

**THE CHALLENGES OF EFFECTIVE MANAGEMENT OF A
MULTICULTURAL TEACHING ENVIRONMENT IN GAUTENG PRIMARY
SCHOOLS**

by

AUDREY MERELIN ARENDS

submitted in accordance with the requirements
for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF C MEIER

FEBRUARY 2012

DECLARATION

STUDENT NO: 459-1515-6

I declare **THE CHALLENGES OF EFFECTIVE MANAGEMENT OF A MULTICULTURAL TEACHING ENVIRONMENT IN GAUTENG PRIMARY SCHOOLS** my own work is and all the sources I have used or quoted have been acknowledged and indicated by means of complete references.



A handwritten signature in cursive script, appearing to read 'Arends', written above a horizontal line.

Signature

(Mrs AM Arends)



A handwritten date 'February 2012' in cursive script, written above a horizontal line.

Date

DEDICATION

This work is dedicated to my husband Llewellyn André Arends and my children Gabriela and Chad.
In appreciation of their understanding and continuous encouragement and for always believing in me.

ACKNOWLEDGEMENTS

My gratitude and heartfelt appreciation goes to the following people:

- Most importantly God, for giving me the opportunity, the wisdom, knowledge and understanding. He has been my provider and my strength without whom I could not have done this.

- My supervisor Professor Corinne Meier for her invaluable insight, wonderful guidance, persistence, patience and belief in me and her commitment to excellence and high standards at all times.

- The staff and management of the school where the research took place, for their assistance in taking part in the study without whom the research would not have taken place.

- Samurin van Rooyen for all her prayers and believing in me. Thank you.

ABSTRACT

This research is aimed at identifying the challenges facing the effective management of a multicultural teaching environment in Gauteng primary schools by the school management team and educators. The research addressing the problems and sub-problems involved a literature review conceptualising multicultural education. The empirical investigation included the use of observations, a questionnaire and interviews to gather data. The findings linked to the literature review, revealed areas of strength and weakness of the school management team and educators. Based on the findings recommendations were made for school management teams and educators to design development programmes to inculcate in school management teams and educators the competencies necessary to perform effectively in a multicultural environment.

Key Concepts

Challenges, multicultural education, primary schools, recommendations, intervention strategies, school management teams, culture, diversity, ethnicity educators, learners.

LIST OF TABLES

Table 3.1	Observation of educators.....	76
Table 4.1	Number of subjects educators teach per phase.....	96
Table 4.2	Professional qualifications of educators according to racial grouping.....	96
Table 4.3	Number of educators and their racial grouping at school.....	97
Table 4.4	Number of years teaching experience of educators.....	98
Table 4.5	Understanding of the term and definition of multicultural education.....	99
Table 4.6	Curriculum development within the school.....	99
Table 4.7	Educators role within the development of a multicultural education environment.....	100
Table 4.8	The importance of multicultural education within the school environment.....	101
Table 4.9	The importance of the school within the development of a multicultural environment.....	101
Table 4.10	Teaching and learning activities by educators within the classroom.....	102
Table 4.11	Educators interaction with learners from different cultural groups within the classroom.....	104
Table 4.12	Professional development programmes needed at school.....	105
Table 4.13	The school provides all students with equal opportunities to learn.....	106
Table 4.14	Extra and co-curricular activities at the school.....	106
Table 4.15	Participants response to interview questions.....	110

LIST OF ABBREVIATIONS

ACE	Advance Certificate in Education
CAPS	Curriculum and Assessment Policy Statement
DET	Department of Education and Training
ELL	English Language Learners
GDE	Gauteng Department of Education
MPI	Meeting Professionals International
NAME	National Association for Multicultural Education
NAPTOSA	National Professional Educators Organisation of South Africa
NCATE	National Council for the Accreditation of Teacher Education
NCCREST	Centre Culturally Responsive Educational Systems
NECC	Nation of Education Co-ordinating Committee
NQF	National Qualifications Framework
OBE	Outcomes Based Education
PCMA	Professional Convention Management Association
RNCS	Revised National Curriculum Statement
SASA	South Africa Schools Act
SADTU	South African Democratic Educators Union
SCFA	Social and Cultural Foundations of American Education
SMT	School Management Team

TEP	Teacher Education Programs
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations
USA	United States of America

TABLE OF CONTENTS

DECLARATION.....	II
DEDICATION.....	III
ACKNOWLEDGEMENTS.....	IV
ABSTRACT.....	V
LIST OF TABLES.....	VI
LIST OF ABBREVIATIONS.....	VII

CHAPTER ONE

ORIENTATION.....	1
1.1 Introduction.....	1
1.2 Research problem.....	6
1.3 Research aim.....	7
1.4 Motivation for the study.....	7
1.5 Research design and methodology.....	8
1.5.1 Literature review.....	8
1.5.2 Empirical investigation.....	9
1.5.2.1 Pilot study.....	10
1.5.2.2 Population and sampling.....	10
1.5.2.3 Research methods.....	12
a) Participant observation.....	13
b) Questionnaires.....	13

c)	Interviews.....	14
1.5.2.4	Data analysis and interpretation.....	14
1.5.2.5	Reliability and validity.....	15
1.6	Definition of key concepts	15
1.6.1	Culture.....	15
1.6.2	Diversity.....	16
1.6.3	Multiculturalism	16
1.6.4	Multicultural education	16
1.6.5	Educator.....	17
1.6.6	Management.....	17
1.6.7	Leadership.....	17
1.6.8	Policy.....	17
1.7	Limitations of the study	18
1.8	Chapter division.....	18
1.9	Summary.....	19

CHAPTER TWO

	LITERATURE REVIEW OF MULTICULTURAL EDUCATION	20
2.1	Introduction.....	20
2.2	Theoretical underpinnings of multicultural education	21
2.2.1	Definition of multicultural education.....	21
2.2.2	The aims of multicultural education	23

2.2.3	Dimensions of multicultural education	25
2.3	Social-constructivism.....	26
2.3.1	Theory of Vygotsky (1896-1934).....	28
2.4	Multicultural education in the United States	30
2.4.1	The past.....	31
2.4.2	The present.....	34
2.4.3	Strategies in the management of multicultural education.....	34
2.4.4	Challenges in the management of multicultural education.....	39
2.4.5	Management of challenges in multicultural education.....	40
2.4.5.1	Curriculum reform.....	40
2.4.5.2	Professional development programmes.....	42
2.4.5.3	School environment demonstrating multiculturalism.....	43
2.4.5.4	Leadership and management of schools	44
2.4.5.5	Parents, families and the community	46
2.4.5.6	Language development.....	47
2.4.5.7	Teaching materials and methods	48
2.4.5.8	Educator and learner interaction	49
2.4.5.9	School policy	49
2.5	Education and multicultural education in South Africa	50
2.5.1	The past.	50
2.5.2	Education under Apartheid.....	52
2.5.2.1	Bantu education	52

2.5.2.2	The school system in the 1990s.....	53
2.5.3	Transformative South African education policy: 1994-2002.....	54
2.6	Strategies in the management of multicultural education in South Africa.....	57
2.6.1	Challenges within a multicultural education system in South Africa.....	57
2.6.1.1	Curriculum reform	59
2.6.1.2	Professional development programmes.....	59
2.6.1.3	School environment demonstrating multiculturalism.....	60
2.6.1.4	Leadership and management of schools	61
2.6.1.5	Parents, families and the community	61
2.6.1.6	Language development.....	62
2.6.1.7	Teaching materials and methods	63
2.6.1.8	Educator and learner interaction	63
2.6.1.9	School policy	64
2.7	Summary... ..	66

CHAPTER THREE

	RESEARCH DESIGN AND METHODOLOGY	68
3.1	Introduction.....	68
3.2	Research design.....	69
3.2.1	Literature review	69
3.2.2	Empirical investigation.....	70
3.2.3	The pilot study	71

3.2.4	Permission.....	71
3.2.5	Selection of participants and sample	73
3.3	Research methods	74
3.3.1	Participant observation.....	74
3.3.1.1	Conducting the teacher observation	75
3.3.1.2	Administration of observation notes	76
3.3.1.3	Advantages and disadvantages of participant observation	78
3.3.1.4	Limitations of observation	78
3.3.2	Questionnaire	79
3.3.3	Interviews.....	80
3.4	Data analysis	81
3.5	Validity and reliability	81
3.6	Triangulation method	82
3.7	Research ethics	82
3.8	Limitations of the study	83
3.9	Summary	84

CHAPTER FOUR

	PRESENTATION OF DATA AND DISCUSSION OF FINDINGS.....	85
4.1	Introduction	85
4.2	Findings from the literature review	86

4.2.1	Curriculum development.....	88
4.2.2	Professional development programmes.....	89
4.2.3	School environment demonstrating multiculturalism.....	89
4.2.4	Leadership and management of schools	90
4.2.5	Parents, families and the community	91
4.2.6	Language development.....	91
4.2.7	Teaching materials and methods	92
4.2.8	Educator and learner interaction	92
4.2.9	School policy	93
4.3	Findings from the empirical study.....	93
4.3.1	Overview of educators observed	93
4.3.1.1	Summary of observations.....	95
4.3.2	Overview of the questionnaire	96
4.3.3	Overview of interviews	109
4.3.3.1	Summary of participants responses to interview questions.....	110
4.4	Data analysis and interpretation.....	111
4.4.1	Personal challenges.....	112
4.4.2	Educational challenges.....	113
4.5	Summary.....	113

