STAFF DEVELOPMENT FOR MULTICULTURAL EDUCATION

BY

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SINOPSIS

Hierdie studie fokus op personeel-ontwikkeling vir multi-kulturele onderwys. Voordat personeelontwikkeling vir multi-kulturele onderwys geïmplementeer kan word is daar probleme wat eers aangespreek moet word.

Die probleem van houdingsverandering by diensdoende onderwysers is baie belangrik. Die onderwysers en die leerlinge kom van verskillende kulturele groepe en daarom moet hulle aangemoedig en gemotiveer word vir inskakeling by 'n multi-kulturele program in die skool.

Alle skoolstelsels voorsien personeelontwikkeling in een of ander vorm vir hul onderwysers. Daar is egter 'n tekort aan kontinuïteit en koördinering tussen skool en 'n afwesigheid van terugvoering na die onderwysers.

Onderwysers moet 'n klimaat in die skool skep waar stereotipes en vooroordeel aan die lig gebring word en uiteindelik uitgeskakel moet word. Onderwysers moet onderrig word in gemeenskapsnavorsing sodat hulle in staat kan wees om plaaslike taalgebruik uit te brei.

Die verkryging van kruis-kulturele kommunikasievaardighede is belangrik vir onderrig in 'n multi-kulturele onderwys. Indiensopleiding het dikwels voorgekom op baie gebiede, maar was nog nooit so relevant as in vandag se gemeenskapsinrigtings nie.

Die navorser het 'n vraelys aan die hoofde van Johannesburgse onderwysstreek aangebied met die doel om meer inligting omtrent multi-kulturele onderwys in Suid-Afrika te verkry.

Die navorsingsbevindinge toon aan dat:

• Personeelontwikkeling vir multi-kulturele onderwys toepasbaar is in Suid-Afrikaanse onderwysstelstels.

- Skoolbeleid gereeld hersien moet word deur die personeel, ouers en die gemeenskap.

- Skoolbestuur, leerlinge en ouers moet deelneem in besluitneming vir multi-kulturele onderwys.

- Personeelontwikkeling 'n rol speel in die vermindering van vooroordeel vir multi-kulturele onderwys.

- Kruis-kulturele kommunikasie belangrik is in personeelontwikkeling vir multi-kulturele onderwys.

- Taal in personeelontwikkeling 'n rol speel in multi-kulturele onderwys.

- Indiens-opleiding belangrik is vir personeelontwikkeling in multi-kulturele onderwys.

- Ouers moet deelneem in skoolprogramme vir personeelontwikkeling in multi-kulturele onderwys.

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CHAPTER 1 : GENERAL ORIENTATION

1.1 INTRODUCTION

The 1970's saw the growth of specialist support services for multicultural education as a further strand of LEA policies to combat inequality. Many of these services were confined to language support (Pumfrey and Verma, 1990:144).

Development and growth is an integral part of man's existence on earth. It must be seen as an uninterrupted process of growth; a growth process to which man will be exposed life-long. For the professional development of the teacher, it is important that the needs of the school staff as a whole and those of the individual teacher are identified at school level and that strategies to meet these needs are determined (D.E.T. 1984:1).

According to Pumfrey and Verma (1993:198) concern has often been expressed about the fairness of the assessment process when the school population is culturally and linguistically diverse. Closely related to the issue of assessment is the difficult question of teacher expectation. Eggleston (1981) stressed the importance of including teacher perceptions of ethnic-minority children and the assessment implications in the content of INSET programmes.

Unlike other culturally diverse countries such as U.S.A., Britain, Canada and Australia which have been giving attention to the development and implementation of multicultural education since the early 1970's, South Africa is only now beginning to face the challenges of desegregated schooling with the recent 'opening' of state schools to all race groups (Squelch, 1991:58).

While the reform process in the South African state provided the general conditions for the emergence of the open schools movement, it is nevertheless important to locate its genesis within the institutional framework of the Catholic church itself, where it was part of broader patterns of change (Christie, 1990:15).

According to Cross (1987:74) the 'open' schools are having a particular experience which can indicate, or at least provide, some insights of what schools in a non-racial education system would be like. From 1984/85 onwards, attempts have been made to revise the existing curricula in order to meet the 'multicultural' composition of the students.

Christie (1990:127) asserts that the process of change in open schools has always been adaptive and incremental, and the results have been uneven. It would be mistaken to assume that reform was imposed on schools from above. Instead, the history of open schools suggests the initiative came largely from those involved in Catholic schools, particularly the religious sisters.

Du Plessis (1991:40) argued that if the South African community is serious about a new South Africa, it is obvious that one will have to take some top level decisions about the training of teachers for a multicultural classroom, but that should be a democratic decision for everybody represented by people coming from different cultures.

The successful implementation of multicultural education in South Africa will depend on the training of well qualified teachers in the field of multicultural education. This requires the provision of meaningful pre-service and in-service teacher education programmes. Such programmes should provide teachers with both the theoretical and practical knowledge of multicultural education.

In view of this, there is consensus amongst educationists that in-service teacher education programmes should be developed that specifically train teachers for multicultural education. Multicultural education is grounded in the social relationships of the school: relationships that is, between teachers and pupils. It is the quality of these relationships, their capacity for equal partnership and sensitivity to others' needs that determine to a very large extent the quality of the education programme being offered (Squelch, 1991:47).

1.2 PROBLEM PROPOSITION

Teachers not only need to find their own ways of working together, they also need to be clear about the demands that these ways of working will make on the institution as a whole. A coherent strategy is required for staff development and one that firmly locates staff development within the development of the curriculum in its broader sense. Thus staff development must be placed alongside curriculum development and organisational development as part of an integrated approach to the challenge of the reformation of the system of vocational qualifications (Nixon, 1985:57).

Teachers come and go, but organisations seem to go on forever-unchanged. While such an assertion overstates the case, it does suggest that the socialisation of teachers into the organisation is an additional important and much neglected part of the complexity of an urban classroom. The faculty social systems and the community problems seem critical also (Smith and Geoffrey, 1968:245).

According to Foster (1990:38) the teachers also argued that the aim of multicultural education was to prepare all students for life in a multicultural society and actively foster good relations, on the basis of mutual respect for different cultures.

The problem of bringing about attitude change in serving teachers is a more intractable one. There are right and wrong ways of treating people, though the crest dividing them may be at times hard to find (Cook, 1970:185).

According to Verma and Bagley (1975:119), when teachers and pupils come from cultural groups which use different linguistic conventions, embodying apparently different values and roles, the situation is ripe for the development of prejudice on the part of both parties.

Calderhead (1987:23) asserts that teachers are socialised into uniform 'teacher culture'. This assumption of cultural uniformity in the occupation is untenable. Motivating the majority of teachers to participate in collaborative planning is a perennial problem. After

years of exclusion, teachers distrust administrators motives (Lazarson & Bailey, 1985:108).

According to Banks & Lynch (1986:155) school practitioners and teacher educators have tried to accommodate teachers' needs for multicultural education in teacher training by appealing to the spirit of voluntarism and altruism in their staff and students, rather than making multicultural training mandatory for employment in multicultural schools.

In exploring the process and approaches from psychological and anthropological perspectives, it has become evident that cross-cultural understanding involves more than knowledge of how and why other people think and behave as they do (Robbinson, 1985:99).

Bolin & Trulk (1969:34) states that the idea of staff development is neither unique nor untried. All school systems provide staff development in some form or another for their teachers. However, the quality of this staff development is questionable and appears to be characterised by irrelevance to teachers and teaching. There is a lack of continuity and co-ordination among school and an absence of feedback to teachers.

