterpretation. Possible conflicts- different cultures behave differently in circumstances. Body language.
3. No response.

Question 8: Briefly explain the suitability of the current curriculum regarding diversity.

Responses:
1. Our children need to learn only ONE language at school- English- as its universal. Spend time on teaching the basics that they don’t get at home.
2. Not all learners have the required resources.
3. Sometimes the expectations placed on the teacher by the education
4. The children need to learn that the world is bigger than their immediate environment.

**Question 9: What curriculum change will you like to see in order to improve the effectiveness of teaching and learning at your school?**

**Responses:**

1. Take away the 2nd language. Teach more English and maths. Start from grade 1, EVERY WHERE with English as the medium of teaching, so the learners can go to any school. Set the order of the curriculum. So ALL schools are at the same point at the same time so children are not disadvantaged when changing schools midyear.
2. Revert back to teaching as opposed to facilitating.
3. Back to basics and most definitely less paper work and smaller classes.
4. More emphasis on the skills of teachers than accuracy of ever changing paper work.

**Question 10: What other comments can you provide on encouraging ethnic diversity in your school?**

**Responses:**

1. Educate ALL learners equally well! Do not accept low standards of work and achievements from student educators!
2. No response.
3. No response.

Data obtained from the quantitative survey has been presented for each school. The information will be interpreted and integrated in conjunction with the findings.
from the literature review in order to answer the main research question. The next section discusses the responses from the interview survey.

4.2.2 Responses from the in-depth Interview survey
The interviews were guided by an interview guide comprising of open-ended questions aimed at checking with the people at the coalface, namely, the learners and educators to assess the effectiveness of the emerging management responses. The data was obtained from audio-taped interviews with a total of 28 individuals comprising of three teachers and four students from each school. All the data was transcribed and all participants are kept anonymous on request. The result will be reported, interpreted and integrated with the findings from the literature review that was captured in chapter 2 above. The discussion in the next section will be based on document review.

4.2.3 Document review
In this report, the results that was gained from the study of the documents obtained from the schools are interpreted and integrated with the findings from the quantitative survey, the in-depth Interview survey and the findings from the literature review in order to answer the main research question.

4.3 DATA ANALYSIS

Henning, et al. (2004: 131-132) explain how open, axial and selective coding may be used in analyzing qualitative data. In this study, open coding is initially used to identify categories or themes emerging from the responses. The themes are identified by pulling together significant events, feelings or concerns that relate to the research problem, as they are expressed by respondents. Axial coding is then used to explore the relationships among the themes. Such classification of data is important in clarifying relationships and obtaining focused, meaningful interpretations.
4.3.1 Emerging themes and sub-themes

The responses represent the lived experiences of the respondents. The perceptions, feelings and experiences of the participants at each school are captured into broad categories. The data is examined and relevant issues relating to the research questions are clustered and categorized through open coding into five categories. These include culture, policy, curriculum, language and teaching. A further interrogation of the categories reveals a second level of more closely related items, called themes. The themes and their corresponding sub-themes derived from the data are summarized in Table 4.2 below:

Table 4.2: Summary of themes and sub-themes derived from the data

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural diversity</td>
<td>Cultural diversity of school participants</td>
</tr>
<tr>
<td>Language of instruction</td>
<td>English as language of instruction</td>
</tr>
<tr>
<td>Teaching methods</td>
<td>Appropriate teaching methods</td>
</tr>
<tr>
<td>Diverse Curriculum</td>
<td>Suitability of current curriculum</td>
</tr>
<tr>
<td></td>
<td>Challenges within the current curriculum</td>
</tr>
<tr>
<td></td>
<td>Changes suggested within the current curriculum</td>
</tr>
<tr>
<td>Diversity policy</td>
<td>Changes suggested within the schools policies</td>
</tr>
</tbody>
</table>

A detailed discussion of the themes and sub-themes for each school follows.

4.4 POSITIONING OF SCHOOLS
As indicated in paragraph 4.2, the data analysis is performed largely by drawing comparisons or contrasts between evidence from field survey and the literature review as well as drawing inferences from responses from the various schools or individual respondents including the document review. This is guided by the derived themes and sub-themes as well as the theoretical framework that informed this study.

The three perspectives of multicultural education as identified by Banks and Banks (2005: 22) and Hoffman and McLaren (in Carignan, et al. 2005: 382) constitute an important theoretical framework for the analysis and interpretation of the data in this study. Many of the responses hinted at behaviour which is reflective of one or more components of traditional, liberal or radical multicultural education. Hence, using figure 4.1 above, each school will be positioned according to the dominant perspective exhibited in relation to the established themes.

4.4.1 SCHOOL A

4.4.1.1 Introduction

School A is an ethnically diverse high school in Johannesburg North District. Currently, it has a learner population of 1,132 students, 579 of which are Black African students. 361 are Coloureds, 138 Indians and 54 White students (See table 4.3 below). Among the black Africans are the Zulus, Sepedis, Tswanas, Ndebeles, Xhosas and some foreign students from within Africa. The staff population records indicate a total of 41 staff members, 22 of which are Whites, 12 Blacks, 6 Coloureds and 1 Indian. The composition of the major teams including sports and cultural activities representing the school indicates that the teams are composed predominantly of Black and Coloured students with very few Indians and one White. The demographic characteristics of school A are presented in the following tables and figures.

| Table 4.3: learner population group records for School A |
### Learner population records: SCHOOL A

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>335</td>
<td>358</td>
<td>345</td>
<td>181</td>
<td>580</td>
<td>639</td>
<td>1219</td>
</tr>
<tr>
<td>2005</td>
<td>359</td>
<td>341</td>
<td>352</td>
<td>184</td>
<td>577</td>
<td>659</td>
<td>1236</td>
</tr>
<tr>
<td>2006</td>
<td>372</td>
<td>325</td>
<td>367</td>
<td>190</td>
<td>581</td>
<td>673</td>
<td>1254</td>
</tr>
<tr>
<td>2007</td>
<td>481</td>
<td>177</td>
<td>385</td>
<td>159</td>
<td>560</td>
<td>642</td>
<td>1202</td>
</tr>
<tr>
<td>2008</td>
<td>518</td>
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<td>582</td>
<td>576</td>
<td>1158</td>
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<tr>
<td>2009</td>
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<td>355</td>
<td>121</td>
<td>543</td>
<td>565</td>
<td>1108</td>
</tr>
<tr>
<td>2010</td>
<td>579</td>
<td>54</td>
<td>361</td>
<td>138</td>
<td>554</td>
<td>578</td>
<td>1132</td>
</tr>
</tbody>
</table>

**Figure 4.2: Learner population group distribution for School A**

**Table 4.4: Staff population group records for school A**
<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>2</td>
<td>32</td>
<td>5</td>
<td>0</td>
<td>16</td>
<td>22</td>
<td>39</td>
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<tr>
<td>2006</td>
<td>5</td>
<td>31</td>
<td>4</td>
<td>1</td>
<td>17</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>30</td>
<td>55</td>
<td>0</td>
<td>20</td>
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<td>2008</td>
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<td>7</td>
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<td>2009</td>
<td>11</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>19</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>2010</td>
<td>12</td>
<td>22</td>
<td>361</td>
<td>1</td>
<td>18</td>
<td>23</td>
<td>41</td>
</tr>
</tbody>
</table>

Figure 4.3: Staff population group distribution for school A

Table 4.5: Characteristics of the three perspectives of multicultural education (ME)
<table>
<thead>
<tr>
<th>Traditional ME</th>
<th>Liberal ME</th>
<th>Radical ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Regards culture as fixed (T1)</td>
<td>1) Accommodates change through curriculum reforms (L1)</td>
<td>1) Seeks to stop oppression and injustices (R1)</td>
</tr>
<tr>
<td>2) Promotes racism (T2)</td>
<td>2) Acknowledges multiple identities (L2)</td>
<td>2) Promotes education which addresses the needs of diverse cultural groups (R2)</td>
</tr>
<tr>
<td>3) Superior universal culture (T3)</td>
<td>3) Combats discrimination based on ethnic differences (L3)</td>
<td>3) Attempts to resist capitalist values relating to blind mass consumption of a dominant view that supports inequality (R3)</td>
</tr>
<tr>
<td>4) Perpetuation of the established groups hegemony (T4)</td>
<td>4) Promotes cultural pluralism.</td>
<td>4) Eliminates oppression of one group by another (R4)</td>
</tr>
<tr>
<td>5) Reproduction of mainstream society’s norms and values (T5)</td>
<td>5) Culture is dynamic and flexible (L5)</td>
<td>5) Reflects the concerns of diverse cultural groups (R5)</td>
</tr>
<tr>
<td>6) Undermines the cultures of the minority groups. (T6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Culture is viewed as unchanging and the world is as it is. (T7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Supports diversification of curriculum (L7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Adapting teaching styles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9) Perceives the world as being sensitive to development. (L9)
10) Accommodates social diversity. (10)
11) Promotes individual and collective identities. (L11)
12) Opposes oppression. (L12)
13) Promotes tolerance and acceptance. (L13)

6) It involves students in democratic decision making. (R6)
7) Involves minority parents in school and local community action projects. (R7)
8) Promotes diverse racial, gender and disability groups in non-traditional roles. (R8)
9) Takes on a reconstructivist perspective. (R9)
10) Promotes equity and accessibility to rich and sound curriculum by all. (R10)
To enhance the data presentation and analysis, the characteristics presented on Table 4.5 have been numbered and the letter at the beginning of each perspective will be used together with the assigned number of each characteristic when it is being referred to. For example, the first characteristic for traditional, liberal and radical multicultural education will be referred to as T1, L1 and R1 respectively.

Through in-depth examination of the data, the researcher identifies some factors from school A which relate to the three perspectives of multicultural education as well as the derived themes namely cultural diversity, diversity policy, diverse curriculum, language of instruction and teaching methodologies that could influence the way in which teaching and learning is experienced at the school. These are presented in the following paragraphs.

### 4.4.1.2 Cultural diversity

This section discusses how participants from School A perceive and experience attempts of fostering a culture of teaching and learning through cultural diversity in their school, as captured in their responses.
Most of the participants share a common perception that cultural diversity is being promoted at the school. Most of the school leaders share this view which is supported by the response from the teachers and students. It is also noticeable to the researcher that some participants suppose that multicultural education promotes the different cultures of the school participants and provides students with the knowledge, skills and values that enable them to live harmoniously with others in the diverse society. Additionally, they feel that learners are being taught to be tolerant and to appreciate the different cultures of the school participants. This is evident from the following quotes:

**Quotes from questionnaires:**

<table>
<thead>
<tr>
<th>Response School A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners learn about other cultures. They interact together as 1 group</td>
</tr>
<tr>
<td>2. Learners from different backgrounds (economic, faith etc) interact and learn from each other. Thus building respect for their differences.</td>
</tr>
<tr>
<td>3. They are taught in a micro-cosmos which is a reflection of the community. Socialization with other cultures. Learners have fewer cultural issues than their parents.</td>
</tr>
</tbody>
</table>

**Quotes from in-depth interviews:**

<table>
<thead>
<tr>
<th>School A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Respondent A</td>
</tr>
</tbody>
</table>

Ethnic diversity to me in this school would be having people from different religions and different cultures coming together and working together to achieve a common goal. And I think we are achieving that. I think we are very tolerant. We observe, you know, like the big festivals and whatever of most religions. Christianity, where even us as Indians, we have a talk in the assembly. We have a little play thing or sketch or a dance whatever. It’s made mention of, and tolerated. Tolerance, when we have our special days and festivals that we celebrate, we get that time off and we do celebrate it
at school. So we’re very tolerant and we wouldn’t let tolerance to be a threat at all at the school.

**Learner**

**Respondent A**

I think it’s very fun because we get to learn about our culture and other cultures because we get to do some things related to the culture.

One of participants commented that the learners appear to respond to cross cultural integration better than the adults and could easily learn about the different cultures. This is evident from the following quote:

**Quote from questionnaires Survey:**

**Response School A:**

They are taught in a micro-cosmos which is a reflection of the community. Socialization with other cultures. Learners have fewer cultural issues than their parents.

The preceding idea is supported by Hofmeyr (2000:9-20) in paragraph 2.4 who asserts that the younger generation in post apartheid south African schools, tend to respond more positively to integration which is beneficial to all students as they are being equipped with skills to live in a diverse society and most especially to the previously disadvantaged students who are now exposed to quality teaching and learning environments.

Some of the school A’s participants feel that a diverse staff team that represents the learner population group is important as it encourages positive relationships between staff and students as teachers are regarded as role models. They also hold the belief that with staff diversity cross-cultural learning takes place between teachers and this
could be utilized by different teachers to facilitate the teaching and learning process. This is evident from the following quotes:

Quotes from in-depth interviews:

<table>
<thead>
<tr>
<th>School A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Respondent A</td>
</tr>
</tbody>
</table>

….you can ask them and they can do the same and we learn a lot from one another and it’s quite interesting. So we understand our pupils as well much better because of the diversity of our staff.