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS.....	115
5.1 Introduction.....	115
5.2 Conclusions from the literature study.....	115
5.2.1 The curriculum reform.....	117
5.2.2 Professional development programmes.....	118
5.2.3 School environment demonstrating multiculturalism.....	119
5.2.4 Leadership and management of schools	120
5.2.5 Parents, families and community involvement.....	120
5.2.6 Language policy of the school	121
5.2.7 Teaching materials and methods	121
5.2.8 Educator and learner interaction	122
5.2.9 School policy	122
5.3 Conclusions from the empirical investigation.....	122
5.4 Recommendations	123
5.4.1 Recommendations of activities needing to take place between the educator and learners within the classroom.....	123
5.4.2 Recommendations of educator’s contribution to school reform and becoming agents of change	124
5.4.3 Recommendations of the importance of learning more about different cultures, races, religions	

	and socio-economic groups and the impact it has on the learning process	124
5.4.4	Recommendations of teaching learners to interact with learners different from them	125
5.4.5	Recommendations in why schools should consider a multicultural curriculum	125
5.4.6	Recommendations schools become agents of change	125
5.4.7	Recommendations of skills and strategies needed for multicultural education to become authentic.....	125
5.4.8	Recommendations into looking at what is getting in our way of our education becoming more Multicultural	126
5.4.9	Recommendations of activities allowing learners and educators to become more involved at school	127
5.4.10	Recommendations in creating an understanding of the term multicultural education by participants.....	127
5.4.11	Recommendations for the development of professional development programmes within the School for the educators	127
5.4.12	Recommendations for the development of extra and co-curricular activities within the school	128
5.5	Limitations of the study	128
5.6	Concluding remarks.....	128
	References.....	130
	Appendices.....	155

CHAPTER ONE

ORIENTATION

1.1 Introduction

“Human history is becoming a race between catastrophe and education”

HG Wells (1866-1946)
(English futuristic novelist, 1920:594)

Increased diversity in the society and schools of South Africa resulted from the policies and legislations adopted after 1994 to integrate the earlier ethnically divided educated system (McKinney & Soudien 2010:9). Many desegregated schools have found ways of constructively responding to the diverse learner population (Meier & Hartell 2009:18). However, problems in this regard have yet to be addressed as can be seen from the racial tensions reported in the press. For example, an article in The Star (2009) explains despite the ungrammatical promise of Nelson Mandela “never, never and never again shall this beautiful land again experience oppression of one by another and suffer the indignity of being the skunk of the world”, racism remains a prominent feature of South African society. Unfortunately, misrule by Mandela’s successors in title is threatening to make South Africa “the skunk of the world” all over again, in particular, where education is concerned.

According to Asmal (The Star 2009), “racism still lurks below the surface”. He states according to WEB du Bois (1901:354-365) the great social scientist, intellectual and activist an African-American political theoretician who fought for the rights of the black people stated the “problems of the 20th century was a problem, although to simply call it ‘racial’ may be oversimplifying the situation”. Asmal states it seems the world is not capable of resolving the issues of racism, but a reappraisal may be overdue. Schoolboys who go to good schools together get along fine provided they are not ‘conscientised’ into being prejudiced and discriminated from either side. Racism is only a problem if it is emphasised. The moment it is de-emphasised it begins to look as a natural tendency towards conformity taking over.

The introduction of an egalitarian political dispensation in South Africa has according to Asmal (The Star 2009), despite overt signs of harmonious existence, still deep-seated prejudice, which persists. Asmal states despite a calm exterior, there is covert disharmony based on racial differences, he, suggest a soul-searching exercise to rectify the matter. However, critical attention is needed to other, more practical and urgent matters, which have been and are being badly neglected. For example, 'former black schools' are still just, 'former black schools' because they are being neglected in favour of 'former model C schools'. This neglecting of former black schools for former model C schools is due to despite the so-called "Bantu Education" system which is no longer in existence, still has many factors compelling black parents to send their children to these model C schools. These factors include amongst other inadequately qualified educators, sloppy curriculum, poor level of teaching, lack of resources, lack of commitment from the educators and low standards set for the school children.

Many black parents are sending their children to these former model C schools because they believe their children will receive a better education in an environment which is supportive. An environment where the child will learn to cope with their world through language, to think, to differentiate, to see similarities and differences as well as being able to understand relationships. Another urgent matter which needs attention is the damage done by Asmal's persistence in introducing Outcomes-Based Education (OBE). The implementation of OBE was driven by political imperatives, which had little to do with the realities of what goes on in the classroom (Jansen 2002). Asmal's introduction of OBE is linked to the changes, which took place within the country in 1994. The democratic elections of 1994 did not just bring changes within the political situation of the country, but also reforms for the curriculum was intended with the aim of democratizing the education system and eliminating inequalities in the post-apartheid education system. The intension was to enhance learning for all South Africans (Deventer 2009).

The challenge to purge the apartheid curriculum, considered "racially offensive and outdated", according to Chisholm (2003:2) was done in three stages, firstly the "cleansing" of the curriculum of racist and sexist elements, secondly with the introduction of Outcomes-based Education (OBE) through C2005 and lastly the review and revision of C2005. This was done in light of recommendations made by a Ministerial Review Committee appointed in

2000 (Jansen 2002; Cross 2002; Chisholm 2003) as a political response to apartheid schooling. The implications thereof within the context of this study is educators and school managers are called upon to respect and build on the cultural strengths and characteristics learners bring into the classroom, provided of course the relevant traits are reconcilable with and conducive to teaching and learning. The educator's task is to introduce learners to the world of learning, provided of course both educator and learners are sufficiently equipped with language skills to enable the necessary communication to take place. Intercultural conflict and racism are still quite common in South African society and are major impediments to teaching and learning if allowed to occupy the centre of the educational stage. The multicultural approach recommended to school managers and educators as a remedy for 'tensions' in the classroom, is to remember the quest for knowledge is universal and a worthwhile obligation no one can ignore. It is naturally multicultural because it subsumes all cultures and per definition unites everybody into a common purpose overriding every other consideration, especially in the school context. Failure to deal correctly with this issue can derail harmonious relationships between all role players in education. The truth of this statement should be self-evident but nevertheless be reemphasised until there is no further delay in prioritising education.

As the research site is based in a school in Gauteng province, it seems appropriate to contextualised it and make it relevant to the province. Gauteng has always according to Pampallis (2003:1) had a special place within the history of South Africa. Gauteng led the country on the part of industrialisation and modernisation and thereby bringing together people from all parts of the world. Gauteng also has a special place within South Africa's education system and in the country's history of resistance to apartheid education. Pampallis (2003:1) states even though Gauteng is only part of the interdependent national struggle, it led the way for events like the Soweto Uprising of 1976 and the establishment of the Soweto Parents Crisis Committee (leading to the establishment of the NECC in the mid-1980s). Gauteng has also been regarded as the educational leader among South Africa's provinces, which is contributed to the greater material, intellectual and human resources available and gives the province a special responsibility to make sure it succeed in building an education system of which one can be proud of.

When examining the resistance to apartheid it was found to be part of the resistance to the whole apartheid system of oppression. It was a system not just aimed at the use of Afrikaans in schools, the issues of corporal punishment or the lack of textbooks, but rather at the whole structure of apartheid, a racist system of institutionalised inequalities manifested within the educational system. Having come along way, South Africa now has an education system which is based on equality for all, it is therefore necessary to ensure this equality becomes substantive and real and not just a formal equality (Pampallis 2003:1).

What happened to desegregated schools in Gauteng is important to all schools as desegregated and deracialised schools in South Africa are the foundation of social cohesion for a country torn apart for decades by racial divisions and discrimination (Sujee 2003). During apartheid in South Africa, many schools were segregated according to race (Steyn, Steyn & de Waal 1998:38) (as cited by Phatlane 2007:1). Learners were required to attend separate schools according to the population groups, which were Blacks, Whites, Coloureds and Indians (Steyn *et al* 1998:24) becoming a defining feature of schools during the colonial and apartheid eras. However, the end of apartheid and the beginning of democracy in 1994 legally ended the situation of separate schools. It also included the breaking down of racial barriers constructed by apartheid as well as the desegregation and deracialisation of a school system through the promotion of school integration (Phatlane 2007:3).

The new South Africa promised to transform South African policies and ensure all South African children have access to schools of their choice. The South African governments aim with these desegregated schools was to bring about integration of learners from different cultural backgrounds and provide equal educational opportunities for all (Naidoo 1996:11; Sujee 2003:13) (as cited by Phatlane 2007:7).

The introduction of multicultural education to a desegregated school system is a field of study and a promising discipline whose major aim is to create equal educational opportunities for learners from diverse racial, ethnic, social-class and cultural groups (Banks 2006a:2). There have been many definitions and interpretations of what multicultural education is and Banks and Banks (1995:11) in their earlier definition of multicultural education described it as a “process whose aim is to create equal educational opportunities for learners from diverse

racial, ethnic, social class and cultural groups". They asserts one of the important goals is to "help learners acquire knowledge, attitudes and skills needed to function effectively in a pluralist democratic society and to interact, negotiate and communicate with people from diverse groups in order to create a civic and moral community working for the common good". We find the definition of what multicultural education is has not changed much today. Authors such as Lemmer, Meier and Van Wyk (2012:3) describe multicultural education as a multidimensional educational approach, according equal recognition to all cultural groups and will provide all learners with a more meaningful and relevant educational experience. It makes sense for multicultural education to be successful; changing the school environment to be more representative of the culturally diverse nature of our society. The diversity of the learner population has created an increasing need for school manager's and educators to be equipped with appropriate skills to manage cultural diversity at school level.

Booyesen (2003:24) states to survive the challenges of educational change and to be successful, educational leaders need to become competent in managing multicultural education. Through sharing power, negotiation and joint responsibility, multicultural education can be awarded an important part in the school curriculum to develop and promote ideals such as tolerance, respect and justice towards the eradication of discrimination and racism. As educators become more effective in their teaching, it becomes necessary for them to have the skills, knowledge and materials to help learners understand issues related to cultural diversity.

Equipping school staff with the appropriate management skills will place them in a position to understand diverse learners, acknowledge cultural differences and be sensitive to individuals about stereotyped differences. Multicultural education is a dynamic process challenging racism and other forms of discrimination. Tolerance and respect are permanently ingrained characteristics and not acquired merely by attending workshops or short courses, but need to be consciously cultivated, especially by paying more attention to the real, common purpose of education, which is to gain knowledge, discernment and reasoning skills.

1.2 Research problem

Formulating a research problem according to Mouton (2001:53) (as cited by Symington 2010:7) include questions, allowing the researcher to focus on the specific problem under investigation. Maree (2007:3) (as cited by Pockpas 2010:4) affirms by stating the research question specifies what intrigues the researcher, and focuses on what the researcher will study. Maree further states the research question will become a beacon guiding the researcher during the research period looking for answers to questions.