1.3 AIM OF THE STUDY

This study has to address the professional development of teachers for a multicultural education, aimed specifically at prejudice reduction in multicultural education. The concern with human relations will be modern approaches to multicultural and anti-racist education for staff development.

This study will examine the development of cultural sensitivity towards the cultural identity and practices of various groups. The development of a clear understanding of the importance achieving equality of opportunity in social and economic life. It will aim at the demonstration of skills, knowledge and personal qualities appropriate to teaching in a multicultural society.

Within this approach, there must be scope for formative evaluation to ascertain the effectiveness and direction of staff development.

1.4 METHOD AND PROGRESS OF THE STUDY

The research will be based on a literature study, interviews and a questionnaire. The study will refer to overseas countries where multicultural education is being applied and how it can function in South Africa. The research has been divided into the following sections:

Chapter 1 is the introduction; problem proposition; aim of the study; the method and progress of the study.

In Chapter 2, teacher training for multicultural education; ethnic and cultural prejudice; cross-cultural communication; school classroom management; the principles of staff development in multicultural education; and in-service training for multicultural education will be addressed.

In Chapter 3 resource support in the school; and the role of the principal in multicultural education will be discussed.

Chapter 4 contains the empirical study and interview results.

In Chapter 5 a summary of the study, conclusions and recommendations will be offered. This is followed by the Bibliography and Questionnaire.

CHAPTER 2 : MULTICULTURAL EDUCATION

2.1 INTRODUCTION

In the South African situation, the shape and pace of educational change depend critically on the nature of the existing system and its pattern of relations with the broader social and political context of which it is an integral part. The main process of system and policy change in South African education will assume a form of negotiations between interested groups.

In multicultural education, the professional growth of the teacher must be seen as an uninterrupted and a continuous process of growth in which the teacher's professional ability will change and improve as a result of new ideas, new knowledge and changing circumstances.

The needs of teachers will differ from school staff to school staff and from school to school. It is therefore essential that each school must design its own staff development programme based on its own needs.

2.2 MULTICULTURAL EDUCATION

Multicultural education emerged as a concept in the United States to incorporate the concerns and needs of a wide range of cultural and ethnic groups. Multicultural education is sometimes conceptualised in a way that includes a wide range of groups, including ethnic, religious, language, social class and age groups as well as handicapped individuals. The attempt in the United States to conceptualise and implement a highly inclusive kind of multicultural education, has stimulated debate and controversy (Banks and Lynch, 1986:43).

According to Popkewitz, Tabachnick and Wehlage (Verma, 1989:60) multiculturalism as a concept in Australian and British policy documents has served as a slogan to legitimise reform. The terms, 'social cohesion', 'equality of opportunity', 'ethnic identity' and 'cultural diversity' are slogans each of which 'symbolises' concepts and values, just

as terms like 'democracy' and 'national security' symbolise the values and aspirations of political groups.

Banks and Lynch (1986:93) asserts that multicultural education in the United Kingdom has proved as difficult a field of theoretical exploration as it has in terms of practical policies. Advances have been made, and a great deal remains to be done, but progress probably now depends upon the style of future enquiry and debate as upon anything else.

According to Suzuki (Hernández, 1989:5) "multicultural education is a multidisciplinary educational programme that provides multiple learning environments matching the academic, social and linguistic needs of students". Multicultural education is simultaneously about multiple cultures, in multiple cultures, and of students from different cultural backgrounds. It is education for all students.

Multicultural education is an education appropriate to a multicultural society. A multicultural society is one where there is a legitimately accepted diversity of cultural appurtenances, based on such dimensions as race, colour, language, creed, sex, class, religion, etc. and committed to the basic ethnic of 'respect for persons' against racism, sexism and creedism (Massey, 1991:51).

Multicultural education is an educational model designed to cater for a society with diverse nationalities and cultures. In most cases it is a response to social conflict. In America multicultural education developed in reaction to exclusive ascimilationist educational policies (Sowetan, January 27, 1995).

Twala (Sowetan, 1995) concedes that the model of multicultural education that would be attractive and financially viable for South Africa is modified pluralism. This model recognises all the cultures as equally important. Twala maintains that whatever people teach is largely influenced by their background. So things that are attractive to a teacher, whether they are content or materials, will reflect the teachers' background. She believes that teachers of multicultural education need training to sensitise them.

Teacher training colleges and universities also have to teach multicultural education. This model has to be debated extensively among communities.

According to Lynch (1983:42) multicultural education is seen as the normal human experience of a multicultural society, and an attempt is made to develop a comprehensive strategy of multicultural education addressed to all pupils and grounded in the ethos and needs of the multicultural society.

Multicultural education is a complex, multifaceted educational approach which aims at preparing pupils for dealing with the realities of a culturally diverse society. Multicultural education is an essential part of schooling in a culturally diverse society. The degree to which multicultural education becomes a reality in our schools will ultimately depend on the attitudes, behaviour, knowledge and skills of the classroom teacher (Squelch, 1991:47).

In view of the need to rationalise and use all available facilities, to promote the acceptability and effectiveness of the education system and provide more and better educated or skilled people, it can be argued that integration should be encouraged as one way of contributing to achieve such aims (Bot, 1991:33).

According to Ramusi (1986:16) any analysis of system change in South Africa must proceed from the examination of the system itself and the broader social context which shapes and is shaped by it. Simply stated this implies that "social systems shape education and are simultaneously being shaped by education".

Lynch (1986a:4) regards political democracy, equality of educational opportunity and cultural diversity as the main aims of multicultural education, while Gibson (Bennett, 1986:54) views it as "the process whereby a person develops competencies in multiple systems of standards for perceiving, evaluating, behaving and doing". In short, multicultural education can be seen as a method of preparing all children for life in a multicultural society to accept and value cultural diversity and to pursue equality of educational opportunities (Goodey, 1989:182).

Katz (1982) asserts that multicultural education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. Multicultural education examines the dynamics of diverse cultures and the implications for developing teaching strategies (Modgil, Verma, Mallick and Modgil, 1986:5).

According to Trümpelmann (1992:15) normative re-educative approaches to racism and prejudice reduction in schools for teachers and pupils are inevitably long term and necessitate continuing reinforcement throughout the school life of the child and the professional life of teachers. They demand knowledge of the source of prejudice reduction and of appropriate pedagogical strategies for prejudice reduction and elimination.

2.3 ETHNIC AND CULTURAL PREJUDICE

A crucial step to implementing multicultural education is the elimination or at least the reduction of racial and cultural prejudice. It is essential for teachers to be aware of their own prejudices as well as those of others. Teachers must also be aware of the sources of racial and cultural prejudice in order to prevent the perpetuation of prejudice, bias and stereotyping in the classroom (Squelch, 19911:56).

According to Cohen (1988:28) ethnic majorities and minorities are not just demographic facts. Even, and especially, when they function in this mode they are part of a political and arithmetic and serve as 'reference groups' which have a symbolic value quite independent of their numerical size. The construction of the ethnic majority in Britain has depended on the intervention of two key terms - people and nation.

Disturbances at Kano State Government College in early 1977 which seemed to take place along ethnic lines, also indicated that a success of a policy of ethnic mixing in schools should not be taken for granted (Du Plessis, 1991:28).

According to Lynch (1987:23) the task of educators and schools is to enable children to achieve the rational bases, information, techniques, views, attitudes and strategies which will enable them to categorise on the basis of rational evidence, while avoiding stereotypical representations, prejudiced opinions and discrimination particularly in the areas of race, social class, sex, creed and ethnicity.