Quotes from Questionnaires survey:

<table>
<thead>
<tr>
<th>Response School A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners are able to be taught by different teachers from different background. This makes them more understanding.</td>
</tr>
<tr>
<td>2. Children have different role models. Different staff members have different teaching approaches.</td>
</tr>
</tbody>
</table>

Seemingly, the researchers (Kiwan, 2008; Lemon 2008:304; Volmink, 2008:193) in paragraph 2.4 also indicate that, in ethnically diverse schools, it is preferable for the staff population group to reflect the student population as this situation recognizes multiple identities, promotes personal development of pupils as well as provides a source of motivation for learners as they regard teachers as role models.

Other participants, on the other hand, exhibited a different approach to staff diversity on the grounds of ethnicity. They feel that although staff diversity is encouraged at their schools (see Figure 4.3), it has negative implication for teaching and learning as there is language barrier and cultural differences with possible misunderstanding and misinterpretation of behaviours and verbal expressions. This is evident from the following quotes in the table below.
Quotes from Questionnaires survey:

<table>
<thead>
<tr>
<th>School A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language barrier, lack of understanding</td>
</tr>
<tr>
<td>3. Difficult to reach children at all levels. Language barriers, environmental restrictions.</td>
</tr>
<tr>
<td>4. Problems in demonstrating understanding and acceptance of different racial, ethnic cultural and religious groups. Team building for staff members to create better interaction.</td>
</tr>
</tbody>
</table>

Quotes from interview survey:

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response School D:</td>
</tr>
<tr>
<td>……in general is that there is also an older group that grew up in apartheid, they don’t want to speak English and the English ones don’t want to speak Afrikaans.</td>
</tr>
</tbody>
</table>

In Chapter 2.6 it was argued that when learners of different ethnic groups come together, they come with a wealth of cognitive, social and linguistic skills (Lemmer, 2002:39; Meier & Hartell, 2009:189). Therefore, school leaders need to identify and acknowledge the importance of cultural differences within the ethnically diverse group of school participants (Meier & Hartell, 2009:190) and use them (Vandeyar, 2010: 358) to provide an opportunity for learners to learn, understand and respect their different cultures. This approach can promote the culture of teaching and learning (Wedekind, 2001:139).

Contrary to the idea that staff diversity is a problem, one participant from School A is of the opinion that staff diversity should be encouraged but that it should not be based on ethnicity. Furthermore, she indicated that, in dealing with learners, she does not consider their ethnicity or their colour, since they just have to be taught and need to learn in the process. She suggested that ethnicity should not be taken into consideration when making changes to the curriculum. This is illustrated in the following quote:
Quotes from Questionnaires survey:

Response school A:

2. Staff diversity (not along ethnic / racial lines) ........

2. I believe that ethnicity should not be necessarily taken into account in curriculum changes.

2. To me learners are learners; I do not look at their ethnicity. They need to be taught and they need to learn.

In contrast, researchers believe that teachers need to understand the background of learners, as this will guide them in choosing appropriate consultation strategies, and also make it possible for them to harness cultural diversity for improving teaching and learning (Borman, 1995: 2; Pena, 1996: 316; Winberg, 2006:166). Seemingly, Vandeyar (2010:350) warns that the “Colour-blind approach” to education portrayed by some teachers promotes racism and cultural assimilation as it favours only the dominant groups’ culture and thereby erodes the culture of teaching and learning.

The data on learner and staff composition over the past ten years shows that student population has changed over the past six years from predominantly White and Coloured to mainly Black, but very little change has occurred in the staff population to reflect this change (see Tables 4.3 and 4.4, Figures 4.2 and 4.3). As mentioned in paragraph 2.3, the researcher believes that these changes have placed tremendous demands on school principals (Leeman, 2003:43) and teachers who have to deal with such challenges as culture mismatch between student-student and student teacher interactions that may negatively influence the process of teaching and learning (Lemon 2008:305; Wedekind, 2001:155; Gay, 2000:54 ). This possibility was also indicated by responses from some participants.

Quotes from Questionnaires survey:

Response School A:

1. Racism- learners. Different backgrounds.
3. They must learn to respect other cultures and religion. They must learn to accept other disadvantaged learners. Sometimes they struggle to adapt to requirements.

4. Learners don’t have the same understanding of each individual values and culture. Children are not on the same level of development due to their background upbringing.

4.4.1.3 Language of instruction

This discussion now turns to language as a vital issue in ethnically diverse schools. In this section the focused on the participants’ perceptions, feelings and experiences about the prescribed language of communication at the school.

(a) English as language of instruction

In School A, information obtained from the study on language policy corresponds to the views of the school leaders, teachers and students from the interview survey. Though English language is the medium of instruction, the school participants communicate in multiple languages.

Most participants feel that English language prevents effective communication and that this constitutes barriers to learning as some students struggle with basic reading and writing skills. Responses from School A below confirm this:

Quotes from Questionnaires survey:

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A:</td>
</tr>
<tr>
<td>1. Language barrier, lack of understanding.</td>
</tr>
<tr>
<td>3. Difficult to reach children at all levels. Language barriers, environmental restrictions.</td>
</tr>
</tbody>
</table>

Quotes from interview survey:
School: A.

Staff

Respondent C

I would say the challenges will be especially the learners who come from the township schools. The challenge will be language barrier because time and again, you have to explain and explain whatever we are teaching in class.

In paragraph 2.4 it was argued that promoting differences through multicultural education is an important feature of ethnically diverse schools. This is due to the fact that it supports cultural diversity and nation-building, coordinates language development, encourages effective communication among the different ethnic groups as well as advances the modernization of the country. Thus, Hofmeyr (2000), Pena (1996: 323), and Lemmer, (2002: 54) state that educational environments should be nurtured such that they allow learners develop and maintain both first and second language in the most effective and beneficial ways. In addition, Lemmer (2002: 47) uses Cummin's model of second language acquisition to explain the causes of underachievement among language minority learners. She argues that though language minority learners can converse feely with their peers, they struggle to understand when dealing with academic language. Such learners can demonstrate higher order thinking such as hypothesizing and arguing in their first language yet lack the cognitive academic ability in English. Teachers often inaccurately perceive this cognitive challenge as lack of intellectual ability (Banks, 1996:8 and Lemmer, 2002: 39-51).

4.4.1.4 Teaching methods

The discussion in this section focuses on the participants’ perceptions of the appropriate instructional strategy for teaching and learning in ethnically diverse schools. These perceptions include the different approaches to teaching which could positively influence learning in ethnically diverse schools. In paragraph 2.6 it was stated that in multicultural schools, school administrators have to come up with appropriate

(a) Appropriate teaching and learning methods

A number of participants including school leaders, teachers and students at School A feel that interactive pedagogy is being implemented at the school to foster the culture of teaching and learning. They feel that students are being motivated to interact and learn through different activities like sports, cultural-day activities, group work, arts festivals. This is evident from the following quotes:

Quotes from Questionnaires survey:

<table>
<thead>
<tr>
<th>Response : School A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners participate in sports and classroom discussions. They speak about their differences.</td>
</tr>
<tr>
<td>3. Multicultural classes, bilingual classes – we cater for different cultures with different sports codes e.g. soccer.</td>
</tr>
<tr>
<td>4. Extracurricular participation e.g. sports, multicultural classes. Bilingual classes….. learning about different religions, cultures</td>
</tr>
</tbody>
</table>

Quotes from interview survey:

School A

Staff

Respondent A

Well, I think that it positively influences our school whereby we learn from one another. We are more open to one another. We are not restrictive to a certain group. …..We learn from one another and it makes learning a whole lot more fun and interesting and we learn different perspectives.

Respondent D

…Like if you look at the White children and the African children and the Coloured in this
school, they all mix well together which I think is positive.

4.4.1.5 Diverse curriculum

The importance of curriculum to teaching and learning in ethnically diverse schools was discussed in paragraph 2.2.2 because it gives an idea of how the school should operate towards advancing an effective teaching and learning. In this section some participants' perceptions, feelings and experiences of the suitability of the current curriculum in promoting the culture of teaching and learning in School A will be explored. The discussion also looks at ways in which the curriculum may be considered unsuitable.

(a) Suitability of current curriculum

Some of the other participants believe that the current curriculum is suitable for teaching and learning. This is because it promotes diversity as it represents the diverse culture of the school participant. These ideas are evident from the following quotes:

Quotes from Questionnaires survey:

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A:</td>
</tr>
<tr>
<td>4. The curriculum caters for all learners relating to different issues.</td>
</tr>
</tbody>
</table>

Quotes from interview survey:

<table>
<thead>
<tr>
<th>School A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff: Respondent A</td>
</tr>
<tr>
<td>Ok is it suitable like the curriculum, deals with the cultures of the learners which is represented in our curriculum. It is suitable for the learner population.</td>
</tr>
</tbody>
</table>

| Staff: Respondent D |
| The curriculum is very suitable and they have subjects where they could learn about different cultures, religions, life orientation, arts and culture, where we teach them ideas of different cultures as well as different music ….. |
(b) Change in the current curriculum

The discussion in this section is focused on the participants’ perceptions and feelings regarding the types of changes which should be made to the current curriculum to foster the culture of teaching and learning. Although most of the participants from School A share a common perception that the current curriculum needs to be improved, the area of concern was different from one participant to the other. This is evident from the following quotes:

Quotes from Questionnaires survey:

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A:</td>
</tr>
<tr>
<td>1. Content that is relevant to everyday life of learners, dealing with obstacles in their life.</td>
</tr>
<tr>
<td>2. I believe that ethnicity should not be necessarily taken into consideration in curriculum changes.</td>
</tr>
<tr>
<td>3. Teacher admin must be reduced, then the other challenges will become irrelevant</td>
</tr>
<tr>
<td>4. The learners should study more for tests, exams in order to broadened their intelligence. Information should be digested and not forgotten when they leave the class.</td>
</tr>
</tbody>
</table>

4.4.1.6 Changes in school policies

The importance of educational policies in transforming the educational system in South Africa was discussed in paragraph 2.2.2. The discussion emphasized the need for policies to promote social justice, equality and respect for diversity in the educational institutions. In this section, the focus is on the perceptions and feelings of School A participants on the types of changes in the school policies with regards to encouraging a culture of teaching and learning at the school.
(a) Types of change suggested

Most of the participants commented on the negative influence of the language of instruction to teaching and learning at the school. In this school English language is the medium of instruction, although it is not the home language for most of the students and teachers. Therefore most of the participants feel that this medium of communication sets a barrier to learning as a number of students, teachers and parents struggle to communicate. The situation is such that some parents are not able to assist their children with home work. Commenting on this, some participants suggest that schools should teach in all the official languages in order to accommodate the linguistic demands of the diverse learner population. The implication of this idea of course, is that there should be a change in the language and diversity policy of schools. Below is evidence from quotes:

Quotes from Questionnaires survey:

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
</tr>
<tr>
<td>1. For educators to be multilingual especially when speaking to learners.</td>
</tr>
<tr>
<td>3. Our school is a 100% ethnic diverse but it would be to the benefit if their parents become more involved.</td>
</tr>
</tbody>
</table>

The above evident sourced from responses of School A research participants and the documents that were studied were examined against the characteristics of the three perspectives of multicultural education presented on Table 4.5. The outcome suggests an overwhelming momentum towards liberal multicultural education at School A. It is however important to note that there are still elements of traditional multicultural education, even though small. This should not be ignored because it promotes the culture of the dominant group and undermines the culture of the minority (see T5, T 6, T7 in table 4.2). Based on the above evidence, the following positioning seems appropriate for School A (See figure 4.4 below)
4.4.2 School B

4.4.2.1 Introduction
School B is an ethnically diverse high school in Johannesburg North District. Currently, it has a learner population of 683 students, 575 of which are Black African; 45 are Coloreds; 52 Indians and 11 White students (see Table 4.3). Among the Black Africans, are the Zulus, Sipedis, Tswanas, Ndebeles, Xhosas and some foreign students from within Africa. The staff population group records show a total of 31 staff members, 10 of which are White, 9 Black, 2 Colored and 1 Indian. The composition of the major teams representing the school in sports and cultural activities indicates a predominance of Black students and very few Coloured students for soccer; mostly Black, two Indians and one White in net ball, and for the public speaking team, just one Indian among Black students.
### Table 4.6: learner population group records for School B

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>545</td>
<td>29</td>
<td>27</td>
<td>46</td>
<td>320</td>
<td>327</td>
<td>647</td>
</tr>
<tr>
<td>2007</td>
<td>498</td>
<td>10</td>
<td>28</td>
<td>48</td>
<td>283</td>
<td>302</td>
<td>585</td>
</tr>
<tr>
<td>2008</td>
<td>543</td>
<td>8</td>
<td>29</td>
<td>53</td>
<td>317</td>
<td>316</td>
<td>633</td>
</tr>
<tr>
<td>2009</td>
<td>558</td>
<td>6</td>
<td>28</td>
<td>47</td>
<td>323</td>
<td>316</td>
<td>639</td>
</tr>
<tr>
<td>2010</td>
<td>575</td>
<td>11</td>
<td>45</td>
<td>52</td>
<td>338</td>
<td>345</td>
<td>683</td>
</tr>
</tbody>
</table>

### Table 4.7: Staff population group record for School B (2010 only)

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>19</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>11</td>
<td>20</td>
<td>31</td>
</tr>
</tbody>
</table>

### Figure 4.5: learner population group distribution by race

![School B: Learner population by race](image-url)
Figure 4.6: Staff population group distribution by race (2010 only)

Through in-depth examination of the data, the researcher identifies some factors from School B which relate to the three perspectives of multicultural education and the derived themes namely diverse culture, diverse policy, diverse curriculum, language of instruction and teaching methodologies that could influence the way in which teaching and learning is being experienced in the school. These are presented in the following paragraphs below.