In this research, the focus of this study was on answering the following two research questions:

- What are the challenges school managers and educators have in effectively managing a multicultural teaching environment?
- How can the school managers and educators deal with these challenges effectively?

The research question following from this is:

- What are the challenges facing effective management of a multicultural teaching environment by school managers and educators?

The following sub-questions need to be answered in addressing the main research question:

- What are the theoretical underpinnings of multicultural education?
- What influenced the development of multicultural education in the United States and South Africa?
- What constitutes effective management in multicultural schools?
- What are the challenges faced by school managers and educators at a school in the Southern parts of Johannesburg?
- What recommendations can be made with a view to helping school managers and educators to manage the challenges of a multicultural teaching environment?

1.3 Research aim

The aim of this research is to identify the challenges school managers and educators face in managing a multicultural teaching environment. This aim subsumes the following tasks:

- Describe the theoretical underpinnings of multicultural education.
- Investigate the development of multicultural education in the United States and South Africa.
- Unpack the challenges faced by school managers and educators in a multicultural teaching environment.
- Investigate effective strategies of school management in multicultural school.
- Investigate the challenges faced by school managers and educators at a school in the Southern area of Johannesburg.
- Make recommendations with a view to helping school managers and educators to deal effectively with the challenges of multicultural teaching environments.

1.4 Motivation for the study

As an educator, the researcher has an enduring interest in discovering how children learn and how their educational experiences shape their adult lives. The researcher's occupation has afforded the opportunity to discover children's education at schools. Of particular relevance in the present instance is the school chosen as the site for the research accommodates children of all races getting along very well and enjoying each other's companionship in the educational context, which clearly spells the end of the historically racially segregated paths. However, remnants of the apartheid inheritance and signs of inordinate race consciousness are still being experienced in and among the teaching staff of the 'previously Afrikaans white only school'.

Further to the matter in hand, the researcher was fortunate the beginning of the democratic era in South Africa coincided with the beginning of the researcher's teaching career in a desegregated environment. This enabled the researcher to operate on a level playing field which brought to the fore the common human aspiration to enter and explore the world of

learning which is the most critical asset. The most invaluable gift a teaching establishment can have, and which makes the educators task endlessly gratifying, particularly because of the vital contribution of education to the well-being of the country and all who live in it. The researcher was enthusiastic about sharing the joy of learning with younger children who will be given the excellent opportunity to reap the benefits of education in a satisfactory career in a prosperous country where they can feel at ease with themselves and the world.

As explained above the researcher was strongly motivated by the possibility of opening up opportunities for young people, but prejudice encountered within the profession made inroads on the researchers ardour and held back the researchers professional progress thereby awakening the researcher to the need to discover how principals and educators handled learners from different backgrounds in schools.

The site chosen for the research in hand is a school in the Southern part of Johannesburg, considered representative and a microcosm of school populations throughout South Africa at the present juncture, and presents the typical challenges of cultural diversity referred to above. The chosen site is well suited for an investigation to determine how schools cope with diversity in the schooling population.

1.5 Research design and methodology

Methodology refers to the choice and use of particular strategies and tools for data gathering and analysis. The discussion below outlines the research design and methodology, how the research was conducted and the procedures used to capture and analyse data. A discussion of the research design will be done in greater depth in chapter 3 of this study, which will include a literature study and an ethnographic empirical investigation.

1.5.1 Literature review

A literature review is an evaluative survey of materials published in primary and secondary sources on a research topic or issue. A logical framework will be build and set within a context of inquiry using a literature review. Its purpose is to perform a situation analysis to determine

how knowledge in the field has progressed and what the ruling trends are (De Vos, Strydom, Fouchè & Delport 2005:315). This orientation exercise serves as a platform and a source of supporting evidence for the study in hand.

Literature sources include reviews of scientific books, articles in professional journals, research reports and monographs, the results of searches done on the internet, television broadcasts and newspapers. Primary sources include material published in journal articles, books and research reports. Secondary sources comprise of information reported in a source other than the original source (De Vos *et al.* 2005:315). The review provides important background on the area of the research topic.

Depending on the research question, the survey may cover some or all of the following:

- Theoretical background
- Clinical practice-previous or contemporary
- Methodology and /or research methods
- Previous findings
- Rationale and / or relevance of the current study

McMillan and Schumacher (2010:73) state the relevance of the literature review is pervasive throughout the research process for two reasons: It establishes an important link between existing knowledge and the research problem and it provides helpful information about the methodology listed in the study. Establishing the importance of the research area and its current development is done by devoting various sections on related issues as: theoretical models, measuring instruments etc.

1.5.2 Empirical investigation

McMillan and Schumacher (2010:9) distinguish between two types of research namely qualitative and quantitative research designs. The main differences between these two types is while quantitative research presents statistical results in numbers, qualitative research presents data as a verbal narrative. Qualitative research can be understood and explore behaviour or social systems based on the researcher's field of interest (Nieuwenhuls 2007:48-

49 & Creswell 2009:173). The research under review describes the challenges facing school managers and educators in multicultural teaching environments. A mainly qualitative design was used which allowed the researcher to become involved in the life of the school chosen as the site for the study. It also allowed the researcher to appreciate and seek participant's perspectives on their world, with particular reference to their perceptions of multicultural education (Marshall & Rossman as cited by Michael 2004:27). A quantitative design was also used on a small scale to provide a solid numerical basis for the participant's perceptions of multicultural education theory as well as the challenges thereof in their school.

1.5.2.1 *Pilot study*

A pilot study is a very useful means of engaging effectively with a full-scale research project (Lewis, Jeynes, Anstey & Way 2009:35-37). By testing and improving the internal validity of a questionnaire to assess, the feasibility of the main study, to establish the sampling frame to determine whether the techniques are effective, and to gain feedback on the logistics of data collection. A pilot study can also provide additional knowledge leading to an improved project or questionnaire.

This research will make use of a pilot study on a small scale and administer a limited number of questionnaires to the school. To test the succession and grouping of the questions to see if the open-ended questions would elicit appropriate data. The pilot study will allow the researcher the opportunity to change the design as well as the type of questionnaires asked, thereby making the questionnaire more reader friendly.

1.5.2.2 *Population and sampling*

According to McMillan and Schumacher (2010:129) sampling refers to the target group of subjects or participants from whom the researcher intends to collect data or information. The researcher used purposeful sampling in this ethnographic case study. Purposeful sampling means the researcher selects particular elements from the population, which will be representative or informative about the topic of interest. As this is an ethnographic case study the population and sample needed to be selected in order to describe, analyse and interpret

the behaviours, beliefs and languages shared by a group Creswell (2005:436). The researcher selects information from individuals who are likely to be knowledgeable and informative about the phenomenon under investigation (McMillan & Schumacher 2010:138), implying the school management team and educators definitions and understanding of what constitutes a multicultural teaching environment and the challenges forthcoming from this environment in a previously 'Afrikaans White' only school in the Southern part of Johannesburg.

The school chosen as the research site is a normal multiracial school situated in a suburb of Johannesburg, which used to accommodate only Afrikaans speaking white learners, but now accommodates a racially mixed population Nesamvuni (2009:15). The mixed population renders the school appropriate for the envisaged study.

Participants in the study will influence the nature of the data to be collected. Participant's membership will include for the present purpose the principal, deputy principal, heads of department forming the school management team and educators. Besides the permanent educators, employed in a temporary capacity and paid by the school governing body are five educators. There are also two educator assistants and four secretaries. The latter two are responsible for learner enrolments and two for finances and assistances to parents. Four general assistants, one paid by the Department of Education and three by the school governing body are responsible for maintaining the school grounds and buildings. The educators selected for participation in the empirical research represents the foundation phase as well as the intermediate and the senior phase of the schooling population, to which is added the principal and two heads of departments which brings the total number of participants in the study to 32. The sample size refers to the number of people or units available to be studied. Sampling is also a method of selecting a part of a group representing the whole group. In research, the total group is called the population, while the part selected is called the sample (Van Rensburg 2010:41). The number of participants taking part in the study would be 32 of which 25 would be completing the questionnaire and seven participants being interviewed.

The research under review will make use of a stratified random sample of 32 participants. This is consistent with Creswell (2005:436) who states the number of participants will provide in-depth information about each person or site; instead of selecting a large number of people or

sites, the researcher should confine his attention to a small number, as it will provide in-depth information about each person or site.

1.5.2.3 Research methods

A case study will be used to conduct the research. According to (Stake as cited by McMillan & Schumacher 2010:344) case studies provides an in-depth analysis of a multiple entry. Case studies could be used to organise a wide range of information about a case and then analyse the contents by seeking patterns and themes in the data and by further examination through cross-comparison with other similar cases. In this research, the management of a multicultural teaching environment by the school management team and educators of one particular school will be observed in the process of educational interaction between educator's and learners.

The case study will be conducted with the aid of detailed and in-depth data collection procedures, involving multiple sources of information rich in context. The methodological implications for this research design calls for the use of a variety of methods. In virtue of the principle different sources of data need to be used in the interpretive design in order to determine whether they produce similar data in which case the data would be validated and failing (i.e. if a single source is used) the study would be rendered vulnerable (Henning 2004).

The use of multiple methods of data collection, as in the study in hand provides a more comprehensive picture of what is being studied, emphasising quantitative as well as qualitative outcomes and the process influencing the outcome. This verification process is also referred to as triangulation (Creswell & Clarke as cited by McMillan & Schumacher 2010:396). Triangulation allows the researcher to observe the same practices from different perspectives and in this way obtain reliable, valid and accurate data. De Vos *et al.* (2005:314) states by using a combination of procedures, the researcher can crosscheck findings. Each data source has its strengths and weaknesses but by using triangulation, the strength of one procedure can compensate for the weakness of another approach. Methods used in the present instances included participant observation, informal conversations, a questionnaire and interviews. The investigation will be guided by the stated object of identifying the challenges facing school managers charged with the task of managing a multicultural school environment.

a) Participant observation

According to McMillan and Schumacher (2010:208) techniques for gathering data involve observation of some kind. O'Reilly (2004:84) contends the researcher does more than simply observe, rather it is typical for the researcher to be immersed in a setting for a period of time to listen, ask questions and supplement observation with the collection of interview data, documentation and even visual data. This will be central for the researcher to have in-depth knowledge of the challenges of managing a multicultural school population (educators as well as learners). Observation of interaction between educators during staff meetings, staff functions and tea breaks will be a key element of the envisaged research.

b) Questionnaires

Questionnaires are the most common research instrument. Questions can be structured requiring defined response or unstructured (open-ended) as circumstances require, moreover the questionnaire can be administered in a face-to-face interview, or it can be self-administered. McMillan and Schumacher (2010:195) contend questionnaires are the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, and having the same questions for all subjects can ensure anonymity. Questions can be formulated as statements requiring affirmation or denial or they can be interrogated, but in all cases, the subject has to respond in written form.