At the core of an effective multicultural school committed to prejudice reduction is the staff and its expertise. No member of staff and no group of staff can continue to maintain professional effectiveness without continually updating competence and knowledge (Lynch, 1987:73).

Banks (1988:237) asserts that the curriculum within a school designed to help reduce prejudice in students should be interdisciplinary, focus on higher levels of knowledge, and help students view events and situations from diverse ethnic, and national perspectives. The teachers' values and perspectives mediate and interact with what they teach and influence how messages are communicated to and perceived by their students. The attitudes of staff also need to be examined, especially the ways in which they relate to expectations and stereotyping of ethnic minority pupils, with the possible result of a self-fulfilling prophesy. Other important ways of tackling the issue were the improvement of relationships with parents and the community and the development of in-service training (Massey, 1991:24).

Ethnicity, a dynamic and complex concept, refers to how members of a group perceive themselves and how, in turn, they are perceived by others. Attributes associated with ethnicity include:

a) a group image and sense of identity derived from contemporary cultural patterns and a sense of history;

b) shared political and economic interests;

c) membership that is involuntary, although individual identification with the group may be optional (Hernández, 1989:28).

According to Alba (1990:125) wherever ethnicity is important, it is a salient feature of the everyday social world. Ethnicity potentially divides the universe of ordinary social interaction between those with whom one shares a common origin, or at least some similarity of origin, and those who are ethnically different. In societies where ethnicity represents a fundamental social cleavage, ethnic divisions have concrete and often powerful repercussions for ordinary social life. Trust, for example, may be largely limited to one's fellow ethnics, and interactions across ethnic boundaries may be marked by some degree of suspicion or wariness.

Gay (1983) describes teacher prejudice as valuative screens through which pupil motivation, interpersonal relations, the process of instruction and curriculum content are "filtered, interpreted and assigned meaning relative to the perceived characteristics and capabilities of students" (Modgil, Verma, Mallick and Modgil, 1986:154).

School prejudice, however, can lead to isolation of ethnic children who are themselves searching for appropriate emotional responses and interpretation of unexpected behaviour from mainstream people. Teachers and principals adopt a rhetoric of educational liberalism and devotion to the democratic ideals of desegregation. In contrast, their actual attitudes and behaviour are apparent under close classroom observation, in school reports, or in opinions expressed by teachers in interviews and group meetings (Trueba, Jacobs and Kirton, 1990:102).

Prejudice, Jahoda (1975) says, is a negative judgement on the part of a person or a group of persons made on the basis of inadequate reality testing. Reality testing, she contends, demands not only contact with other groups but also reliance on the opinions of authoritative others. Take the case of the child nurtured and raised by prejudiced parents. The young child trusts them and accepts the authority of their beliefs on many issues, including the merits of various ethnic minorities. For this particular child, prejudice is 'natural' because from the very outset of his socialisation he has been assured that this is so. For him prejudice has deep-seated, unconscious roots psychologically laden with strong feelings for the agents of socialisation (Cohen and Manion, 1983:36).

Hernández (1989:31) asserts that prejudice and stereotypes are learned, generally within family and school setting, and frequently without conscious intent. They are not innate. Individuals generally do not realise how prejudiced they actually are. Individuals prejudiced against members of one ethnic group are likely to be prejudiced against others. Prejudice is a poor predictor of discriminatory behaviour. Individuals expressing antagonistic attitudes towards an ethnic group believe that it has many objectionable qualities. Individuals not in direct competition with minority group members tend to be less prejudiced toward them. The beliefs of individuals about their own ethnic group tend to be similar but more positive than the beliefs of those outside the group.

Communication, verbal, oral and non-verbal is an important medium through which the school manifest its support for multicultural education and prejudice reduction (Lynch, 1987:66).

2.4 CROSS-CULTURAL COMMUNICATION

Banks (1988:243) asserts that teachers who plan to have cross-cultural experiences should be aware of both the problems and promises of functioning in a different culture. Functioning cross-culturally, in the final analysis, is usually rewarding and personally revealing. Since enculturation into our own cultures is primarily a subconscious process, one can learn a great deal about our norms, values, behaviours and perceptions by functioning in other cultural environments.

According to Harber (1982:23) one important way in which the school can contribute to increasing awareness of Nigeria as a community is through exposing pupils to symbols of national unity, and these do indeed form part of the content of school syllabus. Andrain (1971) argues that "expressive symbols like flags, the national anthem and popular hoes, give concrete expression to more abstract values and norms".

One goal that is emphasised strongly is the need for teachers to be skilled at interpreting words, gestures and behaviours of people of other cultures and to be able to convey information and feelings in ways that are appropriate to specific cultural groups (Du Plessis, 1991:71).

According to Watson (1979:25) American policy is so often criticised, and yet surprisingly large numbers of immigrant groups were only too happy to be assimilated provided that they could also run their own night schools or Saturday schools where their own language and customs could be preserved. In fact American policy towards the non-English speaking minorities has been, and is, remarkably tolerant. Ethnic minorities have the right to use their mother-tongue at home and in public.

A different and controversial question is that of whether the school should undertake mother-tongue teaching, both oral and written, for children from other cultures. For many teachers in multicultural areas the most easily identified problem in working with parents is 'the language barrier'. This problem could be considerably eased by a local authority's determination to employ members of the minority groups on the staff (Bastiani, 1988:81).

To carry out a policy of employing a diverse staff, a school must be able to convince its own parents and its governing body of the desirability of such a move, and may well have to press the point with its local education authority. It is equally important that minority cultures are represented throughout the whole staffing structure of the school and are not restricted to low-status positions (Hessari and Hill, 1989:151).

Squelch (1991:55) asserts that the acquisition of cross-cultural communication skills is essential for teaching in a multicultural or multi-lingual environment. Teachers should be able to understand and interpret the various non-verbal communication cues that are specific to different cultures. Teaching in a multi-lingual society poses several problems and challenges.

A cross-cultural perspective goes beyond belief in cultural nationalism or even bi-culturalism or multiculturalism. It necessarily approaches phenomena in their cultural contexts, treating them in a systematic and scientific manner. The insight made possible through such systematic comparison helps to clarify the cultural complexities within and between groups (Saravia-Shore and Arvizu, 1992:40).

Stereotyping is the process of attributing traits to a person or a group solely on the basis of the category to which that person or group belongs. Stereotypes and multicultural education will be dealt with in section 2.5.

2.5 STEREOTYPES AND MULTICULTURAL EDUCATION

The ethos of the school should support the school policy on equality of opportunity by countering stereotypes and prejudice, reducing the effects of discrimination and helping pupils to accept sound diversity (Massey, 1991:86).

According to Hernández (1989:31) stereotypes, which can be positive or negative, affect how members regard their own group(s) as well as other groups. Stereotypes resist change. Over extended periods of time, however, changes is established, social and economic conditions - especially those that modify relations among groups - can alter stereotypes.

Stereotypes appear to be a function of visibility, and therefore the more a group seems to blend into the old-stock population, the less it is stereotyped. In fact, many of the stereotypes one heard about were familiar to us also, and not all of them are negative, although even positive stereotypes frequently have a cutting edge, such as the notion that all Jews are smart and do well in school, which can imply that they are excessively competitive (Alba, 1990:141).

The task of the teacher is to create a climate in the classroom where stereotypes and biased ideas can be exposed and critically examined. Institutional practices and procedures which are unfair need to be identified and attempts be made to put them right (Verma and Pumfrey, 1993:40).