4.4.2.2 Cultural diversity of school participants

This section discusses the perceptions, feelings and experiences of participants from School B on the effort towards fostering a culture of teaching and learning through cultural diversity in the school.

Most of the participants share a common perception that multicultural education is being implemented at their school. The school leaders share this view which is supported by the response from the teachers and students. They suppose that multicultural education promotes different cultures of the school participants and provides students with the knowledge, skills and values that enable them to live harmoniously with others in the
diverse society. Additionally, they feel that learners are being taught to be tolerant and to appreciate the different cultures of the school participants. This is evident from the following quotes sourced from the different data that were collected.

Quotes from questionnaires Survey:

<table>
<thead>
<tr>
<th>Response from School B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners are able to express themselves.</td>
</tr>
<tr>
<td>Diversity is also reflected in staff demographics.</td>
</tr>
<tr>
<td>4. I think it affects it positively since students and teachers learn how to accommodate diversity.</td>
</tr>
</tbody>
</table>

Quotes from in-depth interviews:

<table>
<thead>
<tr>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff: Respondent A</td>
</tr>
<tr>
<td>....we have discussions in class about different cultures and where they come from and cultural weddings and cultural foods and things like that....</td>
</tr>
<tr>
<td>....That is actually how it is encouraged, mainly cultural groups where they present either the poems, the poetry, singing in so many of the cultural activities and sometimes cultural dress is also incorporated too. I think that is one of the things which we do in school.</td>
</tr>
</tbody>
</table>

Paragraph 2.3 indicates that, in ethnically diverse schools, a representative nature of teaching staff should be reflected in the student population as this will enable teachers learn about the different cultures on one hand, and also facilitate teaching and learning on the other. In addition, Kiwan, Lemon and Volmink, in paragraph 2.3 demonstrate support for this idea by arguing that it is usually preferable to have an ethnically diverse staff to represent a diverse student population. This is because such a situation recognizes multiple identities and promotes the personal development of pupils as well as provides a source of motivation for learners as they regard teachers as role models (Kiwan, 2008; Lemon, 2008:304; Volmink, 2008:193).
Some of the participants from School B feel that a diverse staff team is important as it encourages positive relationships between staff and students, a factor necessary for effecting teaching and learning. They also hold the belief that with staff diversity cross-cultural learning takes place between teachers and such can be utilize by the teachers involved to facilitate the teaching and learning process. This is evident in the following quotes from the data collected.

Quotes from in-depth interviews

**School B**

**Staff: Respondent A**

Another issue also referring to ethnicity, they bring in ideas from their different cultures, which actually promote the growth of knowledge in the understanding of other ethnic groups. Otherwise, it actually promotes learners to be able to mix well as groups, actually, to encourage sharing of knowledge.

Quotes from Questionnaires survey

**School B**

**Staff Response**

1. Provide variety of life experiences. Opportunity to use the diversity in teaching varied histories.
2. Understand different ethnic groups.
3. Understanding learners’ limits- language ideas to facilitate class discussions.
4. Teachers learn the diverse culture of the society. Teaching becomes versatile and flexible.

On the other hand, paragraph 2.1 discusses the potential friction, stress and conflict (and the attendant negative impact on interpersonal relations among school participants) which is inherent in this situation (Madsen & Mabokele, 2002:5). In this
regard, some participants feel that although staff and student diversity is encouraged in their school, there are negative implications for teaching and learning due to language barriers and cultural differences. This is evident from the following quotes:

Quotes from interview survey

<table>
<thead>
<tr>
<th>School B</th>
<th>Staff : Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It means if certain group has got a particular negative view, towards another ethnic group ABC, then it means that impression, that prejudice will be translated even into learning.</td>
</tr>
</tbody>
</table>

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School B:</td>
</tr>
<tr>
<td>1. Main challenge concerns the background of the learner. Not all learners have been exposed to English FL as medium of instruction.</td>
</tr>
<tr>
<td>2. Communication sometimes a problem.</td>
</tr>
</tbody>
</table>

4.4.2.3 Language of instruction

This discussion now turns to language as a vital issue in ethnically diverse schools. In paragraph 2.4 it was argued that multiculturalism is an important feature of ethnically diverse schools. This is due to the fact that it supports cultural diversity and nation-building, coordinates language development, encourages effective communication among the different ethnic groups as well as advances the modernization of the country. The discussion in this section focuses on the participants' perceptions, feelings and experiences about the prescribed language of communication in their schools.

(a) English as language of instruction

In School B, information obtained from the study of language policy of the school corresponds to the views of the school leaders and those of teachers and students from
the interview survey. According to the language policy the school governing body has, in agreement with the requirements of the law, decided that the language of teaching and learning will be English (home language) and Afrikaans (first additional language). Hence, English language is the main medium of instruction although the school participants communicate in multiple home languages other than English and Afrikaans. This implies the absence of opportunities to cater for the developmental needs of the mother tongues of some students. These opportunities which are absent in School B constitute an important aspect of traditional multicultural education.

Most participants feel that English language prevents effective communication, and that this constitutes a barrier to learning as some students struggle with basic reading and writing skill. In paragraph 2.6 Lemmer, (2002: 54) and Pena (1996: 323) state that the educational environment should be nurtured such that it will allow the learner to develop and maintain both first and second language in the most effective and beneficial ways. In addition, Lemmer, (2002: 47) uses Cummin’s model of second language acquisition to explain how language minority students can display high cognitive abilities in their first language and at the same time find it difficult to use such abilities when accessing academic content in English. This could impact negatively on their performance as teachers see this as a deficiency. Therefore, with reference to Table 4.3 (see T3, T4, T6), School B is practicing traditional multicultural education as the superior universal language culture is being imposed on the students and thus undermines the language minority group’s language developmental needs. This is evident from the quotes below:

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response School B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Main challenge concerns the background of the learner. Not all learners have been exposed to English FL as medium of instruction.</td>
</tr>
<tr>
<td>2. Communication sometimes a problem.</td>
</tr>
</tbody>
</table>

Quotes from interview survey
This explains why Vandeyar (2010: 358) Meier and Hartell (2009:189) and Lemmer (2002:39) argue that teachers should acknowledge the cultural and linguistic capital of the language minority learners as well as utilize these to as an opportunity to learn, understand and respect the different cultures, leading to an enhancement of the culture of teaching and learning in schools (Wedekind, 2001:139).

4.4.2.4 Teaching methods

The discussion in this section deals with participants’ perceptions of the appropriate instructional strategy for teaching and learning in ethnically diverse schools. These perceptions include the different approaches to teaching which could positively influence learning in ethnically diverse schools. In paragraph 2.6 it was stated that in multicultural schools, school administrators have to come up with appropriate instructional strategies to advance teaching and learning in the schools.

(a) Appropriate teaching and learning methods

A number of participants including school leaders, teachers and students from School B feel that interactive pedagogy is being implemented at their school to foster the culture of teaching and learning. They feel that students are being motivated to interact and learn through sports, cultural day activities, group work, and arts festivals. These interactions lead to cooperative teaching and learning where teachers, learners and the parents are involved in order to provide support to learners. This is evident from the following quotes:

Quotes from interview survey

<table>
<thead>
<tr>
<th>School: B : Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent B</strong></td>
</tr>
<tr>
<td>I think the language barrier is sometimes difficult with English being used as the main media when it is not most of the people's first language.</td>
</tr>
</tbody>
</table>
School B:
Respondent A
The good part of diversity in teaching and learning, it goes beyond the classroom. We are looking at very special things like cultural events. You find that learners will display their different cultures and it becomes so exciting for the observer, for anyone else who is attending that function. It becomes very proofing and also, the diversity, because they speak different languages, its bad sometimes just like in hearing them speaking different languages in that case. So, actually, it stimulates the motivation to be in the environment as you are entitled to work with them and know more about them.

However, two participants from this school feel that nothing is being done in their school to encourage cross-cultural learning and that the onus is on individual learners to do so. They also believe that learners have had pre-exposure to such experiences hence the school does nothing in this regard. The following quotes illustrate these opinions:

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School B:</td>
</tr>
<tr>
<td>1. Nothing done to encourage it consciously. Perhaps learners have been exposed to a diverse schooling environment in primary school already.</td>
</tr>
<tr>
<td>3. Not really encouraged- left up to the individuals</td>
</tr>
</tbody>
</table>

Wedekind (2001:160), as mentioned earlier in paragraph 2.6 argues on the contrary, that schools are sites of contestation where there is division among school participants and teachers, and where there is a responsibility for the promotion of social interaction to unite learners. In addition, Vandeyar, (2010:150) contends that teachers need to understand the background of learners and make use of this understanding to deliver encapsulating and interesting lessons that will foster understanding as well as the culture of learning in class.
4.4.2.5 Diverse Curriculum

The importance of a diverse curriculum to teaching and learning in ethnically diverse schools was discussed in paragraph 2.2.2 where Hillis’s argument that diverse curriculum should be used in ethnically diverse schools to give all learners the opportunity to develop holistically was considered (1996: 289). This section explores some participants’ perceptions, feelings and experiences of the suitability of the current curriculum in promoting the culture of teaching and learning in School B. The discussion also looks at ways in which the current curriculum may be considered to be unsuitable.

(a) Suitability of current curriculum

In paragraph 2.2.2 it is stated that schools in South Africa have both the national and the formal school curriculum and the researcher believes that these curricula provide suitable guidelines as to how the culture of teaching and learning is being advanced at the schools. Some of the participants feel that the school curriculum in School B is suitable for teaching and learning. They emphasize the suitability of the diverse content as well as the teaching strategies involved, singling out group work as it promotes interaction among the different groups present at school. Some of the other participants, especially the learners, say that the current curriculum promotes creativity and critical thinking. This is because, some of their teachers are able to design creative, interactive and exciting lessons which enhance learning. Evidence to this effect is found in the following quotes:

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School B</td>
</tr>
<tr>
<td>1. Very inclusive and addresses the imbalances of the past.</td>
</tr>
<tr>
<td>3. The curriculum allows for different approaches.</td>
</tr>
<tr>
<td>4. It is suitable because it encourages diversity and it deals with all aspects of life.</td>
</tr>
</tbody>
</table>
Quotes from interview survey

**School B**

**Staff: Respondent A**

I think it is suitable. When I look at the curriculum, I look at the content.

**Staff: Respondent B**

.... I think we try and make it as suitable as possible depending on which class you’ve got with you at the present time because one class’s ability is different from the next class’s ability is it. So you’ve got to adapt with the material that you’ve got in any event no matter who you are teacher. But no, I think our material is generally quite positioned.

**Learner: Respondent C:**

I think that eh:mm, our curriculum contributes to our leaning because it helps us utilize the skills that we already know from our different diverse backgrounds more effectively and in the different encounters that we face in our daily lives.

---

(b) **Changes in the current curriculum**

The discussion in this section focuses on the participants’ perceptions and feelings regarding the types of changes which should be made to the current curriculum to foster the culture of teaching and learning. Although most of the participants from School B share a common perception that the current curriculum needs to be improved, the suggested area of change was different from one participant to the other. This is evident from the following quotes:

Quotes from Questionnaires survey

**Response School B:**

1. Strong emphasis on language and mathematics in primary schools as part of the foundations for learning programme.
2. Higher and standard grade.
3. More content learning. Less exploratory learning especially grades 8 and 9
4. Teaching should be more technological based than the present situation.
   So e-learning should play a vital role in teaching and learning.

4.4.2.6 Change in school policies

The importance of educational policies in transforming the educational system in South Africa was discussed in paragraph 2.2.2. The discussion focused on the broad need for policies to promote social justice, equality and respect for diversity in the educational institutions. In this section the focus is on School B participants' perceptions and feelings on the types of changes desired in the school’s policies with regards to encouraging a culture of teaching and learning.