When using a questionnaire it becomes important to define and list the specific objectives the information will achieve. According to McMillan and Schumacher (2010:196), the objectives are based on the research problems or questions and they show how each piece of information will be used. By defining the information, the researcher is specifying the information needed e.g. the skills and strategies needed by principals and educators to manage a multicultural learner population. In the present instance, open-ended questions will be used in the questionnaire to which freely formulated responses are required.

c) Interviews

In qualitative research (Green, Dixon & Zaharlick 2002), formal and informal interviews are conducted to further an understanding of what is going on in the setting from the point of view of those involved in the study. Implying interviews are grounded in what is occurring in the local context with a view to gaining insider information about what the researcher is observing and test the theory the researcher is constructing.

In the course of this study, interviews will be conducted after the above-mentioned interaction between educators has been observed. The administration of questionnaires will be done after the data-collection process, to allow educators to clarify the information gained from the observations and the questionnaires collected by management and educators with regard to their understanding of the challenges emanating from a multicultural teaching environment.

1.5.2.4 Data analysis and interpretation

According to Taylor-Powell and Renner (2003), analysis and interpretation of data are required to bring order to and understanding to the collected data. This requires creativity, discipline and a systematic approach. There is no single or best way the approach will depend on the questions being investigated, the need of those who will use the information, and the available resources. As noted by Marshall and Rossman (2006) the purpose of data analysis is to provide ways of discerning, examining, comparing and contrasting data with a view to identifying and interpreting meaningful patterns or themes.

Again, according to McMillan and Schumacher (2010:367) data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships amongst these categories. The data collected during this study will be categorised and patterns identified. Data collection and analysis will proceed simultaneously as an interwoven process. A presentation of data and discussion of findings will be done in chapter 4.

1.5.2.5 Reliability and validity

De Vos et al. (2005:160-161) argues validity is assessed in terms of how well the research tools measure the phenomena under investigation, by which is meant the way in which research questions are constructed to capture the relevant experiences and opinions of the participants. Validity in this research study is ensured by constructing the questionnaire and interview schedules deliberately to capture only what the researcher intended to capture in planning the research under review as it relates to the research question.

Reliability is the results gained from analysing the research instruments and are reproducible when applying the same research instrument independently on other occasions. Synonyms for reliability are dependability, stability, consistency, reproducibility, predictability and undistorted findings (Kerlinger & Lee 2000:642). Reliability will also be ascertained through the application of systematic procedures, which the researcher will follow during the data capturing process by means of the envisaged questionnaires and interviews.

Reliability and validity can become threats for the researcher when engaging in participant observation. It is impossible to arrange for exactly the same situation in order to reach the same results every time observation is done. For this reason, the triangulation method was used to support reliability and validity of the data collected regarding the challenges school managers and educators face in a multicultural teaching environment.

1.6 Definition of key concepts

The following is a discussion of concepts central to the study.

1.6.1 Culture

The word is explained and explored in the Collins English Dictionary (1988:187) and gives the following categories of definitive meanings

- The total of inherited ideas, beliefs, values and knowledge, which constitute the shared basis of social actions.

- The total range of activities and ideas of a group of people with shared traditions transmitted and reinforced by membership of the group.
- The appreciation and understanding of literature, art, music, etc (South African Oxford Dictionary 2004:282).
- Customs and traditions (South African Oxford Dictionary 2004:284).

The above are but some definitions of the word culture, there are many more not mentioned here. The use of the word culture in this study will indicate ideas and values, which exist, or shared by either an individual or groups of people within a particular race or culture.

1.6.2 Diversity

The word diversity (from the Latin *diversus*) means more than one, of different kind, or variety (Concise Oxford Dictionary 1990). Diversity also relates to a multifaceted perspective on culture. According to Arvizu (1994:76), it is also the recognition of variation among people related to their cultural heritages, racial and ethnic identities, and gender class experiences.

1.6.3 Multiculturalism

Rosado (2010) describes multiculturalism as a system of beliefs and behaviours recognising and respecting the presence of all groups in an organisation or society, acknowledged, values their social and cultural differences, enables their continued contribution within an inclusive cultural context benefiting, and empowering all within its compass.

1.6.4 Multicultural education

According to Banks and Ambrosio (2002:1) multicultural education is an endeavour to achieve school reform with a view to promoting a culture of equity, social justice and democracy. They state a major goal of multicultural education is to restructure schools so all learners can acquire the knowledge, attitudes and skills needed to function in an ethnically and racially diverse nation and world. Multicultural education seeks to ensure universal equity regardless of race, ethnicity, and culture and socio economic class and to ensure the citizens at large have equal say in all matters affecting their interest and are intellectually and psychologically equipped (i.e. efficiently educated) to appreciate and assert their rights in this regard.

1.6.5 Educator

An educator is a person formally appointed to the task of influencing and changing the lives of learners, which will benefit and empower them. The educator's task in a practical sense is to convert lesson plans into a living reality in imaginative, creative collaboration with the learners entrusted to his/her educational care. He or she gives direction to ensure the required tasks are performed effectively (Coetzee, Van Niekerk & Wydeman 2008:48). Being an educator requires planning and organising for success by developing a plan for the classroom, developing good relationships with the administrative team to assist when help is needed and contacting parents and establishing a constructive relationship with them benefitting the learners' education.

1.6.6 Management

According to Clarke (2007:1-3) management is about efficiency and effectiveness, getting systems to operate effectively. Strong leadership and good management are both essential for the success of a school, and a good principal needs both to create and maintain conditions enabling high-quality teaching and learning so preset goals can be reached within specified time limits (Bush as cited by Mafumo 2010:05).

1.6.7 Leadership

Clarke (2007:1-5) states although the concept of leadership and management are often used interchangeably their spheres of reference are quite divergent in the duties and responsibilities of leadership differ from those of management. Thus, managing and leading a school are different operations requiring different approaches in each case. Management is a part of efficiency and effectiveness while leading is setting a course and taking the organisation in the direction or course, aimed at a goal or goals.

1.6.8 Policy

Torjman (2005:4) states policy represents the result of a decision as to how best to achieve a specific objective. According to Coetzee *et al.* (2008:184) policy is instrumental in implementing educational law sources, especially the Constitution and other relevant

enactments. However, policy should not be regarded as law and is not mandatory. Policy can also not be regarded as legislation as they are only adopted by an executive (in this case the Minister of the Department of Education) a formal law-giving agency (e.g. parliament, a provincial administration, a municipal authority or an organ of state with subordinate legislative powers). The management of schools require the drawing up and implementation of policies as a necessary tool in the effective operation of the school (Clarke 2007:352).

1.7 Limitations of the study

Limitations of the study are the conditions restricting the scope of it or it may affect the outcome not controlled by the researcher. A limitation could be a school principal only allowing the researcher to collect data during a certain time of the school year, or failure to elicit answers, or truthful answers from or the discovery participants lack credibility. Any group selected for study alters to some degree, for instance, the mere awareness of being observed can cause them to change their behaviour, or the interviewer can provoke different responses to the same questions. The case study adopted as a research instrument in this instance is subject to the inherent limitation the small sample used in the case study may not be representative of the population concerned (Michael 2004:149).

1.8 Chapter division

The research consists of five chapters.

Chapter 1 This chapter will provide the introduction and the motivation for the study, the problem formulation and the aims of the study. It also outlines the research design and methodology used and clarifies certain concepts used in the study.

Chapter 2 This chapter will review the literature relating to key issues informing the study. This chapter will consist of three parts. The study will be placed firstly within the theoretical discourse relating to multicultural education. Then the historical background to the emergence and development of multicultural education will be reviewed. Finally, the literature on the discourse relating to challenges facing school management teams in a multicultural teaching environment will be discussed.

Chapter 3 This chapter will describe the research design. The method of data collection and analysis is explained.

Chapter 4 This chapter will provide a discussion around the presentation of data and discussion of the findings.

Chapter 5 This chapter will provide a summary, conclusion and recommendations.

1.9 Summary

This chapter introduced the study under review. The problem statement, aims, research methods, definitions of key concepts and chapter divisions were covered. The motivation for undertaking the research under review has been discussed and explained. The next chapter deals with the theoretical framework and literature study on the challenges of managing a multicultural teaching and learning environment.

CHAPTER TWO

LITERATURE REVIEW OF MULTICULTURAL EDUCATION

2.1 Introduction

Traditional education systems have failed in their attempt of including various ethnic groups, women, disabled people and other disenfranchised groups such as gays, into the curriculum resulting in a misrepresentation of real society (Coddling & Bergen 2004). They argue this has aided in the creation of a xenophobia and ethnocentric society where people have not learned to understand one another and tolerate differences of those who seem to be different or who deviate from the norm. School managers and educators therefore need to become more effective in the management of schools. This can be done by affirming diversity and giving learners opportunities to have positive cultural interactions and according to Banks (2006b:2), it can be done through what is known as multicultural education. According to Banks (2006b:2), multicultural education is a field of study whose aim is to create equal educational opportunities for learners from diverse racial, ethnic, social-class and cultural groups. Consequently, in South Africa it would imply creating equal educational opportunities for learners from all diverse cultural backgrounds. The shift from a traditional education system to a multicultural education approach would mean learners learning from different cultures would be in a position to benefit from contact between different cultures.

The aim of this chapter, the literature review, is to identify the theoretical underpinnings of multicultural education as well as the development of multicultural education in the United States of America (USA) and South Africa in an effort to unearth the challenges school managers and educators face in managing a multicultural teaching environment. To achieve this aim the literature review will look at the issues as it attempts to describe the theories of multicultural education as it influences our thinking and understanding about the effectiveness of school managers and educators in the management of a multicultural teaching environment.