Most pupils come to school with little understanding of how their cultures and life styles are unique and different from those of other cultural groups. Pupils knowing very little about other societies and cultures, usually respond to them in terms of superficial generalisations and stereotypes. Such a learning output is not based on individual

imagination but is culturally derived. A culture uninformed by a sensitive appreciation of others will judge them in terms of its own norms (Verma and Pumfrey, 1993:4).

According to Lynch (1987:25) stereotyping may provide the raw material for prejudiced attitudes and discriminatory behaviour and it may take many forms, both conscious and unconscious. This attribution of laziness or untrustworthiness to all members of a racial or ethnic group or the attribution of qualities of leadership or business acumen only to males are obvious examples. More subtly, however, so is the generalisation that certain racial or ethnic groups - or other nations - are poor because they deserve to be.

Educational action in the multicultural society implies dialogue, knowledge, awareness and positive pre-dispositions towards cultural pluralism, and includes an alertness to the dangers of stereotyping, bias by omission and the need for an understanding of the concept and practice of multiple social and occupational role occupancy. Above all it means accepting that different pupils will stand in different relationships not only to the teacher and culture of the school, but also to the content and teaching methods which the teacher deploys, and it means trying to act accordingly (Lynch, 1983:26).

According to Farb (1988:187) the function of language is not to duplicate reality, but to recall it, comment upon it, and make predictions about it. A much more significant limitation upon language is that each language can comment upon experience only in its own way.

2.6 LANGUAGE AND MULTICULTURAL EDUCATION

Language attitudes - both positive and negative - also operate within the classroom and can affect the teaching and learning process.

Language plays a major role in establishing the social identity and relationships of teachers and students in the classroom. As Ramirez (1985) observed, the initial impressions teachers form about students are often based upon features of their speech (Hernández, 1989:55).

According to Saravia-Shore and Arvizu (1992:102) it was of interest to learn how language attitudes varied among children from different ethnic groups who either were or were not enrolled in a bilingual education programme. It was also important to know whether language attitudes affected language learning and academic achievement and, if so, in what way.

Hiebert (1991:270) asserts that educators need to know more about the influence of language and culture on children's learning. They need to understand that it is not language and culture differences in themselves that cause learning difficulties. Rather, it is educator's misinterpretation of language and culture, as reflected in misguided remedial practices or unwarranted conclusions about children's motivation and behaviour. Lines of communication have to be opened to parents and other community leaders.

The recommendations arising out of the African National Congress language workshop in Harare, March 1990, was that the language policy should be assessed from time to time. Languages that are fully developed as medium of instruction to be retained as such. Indigenous African languages to be developed and actively promoted for the purpose of medium of instruction and every South African to learn an indigenous African language by the end of high school (Trümpelmann, 1992:56).

Saravia-Shore & Arvizu (1992:431) assert that at the college and university level, it is not enough to teach potential teachers theories, methods and philosophies and to provide student-teacher experiences. Potential teachers should be trained in community research, so that they are able to explore local language use, social organisation and economic reality. According to Trümpelmann (1992:15) language issues are important and there is a need to achieve a better balance between home and national language policies in education.

2.7 CONCLUSION

Based on the foregoing discussion, it may be said that teachers have a central role in preparing future citizens who accept and respect cultural difference, and who will challenge prejudice and discrimination whenever it occurs.

One place where fair attitudes can be developed and prejudice can be broken down in a society faced with multicultural problems, is in education and teacher training.

Communication channels should be clear and suitable to bring about effective communication. The school as interwoven structure serves the community and in its organisation therefore, provision must be made for communication and interaction between community and school.

Language policies in South Africa should be legislated by each province, according to the needs of that particular province. No language is better than another. In South Africa all languages must have the same status in education. The central government must implement the languages which will be a better balance between all groups of people, to accommodate all cultures and its diversity in South African education.

Of all the educational approaches existing in cultural plural societies, multicultural education is the most frequently used by educationists and policy makers. To implement it successfully, a social policy of modified cultural pluralism has to prevail, and a total strategy will be needed for its actualisation.

CHAPTER 3 : STRATEGIES FOR STAFF DEVELOPMENT IN MULTICULTURAL EDUCATION

3.1 INTRODUCTION

Teachers have to study the programme in multicultural education and grapple with it to understand it, with the view to incorporate it in their programmes and teach it in adjusted courses. Probably that is one reason why teachers require skills in total quality management.

Teachers also have an essential contribution to make on other levels that will influence society directly. They are a source of information. These are the challenges that they will continue facing in the unfolding scenario.

Staff development must link up with the teachers formal educational training. The available expertise of teachers attached to the school must be fully utilised. The staff development programme must comply with the school's policy and must also meet the needs and make provision for the views of the specific school community.

A national policy is an absolute necessity that will establish professional development of teachers as an ongoing priority of the total staff development programme. Ironically, professional development efforts should emanate most effectively from the teachers themselves. Such efforts and initiatives are the responsibility of both the individual and the education system.

The core planning and national policy of education may be controlled and integrated into the total pattern of the South African education system. The assumption is that unless the wealth of information, that is phenomenal filters through to the teachers, such material merely adds to information glut.

3.2. STRATEGIES AND RESOURCE SUPPORT IN THE SCHOOL

3.2.1 *Introduction*

In order for major change to be made, the whole school system and the community must be involved in it. The school principal must provide leadership throughout the process. The teachers must be willing to support the change (Ballantine, 1989:377).

Arara and Duncan (1986:9) assert that strategies are suggested for effecting change within those factors which are directly associated with developing education for a multicultural democracy. The desire to change is a matter of the professional integrity of the teacher. If the principles of equality, fairness and justice are really important, the buck cannot be passed to higher authorities. A teacher does not need to seek permission to do what is educationally, professionally and ethnically right. It is, however recognised that advice is needed to enable the teacher to develop a strategy for doing what is right and just.

3.2.2 *Strategies*

According to Mthemba (1993:2) the Education Renewal Strategy recommended that opportunity be provided for various types of management models so that schools in South Africa could gradually attain greater autonomy in decision-making. Because of the magnitude and complexity of the problems in the schools, it is difficult to say with confidence that school-based management is the answer; perhaps it would be better to consider a shared decision-making model as a viable option in addressing the needs of the new South Africa.

Legislation and policy statements are necessary but insufficient instruments to achieve greater quality and social justice; active implementation strategies are needed, particularly in education. Evidence from a number of societies indicates that strategies for multicultural education cannot be effectively based on simplistic of the achievement of ethnic minority children. Multicultural education must be pursued, on a 'whole-

institution' and 'whole-system' basis. Staff development should address both cognitive and affective gains through normative re-educative strategies (Trümpelmann, 1992:15).

According to Hernández (1989:182), given the nature of its curricular goals and objectives and the commitment to meeting the needs of a diverse student population, multicultural education requires a broad repertoire of instructional methods and techniques, for example, the inquiry method is based upon assumptions about questioning and problem-solving that are not universally shared.

In theory, 'dramatising' problems enables students to scrutinise feelings, attitudes and values; develop problem-solving strategies; and experience greater empathy toward others. Classroom re-creations elicit responses that can be directed purposefully in subsequent group discussions of human relations and inter-cultural communication (Hernández, 1989:188).

Cole and Walker (1989:45) assert that principals should develop strategies to prevent staff stress and burnout through staff development activities, and the general organisation and management of the school for example, making sure that the staff have the necessary tools to implement new initiatives, consulting with staff on changes taking place in the school.

The precise effects of appraisal demands are difficult to predict. Some of the demands resulting from appraisal would have been felt in any case; some ought to have been revealed but for one reason or another could have been suppressed; some of it would coincide with local strategic priorities; some, indeed, might change perspectives on what those priorities should be (Evans and Tomlinson, 1989:19).