(a) Types of change suggested

Some participants suggest that schools should organize more social events to facilitate integration within the multicultural school population. The implication of this suggestion is a change in the diversity policy of school as evidenced from the following quotes:

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response School B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. More of social events should be put in place concentrating on cultural issues.</td>
</tr>
</tbody>
</table>

Based on the above evidence School B can be considered to be practicing liberal multicultural education although responses from some of the respondents and evidence from the school’s language policy indicate that English language is the only medium of instruction and that nothing is being done to assist students (especially in grades 8 and 9) to develop their home languages. This situation flies in the face of Lemmer's suggestion (discussed earlier in paragraph 2.6) that schools should develop and
implement practices that will enable learners utilize the knowledge and skills they possess in their first languages while providing them with appropriate instruction in English (2002: 39).

Furthermore, information from the learner and staff population group records indicate adequate representation for both learners and staff population (see Tables 4.6, 4.7 and Figures 4.5 and 4.6). Considering this in relation to the different characteristics of the three perspectives of multicultural education represented on Table 4.5 (see T3, T4, T5), the researcher reasons that some elements of traditional multicultural education which promote the culture of the dominant group and undermines the minority’s culture are also found in School B. Based on the above evidence therefore, the following position is appropriate for School B (see Figure 4.7 below).

Figure 4.7: Perspectives of multicultural education (School B)
4.4.3 SCHOOL C

4.4.3.1 Introduction
School C is an ethnically diverse primary school in Johannesburg North District. Currently, it has a learner population of 828 students, 419 of which are Black African students; 92 are Coloreds, 77 Indians, 236 White (see table 4.8). Among the black Africans, are the Zulus, Sipedis, Tswanas, Ndebeles, Xhosas and some foreign students from within Africa. The researcher was unable to get the staff population group records for this school but responses from one of the interviewees indicates that, “[w]e only have three black teachers, one Indian that was sent to us this year and the rest are all white. So there are 45 of us and only 4 are non- white”. The composition of the major teams representing this school for sports and cultural activities was not available as the researcher’s request was not met.

Table 4.8: learner population group records for school C

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>419</td>
<td>236</td>
<td>92</td>
<td>77</td>
<td>382</td>
<td>446</td>
<td>828</td>
</tr>
</tbody>
</table>

Figure 4.8: learner population group distribution by race and sex
Through in-depth examination of the data, the researcher identified some factors from School C which relate to the three perspectives of multicultural education as well as the derived themes of cultural diversity, diversity policy, diverse curriculum, language of instruction and teaching methodologies (see table 4.3) that could influence the way in which teaching and learning is being experienced at the school. These are presented in the following paragraphs below.

### 4.4.3.2 Cultural diversity

This section discusses the participant’s perceptions, feelings and experiences in fostering a culture of teaching and learning through encouraging the different cultures of the diverse school participants. In paragraph 2.2.2 it was mentioned that understanding the culture of schools in South Africa requires a view of both the social structures and practices as prescribed by the state in the national curriculum as well as of those of the individual schools referred to as the formal school curriculum (Cross, 2004:396).

Most participants share a common perception that multicultural education is being implemented in their school. Most school leaders also have this view which is supported by the response from the teachers and students. They suppose that multicultural education promotes the different cultures of the school participants, and provides students with the knowledge, skills and values that will enable them live amicably with others in the diverse society. Additionally, they feel that learners are being taught to be tolerant and to appreciate the different cultures of the school participants. This is evident from the following quotes in the data that was collected.

Quotes from questionnaires Survey:

<table>
<thead>
<tr>
<th>Response from school C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We discuss with learners the diversity of various cultures. We teach learners to respect the other cultures. All learners are welcomed to our school by teachers, management and learners.</td>
</tr>
<tr>
<td>2. Anti-bullying campaigns. Allowing for diverse in cultures\religions.</td>
</tr>
</tbody>
</table>
Allowing for diversity i.e. religion\ cultural etc.

4. Learning area. Arts and culture, group work. Extramurals

Quotes from in-depth interviews:

**School C**

**Staff**

**Respondent A**

One thing that the learners have got to learn is to become tolerant of one another in terms of understanding that each of us has different cultures, different perspectives and different ways to deal with one another. Positively, they learn to realize that everybody is different and they should be tolerant with one another.

**Respondent B**

A lot of group work. We get their peers to help them. We might have a child who speaks the same language that can sit there and translate so that they can understand.

**Respondent C**

It certainly does, because children learn from each other and sometimes we have learner centered activities so that when one does not understand something, they could learn from their friend or their peers in a different manner as opposed to what the teacher is explaining.

**Respondent D**

They have to be tolerant, respect each other and understand the different cultures

**Learners**

**Respondent A**
Yeah, we learn their language sometimes

**Respondent B**

Cultural activities are good as we do music and all of that.

You meet new people and you understand the united South Africa, like the many cultures

Some of the participants from School C feel that a diverse staff team that reflects the learner population group is important as it encourages positive relationships between staff and students. One of the interviewees emphasized the fact that older teachers provide mentorship. Other participants also hold the belief that with a diverse staff body, cross-cultural learning takes place amongst teachers and that this could be used to facilitate teaching and learning. This is evident from the following quotes:

Quotes from in-depth interviews

**School C**

**Staff : Respondent A**

You learn from the older teachers and I like that as well, because when I came here, straight from varsity, I learnt a lot from experienced teachers. So knowing that there is always staff that you can learn things from is always an advantage

Quotes from Questionnaires survey

**Response school C:**

1. Our staff body is enriched by various cultures, sharing ideas and communicating. We understand one another better.

2. Empathy towards cultural differences. Build relationship between diverse cultures. Make one culturally aware to handle situations.

4. All are respected; cultural understanding is created; can learn how to deal more efficiently with cultural differences.

In paragraph 2.1 it is mentioned that the mixed nature of the school population with cultures and identities has inherent potentials that can pose challenges such as misinterpretation of behaviours in student-student and student-teacher relationships. This could lead individuals to make wrong assumptions about each other that could influence the process of teaching and learning in a negative way (Gay, 2000:54; Soudien 2001:110; Wedekind, 2001.111).

Participants from School C have different experiences regarding the impact of staff diversity with regards to ethnicity. They feel that although staff diversity is encouraged in their school, this has negative implication for teaching and learning as it results in language barriers and cultural differences with potentials for misunderstanding. This is evident from the following quotes in the table below.

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response School C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Frame of reference differs; cultural behavior differences</td>
</tr>
<tr>
<td>2. Many factors affect the achievement of learners one of which is the values that learners arrive with distinguishing between right and wrong.</td>
</tr>
</tbody>
</table>

Quotes from interview survey

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response School C:</td>
</tr>
<tr>
<td>There is that uneasiness that no matter what, you don’t belong to that group of people and that you have to learn twice as hard.</td>
</tr>
</tbody>
</table>
One interviewee from School C is of the opinion that the teaching staff is not really diverse. She feels that more has to be done to increase staff diversity as evident in the following quotes:

Quotes from interview survey

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response School C:</strong></td>
</tr>
<tr>
<td>For staff diversity, we need to be more aware of what each culture is all about and you know we do not have a lot of diversity in the staff, as well but we always ask ourselves “if you were in the same situation, what would you do?” so that we can solve the problem in the class room</td>
</tr>
</tbody>
</table>

**4.4.3.3 Language of instruction**

This discussion now turns to language as an essential aspect in ethnically diverse schools. In paragraph 2.3.2 Lemmer (2002:38) emphasizes the importance of language to the teaching and learning process as it provides epistemological access to the students and teachers alike. Below is an analysis of participants’ perceptions, feelings and experiences on the prescribed language of communication at School C.

**a) English as language of instruction**

The views of the school leaders and that of the teachers and students from the interview survey coincide. The researcher was unable to obtain the requested language policy documents and as such could not make compare these responses with official policy statements. The responses reveal that English language is the main medium of instruction and that, although school participants communicate in multiple languages, the only language (other than English) that is promoted in the school is Afrikaans as a second language. Most participants feel that English language prevents effective communication and that this situation poses a barrier to learning as some students struggle with basic reading and writing skills.
Quotes from Questionnaires survey

Response from school C:
1. Learners learning in the second language may take longer to understand fully what being is taught if they are not fluent in the second language.

Quotes from interview survey

School: C
Learner: Respondent A
In our Afrikaans class, we’ve got some African learners and sometimes it’s very hard for them to understand what’s going on in the Afrikaans class.

Staff: Respondent C
I think the most pertinent thing that I’ve experienced in my five years definitely is the language barrier, which becomes much of a problem because we only have one medium of instruction at school and we find that it becomes a bit difficult for one learner who doesn’t understand English. Sometimes, you find that a child is bright but its just the language that becomes problematic.

In paragraph 2.6 Lemmer (2002:54) and Pena (1996:323) state that the educational environment should be created such that it will allow the learner to develop and maintain both first and second languages in the most effective and beneficial ways. Xing and Yanheng, 2001:261 argue similarly that a transitional approach to language development could be employed and this allows learners in the lower grades to utilize the knowledge and skills that they posses in their first language, while the school provides them with appropriate instruction and subsequent introduction of the widely spoke dominant language in the higher grades.
4.4.3.4 Teaching methods

The discussion in this section is focuses on the participants’ perceptions of the appropriate instructional strategy for teaching and learning in ethnically diverse schools. These perceptions include the different approaches to teaching which can positively influence learning in ethnically diverse schools.

(a) Appropriate teaching and learning methods

Paragraph 2.4 discusses the ideas of Borman (1995: 2), Winberg (2006:166) and Pena (1996: 316) who argue that in multicultural schools, school administrators need to come up with appropriate instructional strategies to encourage teachers change their attitudes to diversity. The prescribed approach is one that regards the cultural diversity of learners as unique strengths brought to the school from different family and communal backgrounds, and which can be a useful resource for the teaching and learning process. In the same vein, Jackson (2004:4) suggests person-centered communication, functional communication, dialogic and interpretive pedagogy as some of the appropriate instructional strategies for multicultural schools.

Some research participants in School C, including school leaders, teachers and students indicate that interactive pedagogy is being implemented in the school to foster the culture of teaching and learning. They feel that students are being motivated to interact and learn through sports, cultural-day activities, group work, arts’ festivals and parent meetings. These interactions lead to cooperative teaching and learning where teachers, learners and parents are involved in providing support to learners. This is evident from the following quotes.

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response from school C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We discuss with learners the diversity of various cultures. We teach learners to respect the other cultures. All learners are welcomed to our school by teachers, management and learners.</td>
</tr>
</tbody>
</table>
3. Teaching of ubuntu during LO lessons. Anti-bullying campaigns. Allowing for diversity i.e. religions/culture, etc.

4. Learning area. Arts and culture, group work. Extra murals.

Quotes from interview survey

**School C:**

**Staff: Response B**

A lot of group work. We get their peers helping them to….. We might have a child who speaks the same language that can sit there and translate so that they can understand.

**Response C**

You know at the moment we are doing this OBE thing and some learners seem to be understanding easier than when we used to have that teacher centered education whereby the teacher will just explain everything and the learner will have to copy, you know. But now learners get to comprehend work a little bit easier with the OBE because they can use various activities and it makes them to be more socialized. Before, everything was just theoretical and now there is more practical and students don’t only learn from writing but also from interactive exercises, so they learn more skills.

**4.4.3.5. Diverse Curriculum**

The importance of diverse curriculum to teaching and learning in ethnically diverse schools was discussed in paragraph 2.2.2 where Hillis’s argument diverse curriculums should be used in ethnically diverse schools to give all learners the opportunity to develop holistically (1996: 289) was examined. This section explores the research participants’ perceptions, feelings and experiences of the suitability or unsuitability of the current curriculum in promoting the culture of teaching and learning in School C.
(a) **Suitability of current curriculum**

Some of the participants feel that the current school curriculum is diverse and as such suitable for teaching and learning. They emphasize the suitability of the diverse content as well as the teaching strategies involved. They feel that the current curriculum gives room for interactive learning as different activities can be used to facilitate teaching and learning. Some of the other participants, especially the learners, say that the current curriculum promotes creativity and critical thinking. This is because some of their teachers are able to design creative, interactive and exciting lessons which enhance learning. This is evident from the following quotes:

Quotes from Questionnaires survey

<table>
<thead>
<tr>
<th>Response school C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The current curriculum does not exclude any of the cultures, so it can work well for all, if it is implemented well.</td>
</tr>
</tbody>
</table>

Quotes from interview survey

**School C**

**Staff: Respondent A**

I think that’s basically where those books come in as the books that we’ve got, they do represent the diversity

**Staff: Respondent A**

………understanding easier than when we used to have that teacher centered ……But now learners get to comprehend work a little bit easier with the OBE because they can use various activities and it makes them to be more socialized. ……..also from interactive exercises, so they learn more skills….