The theoretical underpinnings used in this study is influenced by many authors such as Banks (2002), Sleeter (2003), Gay (2002), Grant (2005), Bennett (2003), Gorski (2000) and others who have written extensively on the issue of multicultural education. Included is Vygotsky's theories on social constructivism and its view on teaching and learning within a social environment which impacts on the theoretical underpinnings of multicultural education. The research will make clear the definition of multicultural education as it would be understood in both the USA and South African context where the education systems strives towards encouraging learners to become more intercultural competent. As well as looking at the experiences of school managers and educators regarding the management of a school environment, which has become more diverse with learners, and educators from different cultures and races.

This has set the criteria for choosing studies for the literature review, which include work, focusing on theoretical aspects of multicultural education. How we learn within a social environment, the development of multicultural education and its influence within the education environment in the USA and South Africa, as well as studies, focusing on the effectiveness of school managers and the management of a multicultural teaching environment.

2.2 Theoretical underpinnings of multicultural education

The theoretical underpinnings of multicultural education include definitions of what multicultural education means. Some of these definitions rely on the cultural characteristics of diverse groups, while others emphasise social problems, political power and the reallocation of economic resources. Similarly some definitions seems to be limited to characteristics of local schools while others provide directions for school reform in all settings, irrespective of the characteristics (Enoch 2007:66).

2.2.1 Definition of multicultural education

In defining the different interpretations of the meaning of multicultural education, the following primary scholars, Banks (1995), Nieto (2000), Sleeter and Grant (2007) are regarded

as some of the recognized authors on the issues of multicultural education and provide various definitions and interpretations for it.

Scholars such as Gorski (2006), Hart (2002) and many more who have added and adapted what multicultural education is to fit into the present day educational system characterizing the evolution of multicultural education, from its earlier definition to one for the 21st century. The earliest conceptualizations of multicultural education can be found in the 1954s Supreme Court case of *Brown versus the Board of Education*. American history was challenged regarding their 'separate but equal' doctrine through the Civil rights movement of the 1960s. Multicultural education has been changed, refocused, reconceptualised and is in a constant state of evaluation both in theory and in practice. It is not unusual for any two-classroom educators or education scholars to have the same definition of multicultural education. As with any discussion on education, individuals are inclined to mould concepts to fit their particular focus.

The definition of what multicultural education is has been provided since the start of the Civil Rights Movement, and is underlined by its policy of school transformation and social change (Gorski 2007). A change in curriculum, perhaps simple as adding new and diverse materials and perspectives to be more inclusive of traditionally underrepresented groups, as well as changing classroom climate issues or teaching styles serving certain groups while presenting barriers for others can be seen as a policy of transformation in multicultural education. The definition focuses on institutional and systematic issues such as tracking, standardized testing, funding discrepancies and social change to form part of a larger societal transformation in which we move closer, explore and criticize oppressive foundations of society, regarding how education serves to maintain the status quo-foundations such as white supremacy, capitalism, global socioeconomic situations and exploitation (Gorski 2007).

In spite of a multitude of differing definitions of multicultural education, shared ideals provide a basis for understanding it. While some ideals focus on individual learners or educators, others are much more 'macro' in scope, these ideals are all at their roots, concern with transformation. Definitions about multicultural education vary widely with regard to its selection of subject matter, methodological focus and referent group orientations. The focus

of this research is on the definition of Banks (1993:7) which indicates “multicultural education as an idea, an educational reform movement and a process whose major goal is to change the structure of educational institutions”.

Overall, the definition of multicultural education can take on a very broad scope and be defined as “any set of processes by which schools work with rather than against oppressed groups” (Sleeter 1992:141-148). Implying schools need to challenge issues of oppression and help shape a future for learners which is equal, democratic and just and which will not demand an agreement to one cultural standard. Nieto (1996) and Banks (1994) provides the most inclusive definition of what multicultural education is, suggesting education as a “transformational process permeating and impacting every aspect of the operation of an educational system, including government policy, staffing, curriculum, disciplinary policy, student involvement, parent and community involvement, pedagogy, assessment and funding.”

Although it is important to develop a deeper understanding of the various definitions of multicultural education and where the different parts fit into them, it is equally important that one develop one`s own working definition of multicultural education. A definition grounded in the ideals of social justice, education equity and a dedication to facilitating educational experiences where all learners reach their full potential as socially aware and active beings, locally, nationally and globally. The aims of what multicultural education is need to be kept in mind when developing one`s own definition.

2.2.2 The aims of multicultural education

When considering the aims of multicultural education it is important school managers and educators develop an interest for the learners within their schools. Contact between learners of different cultural groups in schools will not automatically foster positive race and cultural relations, programmes offered with a multicultural aim must focus on issues such as skills training, aimed at providing values, attitudes and knowledge to be able to manage these relations. The aim of these programmes should also include conditions contributing to positive interracial integration between school managers, educators, learners and parents.

Multicultural education programmes is invaluable in moving towards positive interracial and intercultural relations. Banks (2008:129-139) in his development of multicultural education formulated the following aims:

- Ensuring the highest levels of academic achievement for all learners.
- To help learners develop a positive self-concept by providing knowledge about histories, cultures and contributions of diverse groups.
- Promote critical thinking by moving away from inequality of opportunities and towards cultural pluralism.
- To reform schools in giving diverse learners equal opportunities in schools, job market and in contributing to building healthy communities and.
- To create an inclusive environment supportive, empowering and encouraging all learners to develop socio and cultural awareness of diverse cultural backgrounds and lifestyles.

Bennett (as cited by Bulankina & Polyankina 2011:284) identified six aims of multicultural education, which are:

- To develop multiple historical perspectives
- To strengthen cultural consciousness
- To strengthen intercultural competence
- To combat racism, sexism and all forms of prejudice and discrimination
- To increase awareness of the state of the planet and global dynamics and
- To develop social action skills

Brown (2004:325-340) asserts one of the main aims of multicultural education is to teach learners to understand the social living conditions of other groups, learning about cultures and the beliefs of others who are different from them. As well as learning how other groups within the community deal with issues of religions and traditions. School management teams and educators who attempt to create a multicultural curriculum will benefit from including these aims and using the five dimensions developed by Banks.

2.2.3 Dimensions of multicultural education

To assist schools in surviving the challenges of educational change, school management teams have to become more effective at successfully managing a multicultural teaching environment (Booyesen 2003:24). By sharing power, negotiation and collectively, sharing responsibility with other stake holders, multicultural education can become an important part within the school curriculum to develop and promote tolerance and respect and eliminating discrimination and racism. It is therefore the responsibility of school management teams and educators to equip themselves with the knowledge, skills and attitudes to be able to guide and mentor both learners and parents. Being knowledgeable about dealing with issues of diversity, managers place themselves at an advantage to assist learners to function comfortably, confidently and effectively within a multicultural environment. School management teams have to encourage trust in all stakeholders of the school so everyone can contribute to managing diversity more effectively within the school.

In assisting school management teams and educators becoming more effective in being able to manage the diversity within their school, guide and mentor their learners, the five dimensions formulated by Banks (2002:15) which when practiced by the school management teams and educators will allow learners to learn about past and present nations and the world. Banks states learning which takes place from diverse perspectives will allow learners to become capable of interaction on a personal and social level and allow them to make better judgements about social issues. The formulated dimensions are set out to assist school managers and educators are as follows (Banks 2002:15):

Content integration involves using examples and content from a variety of cultures in education programs.

Knowledge construction process, by helping learners understand, investigate and determine how the implicit cultural assumptions, frames of references, perspectives and biases within a discipline influences the way in which knowledge is constructed within it. According to Banks (2002:15-16) educators can use these dimensions to teach learners how their own cultural background affects the way they understand information and how knowledge is created.

Prejudice reduction, is accomplished when the curriculum develops positive attitudes towards different racial, ethnic and cultural groups. This would lead to decreasing negative racial biases and increasing positive racial attitudes amongst learners (Banks 2002:16). Bennett (2003:27) states when learners, in their classrooms, feel they are accepted, their academic performance can increase effectively.

Equity pedagogy reduces barriers of program participation for youths and adults from diverse racial, ethnic and gender groups. It also speaks to program delivery reflecting multicultural issues and concerns, facilitating the achievement and development of learners from diverse racial, gender, social-class and other cultural groups.

The last dimension according to Banks (2002:17) is *empowering school culture and social structures*. Having an empowering school cultural and social structure would mean a school working towards creating a culture welcoming to a diverse learner body. Allowing the school to focus on having an environment in which all learners have an equal opportunity to succeed.

In creating equal opportunities to succeed, school managers and educators need to use the content from diverse groups in teaching concepts and skills to help learners develop positive inter-group attitudes and behaviours as well as educators changing their teaching styles benefitting all learners. Transforming the whole school will allow learners from diverse ethnic and cultural groups to experience equal status in the culture and life of the school. How these learners learn to develop positive group relations will allow them to become socially accepted. By engaging in a process linked to the concept of multicultural education, learners will be provided with a basis for the development of social skills assisting them with the learning of socially acceptable behaviour, which can also be referred to as social constructivism.

2.3 Social-constructivism

Social constructivism is the development of social behaviour and promoting concepts of teaching and learning applied within a multicultural environment, based on social interaction

in a cultural environment. Social constructivism states social interaction, cultural tools and activities affect the individual's development and learning. Social constructivism also draws on issues of social learning and theory, zone of proximal development and cognitive learning to improve multicultural education.

The concept of social constructivism according to Lowenthal and Muth (2008) grew out of the work of constructivists such as Vygotsky and others who took a social and cultural perspective of knowledge creation, leading to a theoretical synthesis centred on the concept of mutual knowledge shared by others. Vygotsky believed learning occurs through the construction of meaning in social interactions, within the cultures and through the process of language. Social constructivist, highlights the importance of culture and context in understanding what happens in society and construct knowledge based on this understanding (Beaumie 2008:2).