Chin and Benne (1976) have identified three types or groups of strategies which can be used in promoting change. The first of these, the empirical-rational, rests on the underlying assumption that all men and women are rational and so when change is necessary it can be achieved and justified by an appeal to rationality and the benefits it will bring to the recipients. The second of these, normative re-educative, recognises the above but stresses that change has to be more than cognitive. The third strategy relied

on power-coercive methods whereby change is affected through laws or administrative policy, that is, a very top-down approach (Massey, 1991:119).

Multicultural education should incorporate multicultural resources from the local community. The school itself needs to establish clear guidelines for evaluating the accuracy, authenticity and fairness of the treatment of ethnic minorities in texts, learning materials and resources, and to identify material for weeding out which is in any way biased.

3.2.3 Resources in the School

Resources for education in a multicultural society are of essentially two kinds, that is, those used in the classroom and those used by and for teachers. Historically, teachers in search of good practice in multicultural education have begun in the classroom. Before selecting the resources that will allow them to develop the curriculum appropriate to a multicultural society, teachers need to think about what they are trying to do. Who is the curriculum going to be for? Why are these new topics being considered for teaching (Arora and Duncan, 1986:147)?

Henning (1991:65) asserts that South African teachers who have, up to 1991, taught mostly in schools representing, albeit broadly their own cultural heritage, need to be alerted to their own built-in hidden curriculum regarding use materials.

The librarian or media specialist in multicultural settings has the usual responsibilities of any professional serving in this capacity. However, working with cultural diverse children and adolescents requires and understanding of cultural diversity, and also includes building a library and media collection that shows positive portrayals of culturally diverse groups. Another role of library or media specialists is to work with classroom educators in positive, constructive ways that demonstrate a respect and commitment for providing appropriate multicultural education experiences (Baruth and Manning, 1992:301).

Hernández (1989:166) states that within multicultural education, particular interest has been directed at how different cultural groups are portrayed in textbooks. Concern over the effects of how issues and groups are depicted goes beyond mere academic debate. The implications are serious because student attitudes, personality development, behaviour, academic achievement and career aspirations are affected by the instructional materials they use. From a teacher's perspective, perhaps the most important practices that contribute to bias are stereotyping, omissions, distortions and bias language usage.

Ethnic diversity in the school's informal life should be reflected in assemblies, classrooms, corridors, entrance halls and extra-curricular activities. Participation in activities should be open to all pupils with participation by ethnic-minority pupils being particularly encouraged (Cohen and Manion, 1983:191).

Every school requires rules and regulations to guide behaviour and achieve its specified goals. As such, they should encourage harmony and understanding among different ethnic groups.

3.3 SCHOOL/CLASSROOM MANAGEMENT

According to Ramsey, Vold and Williams (1989:122) poor cross-cultural communication skills can create discomfort, disrupt interactions and inhibit child-teacher and family-teacher relationships.

In the management of staff development the role of the principals is crucial. Their personal styles vary from those who have traditionally provided the school with all its ideas and decisions to others who see themselves as facilitators to a staff working as a team of equals. Those in the first category often find they have to change their positions quite radically in order to establish the climate in which staff development can prosper (Bradley, 1991:107).

Initially there can be difficulties with a staff unused to offering ideas or unfamiliar with the strategies of problem-solving. Often they are also unused to working as a team. The

principals in turn may feel a loss of control, a frustration at the slowness of progress and a concern that ultimately the outcomes may not match their own preferences (Bradley, 1991:109).

Managing and co-ordinating staff development have emerged as a key leadership role in senior management teams. In common with other management roles, it requires the ability to balance the achievement of goals with the creation and maintenance of productive personal relationships - the so-called task and person dimensions of leadership (Oldroyd and Hall, 1991:21).

According to Squelch (1991:57) the change from mono-cultural to multicultural schools and classrooms requires changes and adaptations to existing management practices by principals and teachers. Furthermore, additional organisational and managerial skills will be required to cope with culturally diverse pupils and parents.

Multicultural education must start "where people are". Multicultural education must be integrated throughout the curriculum at all levels. Multicultural education should incorporate multicultural resources from the local community (Trümpelmann, 1991:17).

Palm (1991:ii) asserts that sound strategic management can assist any undertaking in improving its effectiveness by identifying problems in school management. In order to determine the views and opinions of both staff and pupils concerning the managerial aspects in the school, diagnostic questionnaires should be drafted. This could be the first step in instigating the necessary adaptations.

The principal by virtue of his/her position is still accountable for whatever goes on at his/her school. The principal needs to have a clear vision and must be able to articulate this vision to all members of the school community. The role of the principal in multicultural education will be dealt with in section 3.4 of this chapter.

3.4 THE ROLE OF THE PRINCIPAL IN MULTICULTURAL EDUCATION

The leadership of the principal in staff development activity at the school level should give particular attention to create an institutional climate wherein school issues receive collaborative attention by all members. The teachers and the principal talk together about what they want to happen in the school. They decide together about intentions of their talks. They formulate action plans that seem most powerful to achieve their intentions and they systematically reflect upon the effects of their plans. Staff development is school improvement and professional growth (Wideens and Andrews, 1987:33).

According to Bell and Day (1991:169) to encourage staff to be actively involved in their own development, the principal needs to be able to identify what motivates the staff to continue learning. To find ways to positively influence these motivating factors and to know how the school organisation can maximise them.

The principal has to define and implement the management structure so that the school makes full use of its human and physical resources. He has to work within the structure, and delegate responsibility and authority at various levels, so as to provide an effective and efficient organisation. He must keep abreast of current practice and research applicable to the secondary years (Cohen and Manion, 1981:351).

Bradley (1991:107) asserts that the school must take the main responsibility for developing its capacity to manage. Developing the quality, motivation and organisation of the school's human resources must stand alongside policy development and the evaluation of school performance as one of the principal areas of personal accountability.

Educational management cannot be restricted to the principal or the school situation only. Management manifests itself on all levels of the educational hierarchy - inside the classroom and outside the school. Educational management concerns itself chiefly with people in the school and it is clear that educational management at school level will

constitute the greater part of the principal's task and that educational administration will play a less important role (Van der Westhuizen, 1991:57).

The principal's decisions can vitally affect the teacher's working conditions. The principal is the ultimate authority on student discipline, and parents turn to him/her for redress when they think their children have been improperly treated. The allocation of materials, space and equipment is handled through the principal's office, and time schedules are worked out under his/her supervision (Lortie, 1975:197).

According to Stacey (1991:53) almost without exception, most people, whether they be teachers, advisers or parents, put the responsibility for the ethos of the school and the relations within it on principals. With the increasing demand on them as managers and the complexity of the job, knowing where their role begins and ends can bring tensions and stress. Many principals highlight the "unrealistic" and tremendous expectations that both teachers and parents have of them as well as the pressures put on them by central governments, governors and the local authority.

According to Wolcott (Hopkins and Wideen, 1984:94) the principal is interested in maintaining an image of change, but is more prudent in dealing with the real thing. In any case, the history of the role of the principal in educational change is not compelling. The role of the principal will be viewed as a vehicle for educational change and innovation.

Principals must endeavour to gain a cognitive grasp of the innovation that the teacher is implementing in the classroom. The leaders in the school must assist the teacher to actualise the realities of the teacher's aspirations. Not always will the principal totally agree with the specifics of the innovative programme. Passive support or total indifference by the principal does not assist teachers in helping them to achieve their goals (Hopkins and Wideen, 1984:198).