**Learners: Respondent B**
The work is good and the books are good too……..Yes you learn.

One of the interviewees (Respondent C) from school C who belongs to the younger generation of teachers specifically emphasized the importance of OBE. She strongly argued that OBE encourages effective teaching and learning. The main reason for this, according to her, is that it allows the teacher to use interactive teaching pedagogy which in addition to teaching the basic skills of reading, writing and mathematics, students also learn social skills that enable them learn to become reflective, moral, caring and active citizens. These outcomes are inherent in the multicultural education perspective that was discussed in paragraph 2.4. These convictions are evident in the following quote:

Quote from interview survey

**School C**

**Staff: Respondent C**

You know at the moment we are doing this OBE thing and some learners seem to be understanding easier than when we used to have that teacher centered education whereby the teacher will just explain everything and the learner will have to copy, you know. But now learners get to comprehend work a little bit easier with the OBE because they can use various activities and it makes them to be more socialized. Before, everything was just theoretical and now there are more practical activities and students don’t only learn from writing but also from interactive exercises, so they learn more skills and are more ready when they leave matric.

(b) Challenges within the current curriculum

The discussion in this section deals with participants’ perceptions and feelings regarding the challenges within the current curriculum which adversely influence the culture of teaching and learning at the school. In contrast to the notion that that the curriculum is
beneficial indicated in paragraph 4.4.3.5(a) above, some participants feel that the current curriculum has some features which impact negatively on teaching and learning. They suggest that the current curriculum is not sufficiently diverse as many of its aspects (especially with regards to language) are still British orientated. Those with this view indicated that it is difficult and costly to get suitable materials since most of the learners cannot afford the prescribed resources. An added perception is that the Outcomes Based Education (OBE) approach to teaching and learning is not productive. Some respondents fee that there are many learning areas involved in the foundation phase particularly. They are of the opinion that learners lack the basic skills of reading and writing, and that sufficient attention is not being given towards laying the proper foundation for high school. These views are expressed in the following quotes.

Quotes from Questionnaires survey

Response school C:
4. Many aspects are still British orientated. It is difficult to find suitable material.
   Cost involve in new material

(C) Change suggested within the current curriculum

Although most of the participants from School C share a common perception that the current curriculum needs to be improved, their suggested areas of change are different. This is demonstrated in the following quotes:

Quotes from Questionnaires survey

Response School C:
1. A set progression of learning content in all subjects should be strictly followed so that if learners do change school during the course of the year, then they may continue with their curriculum at the new school without a possibility of missing out any work already covered by the new school which the old
school has not covered yet.
2. Reduce learning areas subjects in primary schools. Back to basics in language and mathematics. Reduce admin work.
3. Less emphasis on administration work and more on teaching the 3Rs! Less learning area\ subjects in primary school.
4. More easily accessible cultural content available at no cost.
3. Giving teachers a bigger say in the curriculum. Dedication for both learners and parents ensuring the importance of education is met. Co-operative learning in learners as a listener, active participant, a tolerant learner

Quotes from interview survey

**School C**

**Staff: Respondent D**

There is just too much work for the primary school. We should go back to basics.

**4.4.3.6 Diversity policy**

The importance of educational policies in transforming the educational system in South Africa was discussed in paragraph 2.2.2. The discussion emphasized the need for policies to promote social justice, equality and respect for diversity in the educational institutions. In this section, the focus is on the perceptions and feelings of School C participants on the types of changes in the school policies with regards to encouraging a culture of teaching and learning at the school.

(a) **Types of change suggested**

Most of the participants comment on the negative influence of the language of instruction on teaching and learning. In School C, English language is the medium of instruction, although it is not the home language for most of the students and teachers.
Most of the participants feel that this medium of communication sets a barrier to learning as a number of students; teachers and parents struggle to communicate with some parents not being able to assist their children with home work. In responding to this situation, some participants recommend that schools should teach language at a very early stage, suggesting that English should only be compulsory for grade R learners. The implication is a change in the admission, language and diversity policies of the school. This is evident from the following quotes:

Quotes from interview survey

**Response School C:**
Maybe change the admission policy. The admission policy must be (.2) maybe the guys can learn the language before they start school. So they must have their one year to pick up the language. That is my recommendation. So all the learners must do grade R so that when they start grade one, they already know the language.

Quotes from Questionnaires survey

**Response School C:**
3. Giving teachers a bigger say in the curriculum. Dedication for both learners and parents ensuring the importance of education is met. Co-operative learning in learners as a listener, active participant, a tolerant learner

The above evidence suggests that School C is generally practicing liberal multicultural education. It is however important to note that, although responses from most of the respondents indicate that English language is the main medium of instruction, the school does not support the language development of the minority learner’s language as Afrikaans is the only other language which is taught at the school. Therefore, based
on the above evidence, the following position seems appropriate for school as presented in Figure 4.9 below.

**Figure 4.9: Perspectives of multicultural education (School C)**

4.4.4 SCHOOL D

4.4.4.1 Introduction

School D is an ethnically diverse primary school in Johannesburg North District. Current learner population is 708 students, 571 of which are Black African students; 46 are Coloured, 58 Indians, 21 White students and 12 others. The staff population records reveals a total of 28 staff members, 13 of which are White, 4 Black, 6 Coloured and 5 Indian. The composition of the major teams representing the school in soccer, netball, swimming, athletics and cricket as well as for cultural activities is interesting. In terms of ethnicity, the teams are composed predominantly of Black Africans with and a few Coloured, White and Indian
students for soccer, cricket and swimming. There are no White or Indian students in the school choir and no Whites in the netball team. Taking the learner population group records into consideration, the researcher is of the view that the composition of the various teams reflects diversity.

Table 4.9: Learner population group records for school D

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>249</td>
<td>394</td>
<td>43</td>
<td>54</td>
<td>369</td>
<td>376</td>
<td>745</td>
</tr>
<tr>
<td>2001</td>
<td>284</td>
<td>361</td>
<td>68</td>
<td>66</td>
<td>382</td>
<td>400</td>
<td>782</td>
</tr>
<tr>
<td>2002</td>
<td>298</td>
<td>318</td>
<td>77</td>
<td>82</td>
<td>385</td>
<td>391</td>
<td>776</td>
</tr>
<tr>
<td>2003</td>
<td>315</td>
<td>258</td>
<td>61</td>
<td>83</td>
<td>375</td>
<td>368</td>
<td>743</td>
</tr>
<tr>
<td>2004</td>
<td>361</td>
<td>181</td>
<td>77</td>
<td>95</td>
<td>358</td>
<td>364</td>
<td>722</td>
</tr>
<tr>
<td>2005</td>
<td>412</td>
<td>133</td>
<td>79</td>
<td>95</td>
<td>347</td>
<td>381</td>
<td>728</td>
</tr>
<tr>
<td>2006</td>
<td>448</td>
<td>109</td>
<td>83</td>
<td>87</td>
<td>357</td>
<td>382</td>
<td>739</td>
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<tr>
<td>2007</td>
<td>468</td>
<td>80</td>
<td>84</td>
<td>102</td>
<td>342</td>
<td>403</td>
<td>745</td>
</tr>
<tr>
<td>2008</td>
<td>546</td>
<td>57</td>
<td>64</td>
<td>89</td>
<td>350</td>
<td>408</td>
<td>758</td>
</tr>
<tr>
<td>2009</td>
<td>583</td>
<td>41</td>
<td>61</td>
<td>73</td>
<td>352</td>
<td>418</td>
<td>770</td>
</tr>
<tr>
<td>2010</td>
<td>571</td>
<td>21</td>
<td>46</td>
<td>58</td>
<td>327</td>
<td>381</td>
<td>708</td>
</tr>
</tbody>
</table>

Figure 4.10: learner population group distribution by race from 2000-2010
Table 4.10: Staff population group records for school D

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>0</td>
<td>31</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>27</td>
<td>33</td>
</tr>
<tr>
<td>2001</td>
<td>1</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>2002</td>
<td>1</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>2003</td>
<td>1</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>2004</td>
<td>0</td>
<td>22</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>2005</td>
<td>0</td>
<td>22</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>2006</td>
<td>4</td>
<td>15</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>2007</td>
<td>4</td>
<td>14</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>14</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>13</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>22</td>
<td>28</td>
</tr>
</tbody>
</table>

Figure 4.11: Staff population group distribution by race (2005-2010)
Through in-depth examination of the data, the researcher identifies some factors from School D which relates to the three perspectives of multicultural education and the derived themes namely cultural diversity, diversity policy, diverse curriculum, language of instruction and teaching methodologies that could influence the way in which teaching and learning is being experienced.

4.4.4.2 Cultural diversity

The importance of Cultural diversity through integration of the different cultures to enhance teaching and learning in ethnically diverse schools was discussed in paragraph 2.7 and Shimahara, et al. (2001, 8) holds the view that integration is essential for schooling in South Africa and that the curriculum needs to be diverse. The diverse curriculum gives an idea of how schools should operate towards advancing teaching and learning. In this section, the research participants’ perceptions, feelings and experiences in promoting cultural diversity in enhancing the culture of teaching and learning in School D will be discussed.

Most of the participants from School D including administrators, teachers and students feel that cultural diversity is being encouraged at the school. They suppose that cultural diversity upholds the different cultures of the school participants and that it enables them to learn how to respect and appreciate differences. This is evident from the following quotes:

Quotes from questionnaires Survey:

<table>
<thead>
<tr>
<th>Response School D:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group work involves various learners with diverse cultures. Sport includes and involves all learners of all cultures. We run an Arts festival which includes items, exhibiting songs, dances etc of various cultures.</td>
</tr>
<tr>
<td>2. Children are encouraged to appreciate multiculturalism. Teachers incorporate multicultural ideologies.</td>
</tr>
<tr>
<td>3. We have to cater for a large group of learner from various cultures and so we have had to adapt to embracing all cultures.</td>
</tr>
</tbody>
</table>
2. Through group activities and interactions. Respect and dignity is promoted among learners/staff/parents.

3. Respect and dignity is promoted among learners/staff/parents. Instilling democratic values for diversity, cultural differences and languages. Through group activities and interactions.

Quotes from in-depth interviews:

**School D**

**Staff: Respondent D**

Well, I think that it positively influences our school whereby we learn from one another. We are more open to one another. We are not restrictive to a certain group. When someone else comes from another group, it's not like a shock to us. We understand one another. We learn from one another and it makes learning a whole lot more fun and interesting and we learn different perspectives.

**Staff: Respondent C**

Yes, because I believe that learners are learning from each other because of the different backgrounds and cultures and I think that it is helping them positively.

**Learners: Respondent C**

….. learn to become a team ……. I think that encourages interaction

Some of the participants in School D, especially staff members feel that a diverse staff team is important as it encourage positive relationships between staff and students since students tend to relate better with teachers from similar cultural backgrounds as them. They also hold the belief that with staff diversity cross-cultural learning takes place among teachers and students and that this can be utilized by teachers to facilitate teaching and learning process. This is evident in the following quotes from the data that was collected.
Quotes from Questionnaires survey

**Response school D:**

1. Teachers understand the children’s background and may relate more easily to the situation. They can speak to the struggling child in mother tongue.

2. Multiculturalism of staff – positive example. Learners may feel more comfortable seeking advice from educator of similar background/Culture. Enable staff from different cultural groups to understand how to deal with children of different cultures- get better insights from staff of similar culture with learner.

3. We can learn from each other and in turn better understanding the learners and thus equip ourselves to teach based on the diversity.

4. See things from a different view point. Clarifies misunderstandings. We can learn from each other.

Quotes from interview survey

**School D**

**Staff: Respondent B:**

Yeah. Because they like teach in different ways and they have different ways of teaching. So you will like know, like if you have different people, you can teach in different ways.

**Staff: Respondent A:**

I think it’s very advantageous because I only went to a public school and to come here, this is the first place that I thought at and to have teachers from all other races and religions. You learn quite a bit and you understand children they’re really open that when you have a question, you can ask them and they can do the same and we learn a lot from one another and its quite interesting. So we understand our pupils as well much better because of the diversity of our staff.

**Students: Respondent C:** Well, to be taught by different teachers is quite
interesting because I mean, like in grade 5, there was a teacher, she’s an Indian teacher and she speaks Afrikaans and teaching us Afrikaans you know. So, it was something different and something to know. It inspires you because you see she’s Indian and she knows Afrikaans, so it encourages you to you know

Paragraph 21 refers to the fact that the mixed nature of the school population with multiple cultures and identities has inherent potentials for such challenges as misinterpreting behaviors in student-student and student-teacher relations and making wrong assumptions that impact negatively on teaching and learning (Gay, 2000:54; Soudien 2001:110; Wedekind, 2001.111). Incidentally, participants in School D have different opinions regarding their experience of staff diversity with regards to ethnicity. They feel that although staff diversity is encouraged in their school, this has negative implications for teaching and learning as there are language obstacles and cultural differences with possible misunderstanding and misinterpretation. These views are made evident in the following quotes.

Quotes from Questionnaires survey

School D:
1. ……Different interpretation of situations
2. Possible language barriers- misinterpretation. Body language can be misinterpreted.
4. Language. Differences in background.

One interviewee is of the opinion that in terms of staff diversity adults are not really tolerant of each other’s differences. She feels that more has to be done to increase awareness and tolerance among the diverse staff team as the quote below reveals.