Despite the many definitions and interpretations of what constructivism is and has become, one such definition by Cannella and Reiff (1994) and Richardson(1997) sees constructivism as an epistemology, a theory of knowing, of learning or meaning making which explains the nature of knowledge and how human beings learns. Implying individuals create or construct their own understanding or knowledge through what they already know-prior knowledge and believe the ideas, events and activities with which they come into contact. The basis of constructivism is by thinking back on their experiences, individuals are able to construct their own understanding of the world they live in.

In spite of the many definitions and interpretations of social constructivism, the focus in this study would be on Vygotsky's socio-constructivism as it emphasises social transformation and reflects a theory of human development placing the individual within a socio-cultural context. Martin (1994) and O'Loughlin (1995) who have built their theories on the theory of Vygotsky, asserts the approach of socio-constructivism assumes theory and practice do not develop in a vacuum, but is rather shaped by dominant cultural assumptions believed to be the same by everyone else. Richardson (1997) also states the individual constructs knowledge through contact with the environment, where they are both changed.

2.3.1 Theory of Vygotsky (1896-1934)

Regarded as a major spokes person and developer of the socio-cultural theory (also called socio-historic) was a Russian born psychologist Lev Semenovich Vygotsky whose work began when he was studying learning and development in an effort to improve his own teaching. Vygotsky`s ideas have become a major influence in psychology and education and have provided alternatives to many of Piaget`s theories on constructivism (Woolfolk 2010:42).

Woolfolk (2010:42), states psychologists today have recognized culture shapes cognitive development by determining what and how the child will learn about the world. Woolfolk also asserts cultures who prize cooperation and sharing teach these abilities early, whereas, cultures encouraging competition nurture competitive skills in their children. Vygotsky`s socio-cultural theory emphasise the role in the development of mutual discussions between children and more knowledgeable members of their community (ways of thinking and behaving) through these interactions.

In understanding Vygotsky`s theories, it is important we look at the political environment of his time. Trained in the psychology of art and influenced by the Marxist philosophy, he states individuals had to sacrifice their personal goals and achievements for the improvement of the society. Implying individuals had to give up their personal achievements for the good of their society. The concept of sharing and co-operation was thus encouraged and the successes of individuals seen as reflecting the success of their culture (Miller as cited by Woolfolk 2010). Sacrificing their personal goals and achievements for the improvement of the society were incorporated into Vygotsky`s model of human development believing individuals` development is because of their culture, and has as such lead to be termed as a socio-cultural approach.

The socio-cultural approach of Vygotsky`s is also linked to the concept of the intellectual abilities of the learner as being more specific to their culture. Culture he asserts makes two sorts of contributions to the learners` intellectual development. The learner acquires much of his thinking (knowledge) and processes or means of their thinking (tools of intellectual adaptation) from the surrounding culture. The role of education in relation to what the

learner thinks and needs for intellectual adaptation within education as a social constructivist approach, places much emphasis on building social bridges intent on learning common values within cultures and over cultural boundaries. These common values would include amongst others self-discipline, responsible behaviour, honesty to self, honesty to others and reverence for life. Education is therefore an important means of achieving this type of interaction.

How does multicultural education connect with the concept of socio-constructivism? As socio-constructivism deals with the construction of knowledge through cultural interactions, multicultural education emphasises amongst the many definitions, it is learning about other cultures and allowing one to understand other cultures. The National Association of Multicultural Education (NAME) (2003) describes multicultural education as a “process permeating all aspects of school practices, policies and organisations as a means to ensure the highest of academic achievement for all learners”. They also state “it will help learners to develop a positive self-concept by providing knowledge about the histories, cultures and contributions of diverse groups as it prepares all learners to work towards structural equality in organisations and institutions by providing knowledge, dispositions and skills for the redistribution of power and wealth among diverse groups”.

Constructing knowledge through cultural interactions has led to a heightened focus on learner diversity within schools and created challenges for school management teams and educators in managing learner diversity. The diversity, which many learners from different racial groups experienced, caused them to be disadvantaged through the education, which they received, due to issues such as lack of resources, qualified educators and opportunities to succeed. This diversity also includes amongst other, dealing with transitional changes, culture shock, issues of mobility (having to travel long distances to attend school). As well as cross-cultural communication, adjusting to a new educational system, general schooling issues, developing new social relationships, learning and adjusting to the cultures and behaviours of the people they were once separated from, as well as experiencing racial and cultural discrimination (Naidoo 2007:3).

These cultural diversities as experienced by the learners were also experienced by school management teams and educators. Many school management teams and educators are not

adequately trained and provided with the necessary skills in not just having to teach these learners, but dealing with their own issues as it relates to the different cultures, cross-cultural communication and having to adjust to a new educational system for which their training has not prepared them (Naidoo 2007:3). The task of managing such an environment therefore falls heavily on the shoulders of the school management team who has to create conditions of learning which will promote the development of all learners and educators. Booyesen (2003:24) asserts in order for school management teams and educators to be successful in managing the diversity within their school, they need to become competent in managing multicultural education.

How can multicultural education be linked to the challenges of dealing with transitional changes and culture shock, cross-cultural communication, adjusting to a new educational system and developing new social relationships within the school environment? (Banks in Naidoo 2007:17) provides a definition describing multicultural education as an “idea- serving all ethnic, racial and economic classes by providing equal educational opportunities”. As well as a movement focusing on educational reform by acknowledging diverse cultures and nations within the classroom by changing the climate existing in the present classroom and as a process who targets school management teams and educators to make plans to achieve the ideals of multicultural education. The definition provided by Banks shows having a curriculum in the school with a multicultural approach would allow school management teams and educators the opportunity to deal with these challenges through discussions and participation and in the process co-construct new meaning to life in an integrated school environment. The challenge therefore in being able to, effectively manage a multicultural teaching environment lies with the school management team and the educators whose responsibility it is to assure and facilitate the development of all.

2.4 Multicultural education in the United States

In the beginning of their struggle for justice and freedom, America desired not just its own survival but also a society of equality for all. The outcome in the *Brown versus the Board of Education* Supreme Court case of 1954 marked the history for all Americans reflecting the

struggle for justice and equality for all people of colour, ability, sexuality, amongst other (Kluger 1976:9).

2.4.1 The past

The struggle for equality marked the historical process of the development of multicultural education in the United States for equal educational opportunities. According to Mafumo (2010:75) multicultural education was the result of the ethnic rejuvenisation or the revitalisation movement, of the 1960s and the 1970s where minority groups demanded the inclusion of their cultures and histories in the curriculum. Multicultural education has been described as a vehicle for social reform, challenging the social stratification and celebrating diversity and equal opportunity. The history of multicultural education can be dated far back as the 1960s, with the social action of many African American and other people of colour and disabilities who challenged the discriminatory practices taking place in public institutions, such as schools (Naidoo 2007:15). As a public institution schools were seen as being the most resistant to change in terms of racial equality. These resistances came from the people with power and authority such as the governors and school superintendents who violated the new laws of desegregation of all, while others sabotaged and attempted to hinder the implementation efforts of multicultural education. This left educational providers with a wide range of issues in establishing multicultural education (Gay 2004:197). These issues included the following:

- Legislation,
- Policy demands and statements of ethnic and cultural groups and professional organisations,
- Regulations at federal, state and local level,
- Judicial decisions, and
- The requirements of professional and accreditation organisations, such as the National Council for the Accreditation of Teacher Education (Lynch 1986:23).

The development of multicultural education according to Sleeter (1996:4) like in the United Kingdom, Australia and Canada has its roots in slavery, immigration, colonisation and the

subjection of the indigenous population. This development of multicultural education in the United States was marked by three phases:

- The first phase the ethnic studies courses (Banks 2001:9; Gay 1983:561) adopted a “celebratory approach” and focused on one ethnic group, which Sleeter and Grant term the “Single Group Studies” (Sleeter & Grant 1994:124).
- The second phase emerged in the form of multiethnic education (Banks 2001:10; Gay 1983:256), designed to bring about structural and systemic changes in the total school environment to increase educational equality for all learners (Nieto 1999:51).
- The third phase, equality for all, emerged when other marginalized groups who viewed themselves as victims in society and schools, such as women, people with disabilities, and marked gays, demanded the incorporation of their histories, cultures and voices into the curricula and structure of educational institutions (i.e. content).

The above phases resulted in the development of five different strands of multicultural education in its contemporary manifestation:

- Teaching the culturally different: which attempts to raise the achievement of learners of colour through designing culturally compatible education programmes (Hollins 1996);
- Human relations: aims toward sensitivity training in interpersonal relations; intended to improve the school experience more than to restructure society (Tiedt & Tiedt 1986);
- Single-group studies: which includes black learners, Chicano studies, women, gays, etc., focuses on the history of the group’s oppression and how oppression works today;
- Multicultural education approach: involves redesigning schooling to make it model the ideal, pluralistic and equal society (Baker 1983; Banks 1981; Gay 1983; Gollnick 1980); and an

- Education, which is multicultural and social re-constructionist: teaches directly about political and economic oppression and discrimination and prepares young people to use social action skills (Grant & Sleeter 1986; Sleeter 1991; Suzuki 1984).

The different strands of multicultural education resulted from the struggle for the establishment of multicultural education during the 1970s within the USA education system and resulted in the National Council for the Accreditation of Teacher Education (NCATE) authorizing it as an important part of teacher preparation programmes. It subsequently appeared in teacher training and learner study material, referring to “Multicultural education as the preparation for social, political and economic realities individuals experience in culturally diverse and complex human encounters. These different strands have both national and international dimensions. It will provide a process, by which individuals develop competencies for perceiving, believing, evaluating and behaving in differential cultural settings. Multicultural education can be viewed as an intervention and an ongoing assessment process to help institutions and individuals become more responsive to the human condition, individual and cultural integrity, and cultural pluralism in society” (Ramsey, Williams & Vold as cited by Naidoo 2007:16).

During the past decades the American society existed within a “melting pot” lifestyle, as a result of the assimilation of diverse , cultural, ethnic and racial populations of the country (Petrozza 2002:1). During the 1990s and in the 21th century school transformation and social change continued to be the focus of much of the work done by Banks (2006b), Grant (2004), Gay (2004) and Nieto (2000) amongst others regarding multicultural education (Gorski 2006:2). The frameworks established by these writers focused on equal educational opportunities and social transformation.