Extensive research in the Republic of South Africa has firmly established that the task of the principal has undergone an evolutionary change and that his/her present task is mainly managerial. There is a general opinion, both abroad and in the Republic of

South Africa, that the principal's task has changed from being pedagogical-didactical to more managerial in nature (Van der Westhuizen, 1991:3).

The principal's primary responsibilities include ensuring that multicultural education programmes are carefully and methodically planned and that procedures are implemented to meet specific goals and objectives. Principal's commitment and leadership remain crucial to the success of the overall school programme, and to generating other professional's enthusiasm toward multicultural efforts (Baruth and Manning, 1992:289).

Staff development; should be planned on a coherent, longitudinal basis, and 'one shot' solutions should be avoided. There should be a variety of different activities, including opportunities to observe each others' practice, and staff should be encouraged to 'inter-visit' each others' classes on an invitational and confidential basis (Lynch, 1989:160).

3.5 THE PRINCIPLES OF STAFF DEVELOPMENT IN MULTICULTURAL EDUCATION

Any staff development that hopes to assist teachers to evoke in students a commitment to respect persons and their human rights cannot rest on coercion. Proposals for staff development will therefore, need to appeal to the professional judgement of prospective participants and to involve teachers as much as possible in decisions about their own profile of staff development (Lynch, 1989:158).

Lynch (1987:173) states that the need for a framework of empirical-rational and power-coercive measures for normative re-educative change to be effective, recognition that the problem "may be in the attitudes, values, norms, external and internal relationships of educators".

The De Lange Report, tabled in October 1981, recommended a single ministry of education for South Africa; an advisory Council of Education; free and compulsory basic education for all regardless of race, colour, creed or gender; equal opportunities and equal standards; recognition and subsidisation for private schools; and a blend of

formal and non-formal education to be financed by the state and private sector (Christie, 1990:11).

In South Africa, schools are open to all pupils. There is equality and relevant educational opportunities for every citizen in South Africa. With the new dispensation in South Africa, there is one National Education Department with regional or provincial administrative offices. The system has to be accepted as legitimate and in harmony with the structures and values of the society in general.

The most common implied assumption is that the experts are to be found in the classroom, yet undoubtedly if we are to even partially comprehend our communities, it is from those communities that we must seek the necessary expertise. Nowhere is a greater need for a radical departure from established norms that in the field of in-service training for understanding the communities one serves (Fletcher and Thompson, 1980:165).

3.6 IN-SERVICE TRAINING FOR MULTICULTURAL EDUCATION

In recent years, an increasing number of in-service courses have been made available for teachers facing the issues and problems of teaching in a multicultural society. A wide range of provision has arisen, including short and long courses with full-time or part-time attendance that lead to an equally wide range of achievement and qualification (Eggleston, 1986:88).

According to Eggleston (1988:94) it is now widely recognised that effective teaching in multicultural situations is not just that "anyone can do". But it is equally important to recognise that a short course is not "all that is needed", such a belief devalues not only the teachers but also the courses.

In-service training of practising teachers poses some particular challenges, because it is frequently done in single sessions, with a number of different instructors. This structure often results in a fragmented and incomplete experience (Nixon, 1985) and makes it

difficult for participants to honestly and thoroughly explore their own attitudes and to have experiences that challenge them (Ramsey, Vold and Williams, 1989:129).

Fletcher and Thompson (1980:165) asserts that the value of in-service training has been frequently reiterated in many arenas but has never been more relevant than in today's emergent community institutions. The idea that every teacher should keep abreast of his specialisms is far from novel and countless teachers up and down the country regularly meet with colleagues to exchange views, clarify aims and develop ideas.

The importance of continuing in-service education of teachers and other professional groups, emphasised in both the Rampton and Swann Reports (1985) underlines the reciprocal and continuing learning required of all professional and ethnic groups (Pumfrey and Verma, 1990:314).

According to Banks and Lynch (1986:156) the concepts and principles of multicultural education depart markedly from how schools and societies historically have dealt with ethnic and cultural pluralism. Few teachers have had the kind of education, experiences or training in multiculturalism that create feelings of confidence in their ability to work well with ethnic diversity.

Du Plessis (1991:50) asserts that adequate in-service provision is required if the necessary inroads are to be made into the thinking and practice of serving teachers. This is a particularly urgent requirement, given that most practising teachers had no opportunity in their pre-service education to consider issues relating to multicultural education.

Teacher development occurs partly as a result of effective INSET designs. School development occurs when schools strive towards an organisational structure that promotes high student outcomes. Some of these characteristics have been identified by the effective schools research and these should also form part of the school development plan (McBride, 1989:97).

In teacher development, there may be opportunities to ask new research questions designed to investigate not which approach to teacher education is best but which approach is best with which person and for what objectives. Teacher educators who model respect and concern for differences among personal needs and abilities can be expected to nurture the same attitudes in teachers (McNergney and Carrier, 1981:19).

According to Squelch (1991:59) the most significant challenge arising from the desegregation of education in South Africa is the challenge to teacher training. It has already been pointed out that the success of desegregated education and successful implementation of multicultural education will ultimately depend on the teacher. Overseas research and experience, however, show that in order for multicultural education to work, independent and compulsory courses are required.

The purpose of all forms of in-service training is to bring about the improvement and development of the entire teaching corps of a particular school system. All the members of a professional group regard this as an integral part of their task to keep up to date in their professional field. This will not only increase the individual professional's self-image, and, at the same time, his/her effectiveness in the classroom, but will also heighten the status and esteem of the entire occupational group in the eyes of the community (Van der Westhuizen, 1991:275).

Tickle (1987:50) asserts that the potential for INSET and teacher education to combine, and the influence of experienced teachers and student teachers working together in this mode of enquiry are considerable. Where this combination can work within a conception of partnership in which teacher educators also adopt a research view of their practice, confirming the model of systematic enquiry for the improvement of practice, partnership can capture the potentials of professional impetus.

There is an urgent need to increase the recruitment of minority ethnic group teachers not only generally into the teaching profession, but also to participate in in-service courses for multicultural situations. Such teachers may have valuable expertise concerning their own groups and situations, but may be unable to relate this expertise to wider issues (Eggleston, 1986:96).

According to Morant (1981:3) training is concerned with the acquisition of skills and techniques using standardised learning procedures and sequences. In contrast, the broader concept of in-service education is bound up with the notion of bringing about teacher's professional, academic and personal development through the provision of a whole series of study experiences. Hence in-service training should not be considered as an alternative to in-service education but as a part of the total framework of in-service education.

The intensity and immediacy of the challenge also varies from one school catchment area to another. A professional approach has been espoused for staff development which eschews both propagandist and deficit models of in-service education, but also acknowledges that teachers are not totally autonomous and that they also have other pressing in-service needs (Lynch, 1989:169).

Co-operation in in-service training of teachers with teacher training institutions is seen here of mutual benefit and worth future development. However, formal co-operation is not enough; training activities based on individual needs and motivation of the course participants are seen as central issues (Salmon, 1981:173).

Teacher training should develop critical thinking skills and become committed to an open search for truth. It is strongly recommended that some contact be established on formal level - for example, black teachers teaching their language to whites and vice versa. Teacher education for whites should make explicit provision for a greater degree of sensitisation to black experience in South Africa (Trümpelmann, 1992:26).

In-service education aims at promoting the professional growth of teachers so that they may teach more effectively and be exposed and respond to educational change and innovation. Better teaching and more effective learning, together with a wider sense of fulfilment for teacher and learner, are the goals of in-service education. It incorporates an attempt to improve the competencies of teachers through such means as the presentation of courses, workshops, conferences, study groups, inter-school visits, lectures and staff development programmes (Madida, 1992:41).