Quotes from questionnaire survey

School D:
3. Adults are less tolerant of our diversity.
On the contrary, responses from some other students indicate that most of them do not bother about the cultural backgrounds of their teachers or fellow students. They believe that cultural diversity is good and should be appreciated as this enhances learning. Additionally, they seem to have no problems mixing with teachers and students from different backgrounds. This is evident from the following quotes:

Quotes from interview survey

<table>
<thead>
<tr>
<th>School D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: Respondent A</td>
</tr>
<tr>
<td>I don’t have any issue with that because we are a rainbow nation and have to like everybody.</td>
</tr>
<tr>
<td>Student: Respondent D</td>
</tr>
<tr>
<td>No, there are no challenges…..no problem….. I learnt how they greet, what food they eat, other things that they’re reading and stuff like that.</td>
</tr>
</tbody>
</table>

4.4.4.3 Language of instruction

The discussion now turns to language as a vital issue in ethnically diverse schools. In paragraph 2.4 it was argued that multilingualism is an important feature in ethnically diverse schools. It is also one of the characteristics of liberal multicultural education (see Table 4.5). This is due to the fact that it supports cultural diversity and nation-building, coordinates language development, encourages effective communication among the different ethnic groups as well as advances the modernization of the country. The discussion in this section is focused on the participants’ perceptions, feelings and experiences about the prescribed language of communication at the school.

(a) English as language of instruction

In school D, information obtained from the study of the language policy of the school corresponds with the views of the school leaders from the questionnaire survey and those of teachers and students from the interview survey. In this school, English language is the main medium of instruction with Afrikaans as a subject and second
language, irrespective of the fact that the school participants have a number of different home languages. This therefore implies that the students and teachers whose mother tongue is neither English nor Afrikaans do not have the opportunity to develop their language culture. An element of traditional multicultural education (see T6 in Table 4.5) can thus be observed in School D.

Most participants feel that English language as a medium of instruction prevents effective communication resulting to learning difficulties as some students struggle with basic reading and writing skills. In addition, parents find it difficult to assist the children with their school work because of the inability to communicate effectively in English. The follow excerpts provide evidence of these perceptions.

Quotes from interview survey

**School D**

**Staff: Respondent C**

……some children are struggling in English because they are not speaking it at home and maybe some of them, their parents cannot help them in English because they don’t know English.

**Staff: Respondent D**

…..communication, our medium of communication is English ….. The biggest problem is the foreign learners because I think that they constitute a majority of our school population. Its that we do not have a bridging class as such and communication, our medium of communication is English and a lot of them speak French and other languages and then they come here and although they because of the age group, then they most of the time, we tend to put them in the grade that they’re supposed to be in but a lot of the learners cannot cope because most, ALL the learners are taught in English

**Staff: Respondent E**
….. teaching English to French speaking children ..... like Xhosa and Zulu children who come to Gauteng at the age of 9 or 10 years without no English whatsoever..... I think one of the most difficulties must be African teachers teaching English ..... English is a very difficult language. I think that is it and I can't think of anything else really. And the other problem is that, English teachers don’t speak the African languages……

……..I think we have a problem with literacy and GDE doesn’t make any provision, or to provide any teachers or finance different classes to teach foreign children English or children who come from the homelands that do not speak English. So we do have a literacy problem.

The researchers Xing and Yanheng (2001:261) explained in paragraph 2.4. how the transitional model of language education has been used in China to advance the culture of teaching and learning. According to Xing and Yanheng (2001:261) this model is said to have had a positive influence on learning in China as it made provision for different ethnic groups to develop their home language in the lower grades and subsequent introduction of mandarin( the dominant language of instruction) in the higher grades of primary. Similarly, in paragraph 2.6 Lemmer (2002: 54) and Pena (1996: 323) argue that schools should allow learners to develop and maintain both first and second language in the most effective and beneficial ways.

Contrary to this view, one of the respondents of school D ( the HoD for intermediate phases) is emphasizing that schools should be monolingual, where English language should be the only medium of instruction and that teachers should focus on teaching the basics as this is not experienced at home. This is evident in the quotes below

Quotes from Questionnaires survey

**Response School D:**

Our children need to learn only ONE language at school - English…..spend time rather on teaching the basics that they don't get at home.

Take away the 2\textsuperscript{nd} language. Teach more English and maths. Start from gr 1 EVERY
WHERE with English as the medium of teaching, so the learners can go to any school.

4.4.4.4 Teaching methods

The discussion in this section is concerned with the participants’ perceptions of the appropriate instructional strategy for teaching and learning in ethnically diverse schools. These perceptions include the different approaches to teaching which can have a positive influence to learning in ethnically diverse schools. In chapter 2.4 it was stated that in multicultural schools, school administrators have to come up with different instructional strategies to advance teaching and learning in their schools.

(a) Appropriate teaching and learning methods

A number of participants feel that interactive pedagogy is being implemented at the school to foster the culture of teaching and learning. They feel that this teaching style is culturally responsive as it motivates pupils to interact and learn through different ways, a feature of liberal multicultural education (see L7, L8 on Table 4.5). The researcher believes that these interactions lead to cooperative teaching and learning where teachers, learners and parents are all involved in providing support to children as they embark on learning. This idea is evident from the following quotes

Quotes from Questionnaires survey

**Response - School D:**
1. Music, Arts and culture lessons. Social sciences
2. Children are encouraged to appreciate multiculturalism. Teachers incorporate multicultural ideologies
3. Group work, music and dance.

Quotes from interview survey

**School D**
Learners: Respondent B

……. Because they like teach in different ways and they have different ways of teaching. So you will like know, like if you have different people, you can teach in different ways.

Learners: Respondent C:

Eh:mm I know this one teacher, okay, she is Mrs…. She teaches Afrikaans and her method is like actions okay, like let’s say there’s a sound that you must make when you’re saying something right. So when you’re saying and the sound is made it means more. So in class, we hit the table and go boom boom and so that like helps us to remember for the next day. And so let’s say I’m in high school and I’m in grade eight and I am learning Afrikaans, and if I forget something, I can remember what my teachers taught me through that lesson of actions and yeah.

In paragraph 2.6, Baker in lemmer (2002: 49) asserts that teachers should be creative and make use of simple and concrete learning support materials that relate the lesson to the learners’ life world to encourage understanding of what is being taught. This idea is support by respondent B and C above.

Although most participants feel that interaction is encouraged in the school, one participant from the questionnaires survey, strongly believes that interaction should not be encouraged, revealing tendency towards traditional multicultural education (see T1, T2 in Table 4.5). She feels that interaction among different ethnic groups will occur naturally. This is evident from the following quotes:

Quotes from Questionnaires survey

Response School D:
1. No need. Happens naturally.
4.4.4.5 Diverse Curriculum

The importance of the curriculum to teaching and learning in ethnically diverse schools was discussed in paragraph 2.2.2 because it gives an idea of how the school should pursue the development of a culture of effective teaching and learning. In this section, School D participants’ perceptions, feelings and experiences of the suitability or otherwise of the current curriculum as well as changes suggested for promoting the culture of teaching and learning will be explored.

(a) Suitability of current curriculum

Some of the participants feel that the school curriculum is suitable for teaching and learning. They emphasize the suitability of the diverse content as well as the teaching strategies. They believe that the curriculum provides opportunities for teachers to become creative in designing and implementing different but appropriate activities to enhance learning. These ideas are features of liberal multicultural education (see L1, L7, L4 in Table 4.5). Some other participants, especially learners, say that the current curriculum promotes creativity and critical thinking. This is because some of their teachers are able to design creative, interactive and exciting lessons which enhance learning. Their ideas are evident in the following excerpts.

Quotes from Questionnaires survey

Response School D:
4. Group work, music and dance.

Quotes from interview survey

School D

Staff: Respondent E

I think it is suitable because most of the things that we teach them is(.4) something around them.
Learners: Respondent C:

Ehmm I know this one teacher, okay, she is Mrs.... She teaches Afrikaans and her method is like actions okay, like let's say there's a sound that you must make when you're saying something right. So when you're saying and the sound is made it means more. So in class, we hit the table and go boom boom and so that like helps us to remember for the next day. And so let's say I'm in high school and I'm in grade eight and I am learning Afrikaans, and if I forget something, I can remember what my teachers taught me through that lesson of actions and yeah.

Respondent D:

Yes, take Arts and Culture for example, you will find out our black children have a lot of rhythm. When it comes to dancing and singing, they excel and they tend to teach the others as well because the groups are mixed. We just mix the groups and there are other things that I find.

(b) Challenges within the current curriculum

Contrary to the idea among some participants that the current curriculum is adequate (as indicated in paragraph 4.4.4.5(a) above), others feel that it still possesses some flaws which impact negatively on teaching and learning. They believe that the Department of Education is not being realistic in terms of what is expected from teachers and pupils alike. They are of the opinion that the current curriculum does not resolve the language problem facing the school. Moreover, they feel the department only designs the document and requests the implementation without considering the different context of individual schools. A recent example is the instruction that the “foundation of learning” be implemented in all schools nationwide without considering the different contexts of individual schools in some of which learners are not able to afford the prescribed resources.
An additional perception is that the OBE approach to teaching and learning does not really promote learning. They feel that OBE encompasses a large number of learning areas (especially in the foundation phase) whereas most learners lack the basic skills of reading and writing as not enough attention is given to laying the foundation for high school. The following quotes provide evidence for these perceptions.

Quotes from interview survey

**School D**

**Staff: Respondent A:**
With respect to the curriculum and our school environment, the biggest challenge is English once again and I think we need to address that because if we address the whole English barrier thing, if we had extra classes, and if we get them to speak the language better, I think more learning will take place. Quality learning will take place as well because they will understand what’s going on and that’s the big problem. So I think right now we just need to focus more on reading, writing.

**Staff: Respondent C:**
…this new thing that is introduced right now, the foundations of learning, they want to make it national, not bearing in mind that schools are different. For example, if I take our school and a school somewhere, maybe Greenside or where the majority of learners, there get parental involvement, let me say that. It won’t be the same with the other schools where the parents are not actively involved in the learner’s education or with the schools where there are no resources. For example, if I take a school in Soweto, those learners in that school, they don’t have [readers]?… Even some other schools, they have computers, they have resources and they have lesser numbers of kids in class, meanwhile other schools they have forty, fifty, sixty in one class. So, with these National foundations of learning, I don’t think it will work in other schools.

**Staff: Respondent E**

…… too many subjects. We should deal with literacy right up to grade four. That should
be the predominant thing, and we’ve got nine or eight subjects in grade four where we’re supposed to be doing just Math. We’re doing no handwriting anymore and the kids handwritings are appalling.......I think we have a problem with literacy and GDE doesn’t make any provision, or to provide any teachers or finance different classes to teach foreign children English or children who come from the homelands that do not speak English. So we do have a literacy problem.

Quotes from Questionnaires survey

Response school C:
4. It is difficult to find suitable material. Cost involve in new material.

Response School D:
2. Not all learners have the required resources.
3. Sometimes the expectations placed on the teacher by the education Department is unrealistic to our learner’s home situation.

One of the interviewees (Respondent D) spoke strongly against the OBE. She has been teaching for 25 years and although she has not been trained under OBE, she feels that OBE and its inherent group work approach to teaching does not equip learners with the basic skills. As a result of this perceived weakness, this teacher tends to rather practice the traditional teacher-centered teaching approach as she feels that this will promote effective teaching and learning. Her comments are recorded below.

Quote from interview survey

School D

Staff: Respondent D:
I have been teaching for 25 years now and I’ve thought in a high school, I have not been OBE trained but I have to follow the OBE system now but I totally don’t agree with the OBE system. There are so many flaws in it that are not helping our children and end
up putting them at a disadvantage because they end up not knowing basics, because they depend on groups for certain projects and they tend to depend on the stronger learners in the group and they are given a mark and as a result pass through the system. I try as much as possible to implement my old style of teaching to get out the best from the children.

(c)  Suggested changes to the current curriculum

The discussion in this section focuses on the participants’ perceptions and feelings regarding what changes – with respect to the perceived weaknesses discussed in paragraph 4.4.4.5(b) above – should be effected to the current curriculum to foster the culture of teaching and learning.

Although most of the participants share a common perception that the current curriculum needs to be improved, the specific areas of concern were different for most of the participants. This is evident from the following quotes.

Quotes from Questionnaires survey

**Response School D:**
2. Revert back to teaching as opposed to facilitating.
3. Back to basics and most definitely less paper work and smaller classes.
4. More emphasis on the skills of teachers than accuracy of ever changing paper

Quote from interview survey

**School D**

**Staff: Respondent C**
Yes. I feel like if maybe we can introduce xxxxx languages like all official languages at our school. I think that might help because some children are struggling ……

**Staff: Respondent E:**
I think there should be far more basics and we should have far less of the freaky
subjects like EMS at such a low standard and we should have lots of writing, lots of spelling, lots of drawing and lots of tables. ........ If we had a bridging class to teach English, I think that would be a very good thing and we would have to have people teaching English to French speaking children and those who could breach the gap between like Xosa and Zulu children who come to Gauteng at the age of 9 or 10 years with that know no English whatsoever.