Equal educational opportunities and social transformation allowed societies to become more dependent on each other, it is therefore critical schools address the problems of the world as a whole. The development of a global identification can provide learners the opportunity to see how as a nation they fit into the world society. Learners who have developed both a strong ethnic and national identity should have the perspective to develop a global

identification, which in turn will make them better citizens of the world community (Banks 1989).

2.4.2 The present

Although presently multicultural education has the transformative potential to desegregate the educational process, much has not yet been achieved (Gay 2004:215). Multicultural education is still young and far from complete. It is however growing and developing and these are reason to be encouraged with the continue evolving of multicultural education keeping pace with the changing demographics of society and schools. Multicultural education accepts culture as an important part of educational desegregation and equality and regards it as an instrument of educational equity and excellence. Tasking school management teams and educators with the responsibility of having to design and implement educational programmes meeting the changing needs of their learners and society. There is however, perceived obstacles in the implementation of such programmes and thus according to (Gorski 1995; 2010) might be found in the management of the diversity presented by schools.

2.4.3 Strategies in the management of multicultural education

Developing strategies in the management of diversity should be a comprehensive, holistic process for all concerned (Gorski 1995; 2010). There are two dimensions to developing a holistic model of managing diversity, horizontal and vertical. Firstly, the focus is on the individual and is concerned with the horizontal dimension of embracing and valuing differences. According to (Sleeter as cited by Gorski 2010) the problem with most "staff development programs for multicultural education focuses on the unit of change which is the individual rather the [institution] as an organisation." The changes as stated by Sleeter must be parallel with the second focus, which is the vertical dimension, changing the culture and structure of the school. To match the horizontal and vertical dimensions within the school, changes in the culture of the school environment must incorporate teacher development programmes providing school management teams and educators with the skills and abilities to deal more effectively with issues of diversity.

Emphasising diversity through multicultural education has become an important issue and making changes in the curriculum needs to support this diversity (Blackwell, Futrell & Imig 2003:55).

These changes need to include courses related to culture, linguistics, diversity, gender, race, equity and power in the teacher education curriculum empowering new educators to work against the social and structural arrangements in schools and society promoting inequality (Blackwell *et al.* 2003).

Changing the social and structural arrangements in schools, school management teams and educators concerns about issues of culture requires the acceptance of new educational experiences. School management teams and educators need to become aware of their own biases, prejudice, issues and assumptions they take into the classroom and how it affects the teaching and learning process. Having a better understanding of the approaches to multicultural education would allow school management teams and educators to analyse their own perspectives influencing their choice concerning multicultural education transformation (Gorski 2008:515-525). It is important school management teams and educators deal with the issues of diversity in an acceptable manner. There are many strategies for dealing with diversity, of these includes strategies developed by various researchers. Of these researchers, Lee (2010:158) states individuals as well as organisations can use these strategies for dealing with diversity and issues of multiculturalism within their organisations.

In dealing with issues of diversity and multiculturalism, school management teams and educators can use strategies suggested by Lee (2010:158). There are four basic attitudes according to Lee individuals can strive for which includes understanding, empathy, tolerance and willingness to communicate.

- **Understanding**

People cannot be discriminated against based on sex, race and so forth, everyone needs to be treated the same. This can cause problems regarding behaviour amongst people. Not all

people are the same and differences amongst people do exist. Therefore, to treat everyone the same without regard to their human differences can only lead to problems. We need to understand cultural factors can cause people to behave in different ways and these differences should be respected.

- **Empathy**

In any organisation, people should try to understand the perspectives of others for example an organisation consisting predominately of men should be supportive when a woman joins the organisation or management structure.

- **Tolerance**

Despite people learning to understand others and even trying to empathize with them, they might still not accept or enjoy some aspect of their behaviour, such as bullying, behaviours, which break social rules, like lying, stealing amongst others. Tolerance is about accepting people for who they are, not about accepting bad behaviour.

- **Willingness to communicate**

Willingness to communicate can often lead to problems being magnified because people are afraid or unwilling to discuss issues relating to diversity or multiculturalism. For communication to work more effectively it must work in two ways. If for example people feel their behaviour is offensive to someone else, they should be able to ask the individual to stop or change their behaviour. In the same manner if someone is offended by someone else's behaviour, they should be able to explain to the individual how their behaviour is being perceived and request the person stop, as it might cause further problems (Lee 2010:158-159). While it is important for individuals to deal with issues of diversity, the organisation also plays an important role in the process of managing diversity. Through policies and practices, people within the organisation can come to understand what behaviours are appropriate and what are not. Therefore, training for diversity and multiculturalism is very important in managing diversity. The following are issues organisations and schools need to look at:

- Organisational policies

Organisational policies provide the starting point in managing diversity and issues of multiculturalism as this affects the people within the organisation directly. This can be seen through equal employment opportunities, as it will help determine the potential of diversity within the organisation. Another way in which policy affects diversity and multiculturalism is how problems are addressed which arises from different people within the organisation. The most effective way however, through which an organisation can reflect its position regarding diversity and multiculturalism is through its mission statement. Everyone who encounters it will grow to understand and accept the importance of diversity and multiculturalism within the organisation.

- Organisational practices

The management of diversity and multiculturalism can be done through a variety of ongoing practices and procedures, such as for example making important committee teams more diverse. Lee (2010:159-160) states even though diversity exists within the broader structure of the organisation it does not reflect diversity in groups such as committees or teams, implying diversity is not a fully ingrained element within the culture of the organization.

- Diversity and multicultural training

Diversity and multicultural training in organisations has been an effective means of managing diversity and minimising conflict. Diversity and multicultural training should be designed to allow members of an organisation to function in a diverse and multicultural workplace. The training can be done in a variety of ways, organisations can help people learn more about their similarities and differences, men and women can be taught to work together. In the same manner, white and African managers may need training to understand each other better. Some organisations according to Lee can provide language training as a means for managing diversity and multiculturalism.

- Organisation culture

The culture of the organisation will reflect a commitment to managing diversity and multiculturalism. An organisation, which truly wants to promote diversity and multiculturalism, must shape its culture to support diversity and multiculturalism throughout the whole organisation. This can be reinforced through clear and consistent set of policies and practices allowing diversity and multiculturalism to become a fundamental part of the organisation.

Another researcher who also shares his views on managing a multicultural environment and diversity is Maloney (2001:1). According to him, a successful manager is one who is able to adopt management practices helping them to become more effective. Maloney (2001:1) states a successful manager possesses the following characteristics.

- **Overcoming the language barrier**

Learning to speak a language other than their own will assist both school management teams and educators in overcoming the language barrier and thereby gaining the respect of others.

- **Learning about the culture of others**

Learning the cultures of others will allow the school management teams and educators to understand each other and understand what acceptable and unacceptable behaviour of others are.

- **Accepting and appreciating the differences others bring to the work place**

Issues such as racism and prejudice will sometime or the other appear within the workplace, and thereby create tension and disrespect amongst individuals. Finding ways to address these issues effectively is important and all need to be treated with respect and dignity regardless of race or culture.

- **Successful communication of proper conduct**

By establishing policies within the workplace, would communicate to all what proper conduct of school management teams and educators are within the workplace.

School management teams and educators face many challenges in the management of a multicultural teaching environment. The strategies provided by Lee and Maloney are just some of the methods school management teams and educators can use in managing the challenges diversity and multiculturalism present.

2.4.4 Challenges in the management of multicultural education

A key element regarding the challenges of multicultural education is the notion implying all learners are entitled to “equal opportunity to learn in school” (Banks 2004:3). Nieto (2004) agrees by explaining the challenges within multicultural education is the rejection of racism and other forms of discrimination in schools and society, acceptance and affirming of pluralism (ethnic, racial, linguistic, religious, economic and gender, among others) learners, their communities, and educators represent.

According to the Social and Cultural Foundations of American Education (SCFA) (2010:1), educators are facing new challenges everyday due to the global society within which they live. The traditional teaching methods are being challenged to focus more on the needs of the learners in today`s society. School management teams and educators need to learn to adjust to a more multicultural dynamic school environment. Multiculturalism asserts the idea “modern societies should embrace and include distinct cultural groups with equal social status”. Learners are diverse; they come from different backgrounds, families, lifestyles, environments, and locations and some do not speak English. The task of the school management team and educator today is to adapt their management and teaching styles to encompass all the diversity, which they have in their schools and classrooms.

The challenge of managing multicultural education, according to Guang-Lea (2002:3) is it suffers from a disturbing gap between stated ideals and actual practices; implying what is

supposed to be happening and what is actually happening within the schools are two different things. Guang-Lea also asserts there are many efforts focused on the implementation of multicultural education, such as education associations promoting multiculturalism, National Council for Accreditation of Teacher Education standards (NCATE) specifying multicultural experiences for teacher education learners and individual educators making efforts to improve their ability to teach learners from diverse backgrounds. However, despite the above the discussion about multicultural education efforts seems to outweigh the actual efforts (Guang-Lea 2002:3).

Even though efforts have been made to incorporate ethnic diversity into educational programmes, the biggest challenges for school management teams and educators is to acquire professional training, improving the skills of school principals in managing their schools, provide culturally-rich curricular materials, and create a multicultural environment, involving all parents, family and community members in the educational process are still huge. These challenges, will continue until efforts are made for it to become a reality (Guang-Lea 2002). How can these challenges be changed into reality? The following are but some of the ways in which the challenges multicultural education presents can be managed:

2.4.5 Management of challenges in multicultural education

2.4.5.1 Curriculum reform

The first process in managing the challenges of multicultural education focuses on changing the goals and structures within the curriculum. Learners are exposed to information through books, lessons and group discussions concerning various ethnic and cultural groups. Educators have a responsibility to become aware of what learners learn through the curriculum. The curriculum is defined as “a way of ordering content, such as subjects taught, instructions and assessment as well as the purposes for teaching and learning in schools” including content from textbooks, curriculum standards and guidelines. The curriculum also informs the educators how material is organised and around what issues it is organised (Walker as cited by Sleeter 2005:5).