When the concept of team building is understood and applied at all levels in an institution it becomes much easier to transform groups into teams throughout the institution. It is to any leader's advantage, however, to develop a team whether others are doing so or not. A positive attitude towards team building is essential (Maddux, 1988:19).

3.7 TEAM-TEACHING IN RACIAL GROUPS

The idea of team teaching is likely to evolve into a concept of teaching partnership - a more versatile type of teacher assignment - and these will become more common in secondary and post-secondary education (Van Till, 1974:419).

According to Sands and Kerry (1982:110) team work can be seen as placing too great a responsibility on any one member of staff. In addition, absence, or production problems, can lead to material being late, with a corresponding rapid increase in stress among the rest of the team. Undoubtedly, where team work is good, the result is very good, an efficient and effective use of teacher time and energy and of scarce financial resources. Where it works badly it can be disastrous.

Staff development should promote understanding between various kinds of staff and different levels of administration. Another obvious advantage is that people are put in communication situations where communication - and indeed the need to influence other people - matters to the participants, and where consequently they are in a learning mood (Teather, 1979:209).

Burke and Heideman (1990:65) asserts that team teaching options provide opportunities for teachers to work and plan together in ways that maximise individual strengths. Open communication, planning and co-operation are essential to effective teaching teams. The climate created by such activities may facilitate natural expressions of teacher leadership in areas such as curriculum development, peer coaching and monitoring.

Conflicts should be accepted as inevitable, but definitely also as solvable. Conflict can have a twofold effect on teamwork. On the one hand it can have a retarding and

preventative influence on personal or team achievements, on the other it can generate creative forces amongst the team members. To enable a team to function effectively, differences of opinion and conflicts are desirable, because teams in which no difference of opinion may be raised or is tolerated, will stagnate (Cawood and Gibbon, 1981:89).

According to Maddux (1988:24) teams need to know why they exist, what they are supposed to accomplish and who else is involved. If these areas are problematic, frustrations is the result. Team members expect their leader to know the direction they are to take, and how they are to co-ordinate with other groups to reach their goals. To accomplish this, effective planning is required. Planning is the thinking that precedes the work.

3.8 CONCLUSION

In this chapter some of the professional staff development implications of introducing the strategies in multicultural education have been explored. The educational leaders are not only administrators or people who carry out policy, but they also have authority in their own right. In every school there are variable factors which cannot be accounted for by external policy, but have to be taken into consideration by the principal himself/herself as he/she formulates his/her school policy.

It is important for any programmes of staff development to empower participants to take into account and come to terms with themselves, their own values, attitudes, self-image and professional identity.

The successful principals will realise the value of teamwork and they will ensure that activities to promote a healthy team spirit among their staff members are included in their school's staff development programme.

The White Paper (1995) on Education in South Africa acknowledges that the Nation Qualification Framework will be a mechanism for achieving a fundamental restructuring of the education and training.

It will encourage new and flexible curricula, the upgrading of learning standards, monitor and regulate the quality of qualifications and permit a high level of articulation between qualifications based on the recognition and accumulation of credits.

CHAPTER 4

EMPIRICAL RESEARCH

4.1 INTRODUCTION

In the light of the literature study pertaining to multicultural education, it was considered important by the investigator to ascertain the implementation of staff development for multicultural education in South Africa.

4.2 RESEARCH METHOD

The researcher decided to administer a questionnaire to principals of two private schools and ten state schools.

The questionnaire will be used to assess the present situation in the Johannesburg Region in terms of the effectiveness of multicultural education. This method was chosen because according to Bell (1988:85): "Questionnaires are a good way of collecting certain types of information quickly and relatively cheaply as long as subjects are sufficiently literate ....".

4.3 DISTRIBUTION OF QUESTIONNAIRE

The researcher distributed the questionnaire personally and the questionnaires were completed in two days time. Bell (1988:65) maintains: "There are distinct advantages in being able to give questionnaires to subjects personally. You can explain the purpose of the study, and in some cases questionnaires can be completed on the spot".

4.4 PRINCIPAL'S QUESTIONNAIRE

A questionnaire made up of twenty five questions which the principals have to answer was compiled (see Appendix A). The introductory section of this questionnaire consisted of general information which included the name of the school, experience of

the principal, where training as a teacher, the highest professional qualification and the highest academic qualification.

4.5 PILOT STUDY

All data gathering instruments should be piloted to test how long it takes recipients to complete them. To check that all questions and instructions are clear and to enable the researcher to remove any items which do not yield unusable data.

4.6 POPULATION

The population consisted of twelve principals. They are represented as follows: three whites, three blacks, three coloureds and three Indians. They offered information about the present state of affairs at their schools, as far as staff development for multicultural education is concerned.

4.7 DATA OBTAINED THROUGH QUESTIONNAIRE TO PRINCIPALS

The researcher presented twelve questionnaires personally to the principals and were all returned. Each questionnaire consisted of twenty five questions. The total number of questions were three hundred. The questionnaire aims at getting information about multicultural education in South Africa.

Questions 1 and 3

YES	NO	NOT ANSWERED
75%	12,5%	12,5%

The majority of the respondents agreed that staff development for multicultural education is applicable in South Africa.

Questions 2 and 5

YES	NO	NOT ANSWERED
54%	41,6%	4%

The respondents agreed that school policy in staff development for multicultural education is regularly revised by staff, parents and the community.

Questions 4 and 6

YES	NO	NOT ANSWERED
58%	37,5%	4,1%

The respondents agreed that school management, pupils and the parents are participating in decision-making for multicultural education.

Questions 7, 8 and 9

YES	NO	NOT ANSWERED
58%	38,8%	27,7%

The respondents agreed that staff members play a role in reducing prejudice for multicultural education.

Questions 10 and 11

YES	NO	NOT ANSWERED
91,6%	4,1%	4,1%

The majority of the respondents agreed that cross-cultural communication is important in staff development for multicultural education. It is of utmost importance, because the different cultures react differently to the same situation.

Question 12

YES	NO
41,6%	58,3%

The respondents agreed that local education authorities play a role by setting policy guidelines in staff development for multicultural education.

Questions 13, 14, 15 and 16

YES	NO	NOT ANSWERED
37,5%	52%	10,4%

The minority of the respondents agreed that stereotypes are important in staff development for multicultural education.

Questions 17, 18 and 19

YES	NO	NOT ANSWERED
80,5%	16,6%	2,7%

The majority of the respondents agreed that language in staff development play a major role in multicultural education. As far as possible, each language spoken in that specific community should be given its due status.

Questions 20 and 21

YES	NO
41,6%	58,3%

The respondents agreed that teachers supplement classroom materials with a variety of resources which are multi-ethnic. This depend on the availability of the resources at the school.

Question 22

NO

| 100% |

All twelve respondents did not agree that the school/classroom management is restricted to the principal for multicultural education. The input of the whole staff is taken into consideration for multicultural education. All the people in an institution need to participate fully.

Question 23

YES

| 100% |

All twelve respondents agreed that in-service training in staff development for multicultural education is very important. Teachers need in-service training to keep abreast about changes and innovation in education.

Question 24

YES	NO	NOT ANSWERED
75%	16,6%	8,3%

The majority of the respondents agreed that parents should participate in school programmes in staff development for multicultural education. Parents need to be trained fully to understand how school programmes affect them.

Question 25

YES

| 100% |

All twelve respondents agreed that team teaching play a major role in staff development for multicultural education. Team-teaching is vital and an integral part of education, and it can enhance the learning process. Team-teaching brings together the divergent groups for multicultural education.