4.4.4.6 Diversity policy

The importance of educational policies in transforming the educational system in South Africa was discussed in paragraph 2.2.2. The discussion focused on the broad need for policies to promote social justice, equality and respect for diversity in the educational institutions. In this section the focus is on School B participants’ perceptions and feelings on the types of changes desired in the school's policies with regards to encouraging a culture of teaching and learning.

(a) Types of change suggested

Most participants made comments on the negative influence of the language of instruction on teaching and learning. The researcher considers that, in all the selected schools, English language is the main medium of instruction, although in the language policy documents, both English and Afrikaans are promoted as official languages of instruction. This approach fails to consider the language developmental needs of students and teachers whose mother tongue is different from English and Afrikaans. Therefore, most of the participants feel that the use of English as the main medium of communication sets a barrier to learning since a number of students, teachers and parents struggle to communicate in this language, and with some parents being unable to assist their children with home work.

As a response to this situation, some participants suggest that schools should teach in all the official languages in order to accommodate the linguistic demands of the diverse
learner population. This suggestion is representative of the liberal multicultural education perspective. This is evident from the following quotes:

Quote from interview survey

**School D**
**Staff: Respondent C**
Yes. I feel like if maybe we can introduce languages like all official languages at our school. I think that might help because some children are struggling in English because they are not speaking it at home and maybe some of them, their parents cannot help them in English because they don’t know English.

Some other participants suggest that a bridging class should be formed to assist students and make up for the gaps in their English language proficiency. The researcher therefore reasons that the implication is a change in the language policy and diversity policy of school. The quotes below illustrate this.

Quote from interview survey

**School D**
**Staff: Respondent D**
The biggest problem is the foreign learners because I think that they constitute a majority of our school population. It’s that we do not have a bridging class as such and communication, our medium of communication is English and a lot of them speak French and other languages ….

**Staff: Respondent E:**
If we had a bridging class to teach English, I think that would be a very good thing and we would have to have people teaching English to French speaking children and those who could breach the gap between like Xhosa and Zulu children who come to Gauteng at the age of 9 or 10 years with that know no English whatsoever
One respondent went so far as to propose a more radical approach in dealing with the language dilemma. She feels that schools should stop the second language option and teach only English and Mathematics from grade one. This implies promoting the dominant language culture, a feature of traditional multicultural education (see T3, T4, T5 on Table 4.5). The excerpts below provide evidence for this idea.

Quote from questionnaire survey

<table>
<thead>
<tr>
<th>School D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff: Respondent D</strong></td>
</tr>
<tr>
<td>1. Take away the 2nd language. Teach more English and Maths. Start from grade 1 EVERY WHERE with English as the medium of teaching, so the learners can go to any school. Set the order of the curriculum. So all schools are at the same point at the same time so children are not disadvantaged when changing schools midyear. ..... Our children need to learn only ONE language at school- English- as its universal. Spend time on teaching the basics that they don’t get at home.</td>
</tr>
</tbody>
</table>

The above evidence sourced off responses from School D respondents as well as from the documents reviewed, suggests an overwhelming move towards liberal multicultural education in School D. However, it is important to note that tendencies towards traditional multicultural education mentioned in the discussions above should be dealt with if the needs of the diverse school population are to be met through liberal multicultural education. Therefore, based on the above evidence, the following position on Figure 4.12 below seems appropriate for School D
4.5 SUMMARY

In this chapter an overview of the analyses and interpretation of the different sets of data collected using questionnaires, in-depth interviews and document review in this study was done. The researcher interpreted the data and integrated the results of her investigation with the literature review (on fostering teaching and learning in ethnically diverse schools presented in Chapter Two).

Initially, five broad categories were identified from the data and this was followed by a brief discussion of each. This was in turn followed by an explanation of the themes and sub-themes that were formed on further examining the data. Finally a discussion was presented based on the five themes and the three perspectives on multicultural education which forms the theoretical framework for this study. This part of the discussion made extensive use of quotes from the raw data as evidence.

The next chapter will then discuss the research findings, conclusions and recommendations.
CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter Four the data obtained from the enquiry was presented and analyzed. Five main themes were identified in relation to the respondents' perceptions and experiences regarding the interaction of the dynamic school populations and key processes such as teaching and learning, curriculum development and school leadership. It was also possible to situate each participating school within the three perspectives of multicultural education described by Hoffman (1996) and McLaren (1995) in Carignan et al. (2005: 382).

In this final chapter the research findings, conclusions and recommendations are presented. This presentation takes into consideration the main aim of the study, which is to explore how the leadership and management of ethnically diverse public schools advance opportunities that promote a culture of teaching and learning in their respective schools. In addition, this chapter highlights the general limitation of the study and makes recommendations for further research.

5.2 Findings

Findings for this research were derived from the qualitative data analysis described in paragraph 4.1. These will be discussed here under the derived themes (see Table 4.2) and within the context of the three different perspectives of multicultural education examined in the discussion on existing literature in Chapter Two. The researcher will attempt hereby to provide answers to the main research question which is, “How does school leadership and the management of ethnically diverse schools advance opportunities that encourage a culture of teaching and learning?”

Upon analyzing the data in Chapter Four under the rubrics of the five themes and within the context of the liberal, traditional and the radical perspectives of multicultural
education, the researcher found that all the schools involved in the study are practicing liberal multicultural education. However, each school exhibits some of the distinctive features of traditional multicultural education especially with regards to their use of English as language of instruction (see T5 on Table 4.5). The research indicates that generally, schools do not want to open up on issues relating to diversity. This may be attributed to the fact that transformation is not taking place at the schools.

Cross (2001:391) argued that during the apartheid era, discrimination was enforced on the basis of diversity and that the negative consequences have persisted since then. This may be the reason why some schools do not want to encourage research studies that have to do with issues of diversity. Some school leaders do not really encourage ethnic diversity at the schools. Some school leaders are neutral and do not acknowledge the ethnic background of the students. Students generally are more tolerant and do not seem to have issues with diversity. They tend to respond to cross-cultural integration better than adults.

The curriculum is problematic especially in the context where students are not provided with the basic skills of reading and writing. In general, cooperative teaching methods enhance teaching and learning in ethnically diverse schools. In all four schools studied, the ethnic mix of the learner population and the changes to the mix are not reflected in the staff population. On the basis of these findings, recommendations will be put forward on how the leadership and management of ethnically diverse schools could advance opportunities that create and maintain a culture of teaching and learning at the schools.

5.2.1 Cultural diversity

The data analyzed in Chapter Four indicates that elements of the traditional and liberal multicultural perspectives inform education practiced in all four schools. This is what the researcher perceives from the responses of a majority of the research respondents (see 4.4.1.2, 4.4.2.2, 4.4.3.2 and 4.4.4.2).
The researcher argues with respect to the discussion in paragraph 2.4, that teaching and learning may be advanced in ethnically diverse schools by implementing multicultural education in line with the observation by Banks and Banks and Gay that societies are becoming more complex socially, economically and politically (2000: 29; 2003:122; 2005:12). Therefore, in addition to teaching the basic skills of reading, writing and mathematics, schools should teach about social justice issues and enable students to learn to be reflective, moral, caring and active citizens as is prescribed by multicultural education. Interestingly, this point was fully appreciated by most of the research participants who indicated that in addition to content knowledge, students get to learn values like tolerance, empathy and appreciation of differences (see paragraphs 4.4.1.2, 4.4.2.2, 4.4.3.2 and 4.4.4.2).

Findings on diverse school cultures indicate that some research participants do not think that it is necessary for the staff population to be fully representation of the student population group [see 4.4.121(a), 4.4.2.2(a), 4.4.3.2 (a) and 4.4.4.2(a)]. This view is supported by the information from the questionnaires on staff and student population groups presented in various tables and graphs in Chapter Four (see Tables 4.3 - 4.10 and Figures 4.2 – 4.9). In paragraph 2.5 it was indicated that, in ethnically diverse schools a representative nature of teaching staff should be reflected in the student population. This is because it provides a source of motivation for learners who regard teachers as role models and in addition enables both teachers and students to learn about the different cultures, a form of knowledge which could be utilized to facilitate teaching and learning. Kiwan (2008), Lemon (2008:304), Volmink (2008:193) and Mabokela (2002:4) also indicated in paragraph 2.5 that principals from minority groups serve as powerful role models to learners.

Earlier in paragraph 2.4 (Banks & Banks, 2005) argue that multicultural education has been used in the United States to address the differential educational outcomes for minority and majority students, was examined. Hoffman’s (1996) and McLaren’s (1995) assertion that the three perspectives of multicultural education have been used in ethnically diverse schools buttress the views of Banks and Banks. Hoffman and
McLaren explain that the first approach (the traditional multicultural education) regards culture as fixed and undermines the culture of the minority group (Starkey, 2008:34). The second, liberal multicultural education accommodates change through curriculum reform, acknowledges multiple identities and combats discrimination based on ethnic differences. The third perspective which is radical multicultural education, seeks to stop oppression and injustice and to promote a form of education that addresses the needs of diverse cultural groups.

Therefore, it is the researcher's opinion that the defining features of liberal multicultural education should guide the way in which ethnically diverse schools operate. This is because this approach takes the needs of all school participants into consideration in advancing the culture of teaching and learning (Morrow, 2007: 166; Jackson, 2004).

Some practical guidelines for leaders of ethnically diverse schools in implementing a diverse culture in terms of staff population diversity will be explored in the paragraphs to follow. As leaders, school authorities and management should be committed to carrying out certain important tasks which include employing a staff team of diverse members who are trained to deal with issues of diversity. Such diverse staff members motivate students being that they themselves are exposed to positive experiences and interactions. Students thus develop a positive identity and sense of self which could facilitate a culture of teaching and learning in the respective schools (Tomlinson-Clark, 2001:204; Wedekind, 2001:154).

In this section the nature of cultural diversity in the four schools was discussed. In addition, the researcher suggested practical guidelines for encouraging a culture of teaching and learning in ethnically diverse schools through increase of qualified staff members to reflect the different cultures of learners. The discussion in this next section focuses on how language of instruction could encourage effective communication among school participants drawn from different ethnic groups, and thus help to foster a culture of teaching and learning in multicultural schools.
5.2.2 Language of instruction

The next aspect of the broad findings of this research is that most participants feel that English language as the dominant medium of instruction prevents effective communication and constitutes a barrier to teaching and learning. This is the experience of teachers and students who face problems with pronunciation on the one hand, and those students who struggle with basic reading and writing skills. So also are parents who cannot assist their children because of their own inability to communicate in English [see 4.4.1.3(a) 4.4.2.3(a), 4.4.3.3(a), 4.4.4.3(a)].

In paragraph 2.6 it was stated that multicultural schools are linguistically diverse as their populations include speakers from the various language (dominant and minority) groups. Usually, it is the language of the dominant group that is preferred as the medium of instruction (Maruatona, 2005: 35), a situation which negatively affects the ability of the marginalized group to learn at school. When learners of different ethnic groups come together, they come with wealth of cognitive, social and linguistic skills (Lemmer, 2002:39) which could be used by teachers to enhance teaching on one hand, and to boost effective learning on the other. Wedekind (2001:139) argues that if used appropriately, such skills could provide opportunities for students to learn, understand and respect their different cultures which could lead to an overall enhancement of the culture of teaching and learning in schools.

The researcher therefore believes that language of instruction is very crucial in influencing the students’ ability to access knowledge in the school environment. Lemmer (2002: 47) uses the Cummin’s model of second language acquisition (see Figure 2.1) to explain the causes of under-achievement among language minority learners. She explains that even though language minority learners can demonstrate higher order thinking like hypothesizing and arguing in their first language, they struggle with understanding academic content in English (Wales, 1990:51). She explains further that teachers often regard this cognitive difficulty with English as a deficiency (Chamot in Lemmer, 2002:48). Vandeyar, (2010: 356) agrees with this view and states that in
advancing a culture of teaching and learning that is beneficial to all school participants, teachers need to value the diversity of learners in the school environment.

Lemmer prescribes that certain elements be introduced in ethnically diverse schools to allow learners develop and maintain both first and second languages in the most effective and beneficial ways. She suggests that teachers learn about how first and second language is acquired and the impact of language diversity on teaching and learning. She proposes further that school policies and practices be developed to utilize the knowledge and skills that learners possess in their first language while providing the learners with appropriate instruction in English (2002: 39). This is similar to the transitional approach, a model of language education that has been used in China (Xing & Yanheng, 2001:261). This approach allows learners in the lower grades to utilize the knowledge and skills they possess in the first language while providing them with appropriate instruction in Mandarin, and a subsequent introduction of the widely spoken Mandarin in the higher grades of primary school and middle schools.

This process which allows for a seamless transition from the native language to Mandarin, (though expensive as it requires bilingual teachers), could still be introduced into schools in South Africa. In similar vein, Meier and Hartell’s recommendation is that teachers should acknowledge the different cultural and linguistic capital which minority learners bring into the school environment and as well show commitment towards promoting diversity at the school (2009:190).