4.8 SUMMARY

The findings of the research come out strongly in support of the hypothesis that the staff is the life giving factor around which all other resources of production revolve in a school. Teachers ought to be contented with themselves to be in a position to convert their ability to work into a willingness to perform well.

The following chapter will be devoted to the findings and conclusions of the investigation and recommendations pertaining to staff development for multicultural education in South Africa.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

This study is an investigation of staff development for multicultural education. It has reference to overseas countries where multicultural education is being applied and shows how multicultural education can be implemented in South Africa.

The aim of multicultural education is to prepare the pupils for life in a multicultural society. Multicultural education is an essential part of schooling in a culturally diverse society.

The degree to which multicultural education becomes a reality in our schools will ultimately depend on the attitudes, behaviours, knowledge and skills of the classroom teachers.

Multicultural education examine the dynamics of diverse cultures and the implications for developing teaching strategies. The attitudes of staff need to be examined for multicultural education in which they relate to expectations of the minority pupils.

Staff development must be seen as an uninterrupted process of growth in which the teachers ability will change and improve in multicultural education.

Staff development must link up with the teacher's formal educational training.

Teachers must support the innovation in order that multicultural education can be implemented in South Africa.

In staff development, it is equally important that minority cultures are represented throughout the whole staffing structure of the school. Staff development should promote understanding between various kinds of staff and different levels of administration.

In this study, the purpose was to conduct a situation analysis of staff development for multicultural education in South Africa. This was done by compiling one questionnaire to the principals of the Johannesburg Region. There were twelve principals who were interviewed and supplied with a questionnaire.

The investigation yielded the following results:

- Staff development for multicultural education is applicable in South Africa.

- Parents play a role in school programmes in staff development; for multicultural education.

- Teachers need in-service training for multicultural education.

5.2 CONCLUSIONS

From the findings as indicated by the research, the following conclusions can be drawn; that

- staff development for multicultural education is applicable in South Africa.

- school policy is regularly revised by staff, parents and the community.

- school management, pupils and parents participate in decision-making for multicultural education.

- staff members play a role in reducing prejudice for multicultural education.

- individuals' prejudice influence other ethnic groups for multicultural education.

- local education authorities play a role by setting policy guidelines in staff development for multicultural education.

- people define their own behaviour towards other groups in terms of stereotypes.

- language in staff development play a major role in multicultural education.

- language contributes to effective learning.

- teachers cannot supplement classroom materials because of lack of resources.

- school/classroom management is not restricted to the principal for multicultural education.

- teachers need in-service training for multicultural education.

- parents need to be trained fully to understand how school programmes affect them in multicultural education.

- team-teaching is vital and an integral part of education, and it can enhance the learning process.

5.3 RECOMMENDATIONS

In as far as staff development for multicultural education is concerned, there are many problems that need to be addressed. However, the following recommendations are made as a result of this investigation:

- local education authorities should regularly organise workshops, seminars, lectures and teacher's centres for staff development in multicultural education.

- parents who have expertise should be utilised in school programmes in staff development for multicultural education.

- stereotypes are a product of prejudice.

- language spoken in that specific community should be given its due status.

- communication may either promote or impede multicultural education.

- the input of the whole staff is essential for multicultural education.

- team-teaching brings together the divergent groups for multicultural education.

- in-service training of principals is needed in staff development for multicultural education.

- principals and teachers should work as a team in order to effect multicultural education in South Africa.

- principals and teachers should be organised into task-groups, each of which should be responsible for the achievement of specific goals and objectives.

- regular exposure to, and participation in communication training courses of principals and teachers ought to be encouraged for multicultural education.

- for the staff to be productive, loyal and develop in their work, educational managers would do well to give them regular and fair feed-back on their performance.

- the policy and the ethos of the school should be based on multicultural education, and yearly revision should take place by means of workshops which involve staff, parents and the community.

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COVERING LETTER

Dear colleague

I am a student at Rand Afrikaans University, presently studying for an M.E.D. degree in Multicultural Education.

I have always been interested in multicultural schooling thus I decided to write my dissertation on: **Staff Development for Multicultural Education** with reference to Gauteng schools.

As part of my study, I have compiled the enclosed questionnaire to be answered by principals. The questionnaire aims at getting information about multicultural education in South Africa.

I would greatly appreciate it if principals could complete this questionnaire.

Thank you for your time and effort.

Yours sincerely

JACOB NKOSI

QUESTIONNAIRE ON STAFF DEVELOPMENT FOR MULTICULTURAL EDUCATION

A. INSTRUCTIONS

(a) Please do not write your name.

(b) The confidentiality of this interview is promised.

(c) Please make a cross in the appropriate space YES/NO and then answer in one or two sentences why you choose the appropriate space.

B. GENERAL INFORMATION

(a) Name of school: _____

(b) For how long have you been a principal? _____

(c) Where did you train as a teacher? _____

(d) What is your highest professional qualification? _____

(e) What is your highest academic qualification? _____

1. Is staff development for multicultural education applicable in the South African education system? YES/NO

_____

_____

2. Does your school have an explicit policy statement on staff development for ·multicultural education as part of the overall goals of the school? YES/NO

_____

_____

3. Does staff development for multicultural education include activities addressing informational, emotional and behavioural needs? YES/NO

_____

_____

4. In staff development, are there criteria for decisions such as placement, subject choice and career choice open for decision with parents for multicultural education? YES/NO

_____

_____

5. With staff development for multicultural education, is the school policy regularly revised by staff, parents and the community? YES/NO

_____

_____

6. Does school management have effective mechanisms for ensuring that parents and pupils from all racial/ethnic and socio-economic groups have meaningful and potent participation in decision-making for multicultural education? YES/NO

_____

_____

7. Do staff members play a role in reducing prejudice for multicultural education? YES/NO

_____

_____

8. Does ethnicity in staff development play any role in multicultural education? YES/NO

_____

_____

9. Does individual prejudice influence other ethnic group(s)? YES/NO

_____

_____

10. Is cross-cultural communication important in multicultural education? YES/NO

_____

_____

11. Are there any problems or challenges in cross-cultural communication for staff development in multicultural education? YES/NO

_____

_____

12. Does local education authorities play a role in staff development for multicultural education? YES/NO

_____

_____

13. Do stereotypes resist change in multicultural education for staff development? YES/NO

_____

_____

14. Are stereotypes important in multicultural education? YES/NO

_____

_____

15. In staff development, are stereotypes always positive? YES/NO

_____

_____

16. Does the teacher in staff development have a task in stereotyping children in the classroom? YES/NO

_____

_____

17. Does language in staff development as a medium of instruction, play any role in multicultural education? YES/NO

_____

_____

18. In South Africa, English, Afrikaans and indigenous languages must be used in staff development for multicultural education. YES/NO

_____

_____

19. Is it necessary for staff development that the school have staff members who are fluent in languages represented in the school? YES/NO

_____

_____

20. Do teachers regularly supplement classroom materials with a variety of resources which are multi-ethnic and multi-racial? YES/NO

_____

_____

21. Do resources in staff development depict the diversity within cultures? YES/NO

_____

_____

22. Is school/classroom management restricted to the principal for multicultural education? YES/NO

_____

_____

23. Is in-service training essential for teachers in multicultural education? YES/NO

_____

_____

24. Are parents from all racial/ethnic groups encouraged to participate in your school programmes for staff development? YES/NO

_____

_____

25. Does team-teaching play any role in staff development for multicultural education? YES/NO

_____

_____