In this section the discussion concentrated on how school leaders could create and maintain an educational environment that will allow learners develop both first and second languages as a way of advancing teaching and learning. The next section explores the appropriate instructional strategies that could be employed to promote learning in ethnically diverse schools.

5.2.3 Teaching methods

Further broad findings from the data of this research reveal that most participants feel that although interactive pedagogy is being employed in the respective schools, parents
are not really involved in assisting learners. A number of respondents prescribe cooperative teaching and learning – a process of interactive teaching involving learners, teachers and parents – as the appropriate instructional strategy for teaching and learning in ethnically diverse schools [see paragraph 4.4.1.4(a), 4.4.2.4(b), 4.4.3(a), 4.4.3.4(a)].

In paragraph 2.6 Gay argues that in multicultural schools classroom instructions can occur through “culturally responsive pedagogy” which recognizes the cultural orientation of the ethnically diverse students (2000: 29). Children learn about their cultures and build their identities as they socialize within their families and the community (Lemmer, 2002: 48). Parents should therefore assume the responsibility of teaching the culture of the ethnic group to the child to help the positive development of the child’s ethnic identity. This can increase the ability to learn in the midst of diverse educational experiences, and also enhances effective functioning in the broader society (Tomlinson-Clark, 2001:204).

Lemmer further suggests that schools should design and implement certain strategies that will bridge the gap between parents of language minority learners and the school. She proposes that schools implement effective diversity management programmes which require teachers to carry out short home visits to the learners at the beginning of the year. From these, teachers can obtain an understanding of their learners' backgrounds which can be used in classroom pedagogy to assist teaching and learning (2002:56). Therefore, teachers in ethnically diverse schools need to have an understanding of the background of the child to be able to assist the child in learning. This can also involve understanding the interrelationship between the student, the family and the community (Tomlinson-Clarke, 2001:207)

In Lemmer’s (2002: 53-54) in research on fostering language development in multicultural schools in South Africa, she recommends that schools adopt a supportive school leadership style where all school participants including school governing bodies, parents, students, staff and community members are involved in designing and implementing school policy on diversity management. She proposes that principals
should play a crucial role in this process. This idea is supported by Bush and Moloi (2007:55) who state that cross boundary leaders require appropriate support from the Department of Education and from the school community.

Lemmer (2002: 54) and Pena (1996: 323) also recommend that all school leaders should carry out research and collect information on appropriate instructional strategies and should communicate these to teachers and other school participants in order to foster a culture of teaching and learning in multicultural schools. Lemmer (2002: 54), Bush and Moloi (2007:55), Madsen and Mabokela, (2002: 4), all indicate that principals who are members of minority groups serve as powerful role models to learners and should therefore be committed to carrying out key tasks that facilitate integration. These include employing teachers who are trained in dealing with diversity issues, and developing robust mission statements which provide guidelines and give directions for the goals of their schools.

5.3 Conclusions

On the basis of the extensive findings of this research, the researcher was to make the following conclusions regarding school leadership and management experiences in fostering a culture of teaching and learning at their schools. The diverse cultures of schools in Johannesburg North include characteristics of both traditional and liberal multicultural education and illustrate the fact that societies are becoming more complex in terms of social, economic and political composition. Therefore, in addition to teaching the basic skills of reading, writing and math, school leadership and management should encourage teaching and learning that will involve social justice issues through which students will learn to become reflective, moral, caring and active citizens, goals which liberal multicultural education aims to achieve.

The school leadership and management of ethnically diverse schools in Johannesburg North district are engaged in promoting cultural assimilation as English language is being used as the dominant medium of instruction, preventing effective communication and constituting a barrier to teaching and learning. School leaders are implementing
interactive pedagogy which embraces cooperative teaching and learning and parents are required to increase their efforts in assisting their children in the teaching and learning process.

5.4 Limitations

The researcher suggests that contextual limitations to this inquiry need to be taken into account when assessing this study. Diversity is a very sensitive issue and most schools do not want to get involved in a study that exposes their peculiar sensitivities. The study focused on a phenomenon that is very extensive and very sensitive but limiting in selecting only four schools. Although the main theme of the study is fostering a culture of teaching and learning in ethnically diverse schools, this study was restricted to the contribution that the leadership and management of ethnically diverse schools could make.

5.5 Recommendations for future research

The findings and conclusions discussed in the previous sections can be seen as fruitful avenues for future research. It is clear that the leadership and management of ethnically diverse schools have the responsibility of creating the appropriate atmosphere in terms of school culture, policy and curriculum required to advance a culture of teaching and learning in ethnically diverse schools. The researcher believes that by applying the recommendations in this study, school leaders would be able to advance opportunities to enhance the culture of teaching and learning in their schools. Therefore, the researcher recommends that regular surveys should be carried out in ethnically diverse schools to:

- increase awareness of the positives of diversity;
- evaluation the performance of school leaders in fostering liberal multicultural education;
- Investigate the aspect that needs improvement, and finally;
• Identify the need for developing leadership and management as well as other staff members involved in advancing a culture of teaching and learning through liberal multicultural education in ethnically diverse schools.

5.6. Final remarks

The final chapter presented the findings and conclusions drawn from the data analyzed for this study. The findings and conclusion should not be regarded as the only solutions to the challenges faced by school leaders in fostering a culture of teaching and learning in ethnically diverse schools. The researcher therefore would like to see the recommendations being utilized by school leaders to manage the tremendous demands of creating and sustaining a culture of teaching and learning in ethnically diverse schools.

Furthermore, the recommendations provided may also assist the Department of Education with designing appropriate training and developmental programmes to enhance the smooth running of multicultural schools. This study of work may encourage either directly or indirectly all those involved in education especially principals, teachers and learners in ethnically diverse schools to work collaboratively towards a common goal of transforming schools to achieve high academic performance. This study may, hopefully assist in stimulating other researchers to conduct research on the other challenges faced by the leaders and managers of ethnically diverse schools.
LIST OF REFERENCES


Wedekind, V.R (2001). Teachers, the South African State, and the Desegregation of Schools in the 1990s. *In Ethnicity, Race, and Nationality in Education*. Edited by


Appendix B: Letter of permission to the school principals

University of Johannesburg
Faculty of Education
Auckland Park Campus
Auckland Park

Date
The Principal
X High School
Dear Sir/ Madam

Permission to conduct research at your school.

I am Anastasia Buma a master student from University of Johannesburg. My supervisor is Dr Pierre du Plessis and can be contacted on 011 559 2602. My research topic is leadership and management’s experiences in fostering a culture of teaching and learning in ethnically diverse schools in Johannesburg North District. I wish to collect data from your school that will be used in my research. I would like to have an interview the principal, an HOD and a learner from each department at the school. The interview will take place after school hours and I will not interview any participant during school hours.

In addition, the research proposal will be clarified to all the participants, so that they are fully aware of what they are committing themselves to. They will also be made aware that their participation will be voluntary and they have to give a written consent to participate in the research project as well as withdraw at any time without any coercion. I will ensure that while participating, participants will not be placed at risk or any form of danger, both physically and psychologically.

Furthermore, the participants’ permission will be requested in order for an audio recorder to be used during the interviews and observations, to record, collect and analyze data accurately, whilst exercising a high degree of confidentiality and anonymity by protecting their privacy and sensitivity. I intend to make use of school documents, and permission will be obtained from Gauteng Department of Education. Participants will as well be informed about what will happen to the collected data upon completion of the study and in this case the recorded information will be destroyed after two years.

Your help in this regard will be appreciated as I will give feedback to your school, after the completion of my studies.

Yours Sincerely.

Anastasia Buma.

Supervisor

Signature

Page 1
I hereby give permission for the interview to be conducted and audio tapped by Anastasia Buma supervised by Dr. P. du Plessis at Faculty of Education University of Johannesburg Auckland Park.

I agree to take part in this research study and have made this decision based on the verbal request and information read from this letter. All the procedures and risks have been explained to me and I have had the opportunity to ask questions and receive additional information about this research.

I fully understand that I may withdraw from the study at any time without penalty, by informing the researcher. I am also aware that this research has received the necessary ethics and clearance from both the school and the department of Education.

Signature of participant:

Sign at:

Date:
Appendix B: Letter of permission to parents of learners

University of Johannesburg
Faculty of Education
Auckland Park Campus
Auckland Park.

Parent of participant.

Dear Sir/ Madam

Permission to conduct research with your child.

I am Anastasia Buma a master student from University of Johannesburg. My supervisor is Dr Pierre Du Plessis and can be contacted on 011 559 2602. My research topic is **leadership and management's experiences in fostering a culture of teaching and learning in ethnically diverse schools in Johannesburg North District**. I wish to collect data from your child that will be used in my research. I would like to have an interview with your child who is a learner at the school. The interview will take place after school hours and I will not conduct any interview during school hours.

In addition, I would like you to understand that participation is voluntary and your child can withdraw at any time without any coercion. I will ensure that while participating, your child will not be placed at risk or any form of danger, both physically and psychologically.

Furthermore, I am requesting your permission to use an audio recorder during the interviews to record data accurately, whilst exercising a high degree of confidentiality and anonymity by protecting your child’s privacy and sensitivity. Be informed as well that upon completion of the study, the recorded information will be destroyed.

Your help in this regard will be appreciated as I will give feedback to the school which your child attends.

Sincerely yours

Anastasia Buma.

Supervisor________________
Signature________________

Parent of participant (Learner)

I hereby give permission for the interview to be conducted and audio tapped by Anastasia Buma supervised by Dr. P. du Plessis at Faculty of Education University of Johannesburg Auckland Park.

Signature of participant:

Sign at:      Date:
Appendix D:

Questionnaire 2 for HODs and principals

1: Briefly explain the extent to which the ethnic diversity of your learner body affects the effectiveness of teaching and learning at your school.

2: What are the aspects of teaching and learning which encourage ethnic diversity at your school?

3: What are the ways in interactions among ethnic groups is encouraged at your school?

4: Provide some benefits of staff diversity to teaching and learning at your school.

5: What are the challenges of staff diversity to teaching and learning at your school?

6: Explain some of the benefits of learner diversity to teaching and learning at your school.

7: What are some of the challenges posed by learner diversity to teaching and learning at your school?

8: Briefly explain the suitability of the current curriculum regarding diversity in enhancing teaching and learning.

9: What curriculum changes will you like to see in order to improve the effectiveness of teaching and learning at your school?

10: What other comments can you provide on encouraging ethnic diversity in your school.
Appendix E:

Pre-determined open-ended questions for teachers

The following questions will lead to the evaluation of the school leadership and management experiences in fostering a culture of teaching and learning in ethnically diverse schools.

1. How long have you been in the school?
2. Briefly explain your understanding of ethnic diversity in your school’s context.
3. Please explain some of the ways in which learner diversity can positively influence teaching and learning at your school?
4. What are some of the challenges posed by learner diversity to teaching and learning at your school?
5. Tell me, what are the ways in which interaction among ethnic groups is encouraged at your school?
6. Could you describe some of the advantages/benefits of staff diversity to teaching and learning at your school?
7. What are some of the challenges of staff diversity to teaching and learning at your school?
8. Tell me in your opinion, how suitable is the curriculum for your learner population with regards to teaching and learning?
9. What curriculum changes (if any) would you like to see in order to improve the effectiveness of teaching and learning at your school?
10. Could you recommend any measures to encourage ethnic diversity in your school in a manner that can benefit teaching and learning?
11. Is there anything that you might not have thought about before that occurred to you during this interview?
12. Is there anything you would like to ask me?
Pre-determined open-ended questions for students

The following questions will lead to the evaluation of the school leadership and management experiences in fostering a culture of teaching and learning in ethnically diverse schools.

1. How long have you been in the school?
2. Briefly explain your understanding of ethnic diversity in your school’s context.
3. Tell me, in your opinion, does the ethnic diverse nature of your school affects the effectiveness of teaching and learning?
4. What have you experience in aspects of teaching and learning which encourages ethnic diversity at your school?
5. In what ways is interaction among ethnic groups encouraged at your school?
6. Could you describe some of the ways in which sharing a class with children from other ethnic backgrounds is good for learning?
7. Please explain how sharing a class with learners from other ethnic groups can influence teaching and learning.
8. Tell me about how suitable the curriculum is for teaching and learning at your school.
9. What curriculum changes. (if any ) would you like to see in order to improve the effectiveness of teaching and learning at your school?
10. What suggestions do you think can be made to the school management to encourage ethnic diversity in a manner that can improve the culture of teaching and learning in your school?
11. Is there anything that you might not have thought about before that occurred to you during this interview?
12. Is there anything you would like to ask me?

THANK YOU FOR YOUR TIME AND VALUED CONTRIBUTION TOWARDS PROMOTING A CULTURE OF TEACHING AND LEARNING IN ETHNICALLY DIVERSE SCHOOLS.