Changing the curriculum is necessary in achieving the aims of multicultural education. As the curriculum is the structure in which teaching and learning takes place, it serves as the ideal place to understand the aims of multicultural education as it includes a plan of ideas of what is taught and the goals of school manager's and educators. The curriculum needs to acknowledge diverse groups, recognize cultural differences, academic challenges, learner interactions, resources and assessment practices and techniques (Naidoo 2007:34). In bringing about changes to the curriculum, developing skills and creating an awareness of the curriculum content and teaching strategies needs to be emphasized. Making changes to the curriculum requires making changes to the skills of school managers and educators. These changes include looking at their professional growth and effectiveness as well as looking for strengths and weaknesses within the curriculum.

According to Gorski (2010) the fundamental values of a good curriculum is accuracy, completeness and inclusion. He states accuracy and completeness relates to and refers to the extent to which information presented represents a full picture of a given topic through various sources and perspectives, if for example history textbooks represent all people of colour as slaves, does one present sources representing otherwise. Educators have an obligation to reassess both accuracy and completeness of the curriculum. Educators should have the perspective, knowledge base and understanding of their subject or learning area, as this would enhance their understanding of the learners thinking in the subject or learning area.

The effectiveness of multicultural education within the curriculum requires cultural diversity in all curricula materials (Guang-Lea 2002:3). Instructional materials reflecting a nation's increasing diversity would allow learners to accept other people's differences. It will also allow learners to understand people's similarities, to acknowledge theirs and other peoples cultural heritage, and develop a positive cultural identity and appreciate the unique contributions of all cultures (Banks 1994; Bishop 1997; Wardle 1993 cited in Guang-Lea 2002:3).

The task of school management teams and educators concerning curricula materials is to scrutinize all printed and non-printed materials for bias, racism, omissions and distortions.

They need to look for and discard materials which show people's culture in a derogatory or demeaning light and the use of stereotypical images portraying characters, for example all families are two-parent and white and living a middle-class lifestyle. Guang-Lea states a curriculum, based only on the knowledge and perspective of the dominant culture, would encourage admissions of racism and oppression within society. A curriculum as such would in fact support the superiority of the western thought over all others and would provide minimal or no introduction to other cultures. Changing the curriculum needs to be accompanied by changes within the school environment demonstrating respect for all forms of diversity. The second manner in managing the challenges of multicultural education is through the development of professional development programmes.

2.4.5.2 Professional development programmes

Noel (as cited by Guang-Lea 2002) asserts educators who fail to accept racial and cultural differences will fear and dislike those who are physically and culturally different. Noel further states educators' judge learners from a culturally different background, ability and characteristics even before they meet them. To overcome these educators need to acquire professional training allowing them to work with learners from different types of backgrounds, training will allow them to understand the effects of culture on learning, and convey feelings of acceptance and respect for all people.

Manning and Baruth (as cited by Guang-Lea 2002:3) states in addition to educators receiving professional training, it must be accompanied by a sense of commitment and a prerequisite for teaching. They should also not just know a relationship exists between cultures and education, but by continuing to teach in styles and strategies appropriate only for one culture will fail to meet the needs of learners from other cultures. Fioriello (2010:1) states professional development of educators will help educators to identify certain facets of classroom teaching to preserve an atmosphere of homogeneity in the most diverse environments in schools with diversity. Educator education programmes according to Barnes (2006) will create a learning environment where future educators can learn to welcome and support all learners. The third manner of managing multicultural education is through creating a school environment demonstrating multiculturalism.

2.4.5.3 School environment demonstrating multiculturalism

Schools are representatives of our culturally pluralistic society; educators are responsible therefore to plan appropriate learning experiences for different learners, as well as learners from different economic, social and religious backgrounds. While doing their planning school managers and educators need to answer the following questions: How will cultural differences affect testing and assessment? What special problems will learners from diverse cultures bring to school? How will learning styles of learners differ (Guang-Lea2002:3)?

The successful functioning of multicultural education is dependent on the effective management of this diversity. According to Gorski (2010), managing diversity should be a comprehensive, holistic process for developing the environment, which works for all. Using Gorski, in referring to the South African school context managing diversity should be an ongoing process where the talents and capabilities of educators, learners, parents and the community are unleashed.

According to Kottolli (2006:1), cultural diversity can have a positive and negative impact on an organisation or school. While the positive affect of cultural diversity can improve conditions within the organisation through an increase of creativity. This can be achieved by being more resourceful, having a vision for success from those within the organisation, developing a better understanding of problems within the organisation, the search for better solutions to problems, better decision making and an increase of effectiveness from those within the organisation. The negative impact of cultural diversity according to Kottolli can lead to faulty management, lack of training, not willing to change or accept change, lack of skills and politicizing issues negatively affecting the working conditions within the organisation.

These and other questions would raise the level of what school management teams and educators should do to foster multicultural education. A once a weekly multicultural or an occasional unit has not and will not work, as simply being aware of diversity does not necessarily result in acceptance and respect of learners who are different. In influencing the schools culture, every effort should be made to ensure multicultural perspectives are incorporated into all aspects of school life by promoting diversity as a positive learning

experience. This can be done by way of including multicultural perspectives across all learning areas, incorporating multicultural, anti-racism and human rights perspectives in school policies and practices, as well as enhancing educators' and learners intercultural understanding and cross cultural communication (Victoria 2009:8). A school environment reflecting the cultural diversity of its learners and educators, the curriculum, learning environment and the mindset of all need to become multicultural in nature, as well as include changes in the way schools are managed and the skills school managers need in order to become more effective (Guang-Lea 2002:1).

The design of the curriculum needs to ensure the development of skills, knowledge, values and attitudes allowing learners to contribute to their own success as well as to the success of their family, community and nation as a whole. The fourth manner in managing multicultural education is through the process of leadership and management in schools.

2.4.5.4 Leadership and management of schools

The role of school managers is important in the achievement of the learners and the changes within the school and the curriculum (Gamage, Adams & McCormack 2009:1). Many scholars according to them acknowledge the importance of school managers improving school and learner performance. Effective leadership helps to develop a school climate and culture motivating the educators and learners in working towards creating a better teaching and learning environment. School managers are accountable for the success of the learners and improving conditions of teaching and learning, they should begin to develop a shared vision for motivating and stimulating educators and learners to work together. School managers are regarded as being the front-runners in managing the school and taking the school to new levels of effectiveness (Hess & Kelly 2007).

Gamage *et al's* (2009) reference to literature shows the leadership behaviour of the school managers has an important influence on creating effective schools. They state the following authors: Quinn 2002; Cotton 2003; Gold, Evans, Earley, Halpin and Collarbone 2003; Gamage 2006b; Gentilucci and Muto 2007 found the following behaviours of school managers have a significant influence on learner achievements:

- Establishing a clear focus on learners' learning by having a vision, goals and high expectations of learning for all learners.
- Interactions and pleasant relationships with all stakeholders regarding communication, interactions, emotional and interpersonal support as well as parents being visible and accessible.
- Developing a school culture conducive to teaching and learning through shared leadership, decision-making, working together, taking risks leading to continued improvements.
- Instructional leadership through discussions of various issues, observing classroom teaching and providing support and protecting instructional time.
- Becoming accountable for affecting and supporting continued improvements through monitoring progress and using learners progress to improve programmes provided (Adapted from Cotton 2003:2-3).

Effective school leadership and management can have a positive impact on the success of the school through enhanced school performances and learners achievements. School managers are regarded as “those persons who occupy certain positions within the school, working with others in providing directions and influencing educators and activities in order to achieve the goals of the school” (Leithwood & Riehl 2003:9). Gamage *et al.* (2009) state research done by Townsend (1997) shows an effective school can be characterised by good leadership, educators, policies and a safe and supportive environment where parents, educators and learners can be encouraged to work as teams towards a common goal.

The leadership of school managers is necessary but not sufficient as the contributions of educators make a big difference to the management of the school. Developing educators' skills and the differences they will make to the management of the school is important. School management teams and educators need to work together and share in the leadership of the school (Goniwe 2004:7). This will contribute to the success of implementing an education programme multicultural in nature as the needs and contributions of all are

considered. The fifth manner in the management of multicultural education is through the participation of parents, families and the community.

2.4.5.5 *Parents, families and the community*

The successes of implementing education programmes multicultural in nature recognise the role of parents, the family and the community. The problems schools encounter in helping learners achieve academic skills and becoming productive citizens can become increasingly difficult, unless it seeks the support of the parents and the community. The support of parents, the family and the community in a democratic multicultural nation is important in achieving the overarching ideals of the nation, such as human rights, justice and equality and therefore become committed to the maintenance and protection of these ideals. Democratic citizens should be willing and able to take action to close the gap between these ideals and the practice violating them, such as social, racial, cultural and economic inequality (Banks cited by Democracy and Diversity 2005:8).

Barnard (2004) Manz, Fantuzzo and Power (2004) define the involvement of parents as being involved at school, through parent-child educational discussions, homework help, time management and parent educational expectations. Christenson and Hurley (as cited by Smith & Wohlstetter 2009) states 'parental involvement', 'family involvement', 'parent engagement', 'parent empowerment' and 'school-family partnerships' are often used interchangeable, therefore parent involvement need to be used to encompass activities parents engage in order to help their children succeed at school. While it is important parents fulfil their obligations, it is necessary for schools to realise the situations parents face could hinder their ability to do so, such as working extra hours, single parents, and struggling with poverty.

Involvement and participation at schools is not only limited to the parents and learners, everyone within the community gains from a good school. A good school according to Johnson (2004:4) increases the property values and improves the quality of life for all members of the community. The school is an integral part of the community. The community is filled with volunteer organisations, which can provide many services and benefits to the

school. Reflected in the faces of the learners is a community, which shows an interest in their school.

Schools are essential for businesses in the community to thrive. Collaborative efforts between schools and businesses will cause both to benefit from these efforts. Schools are an investment worth making. Through various programmes such as internship, mentoring and shadowing, businesses are able to help learners discover their talents, abilities and skills and be able to apply lessons learned in the classroom (Johnson 2004:5). The sixth manner of managing multicultural education is through language development.

2.4.5.6 *Language development*

As racial, cultural and linguistic diversity increases, so does the importance of language development within our schools. Language plays a fundamental role in the education process. Nesamvuni (2009:21) asserts learning between educators and learners can only take place when they have the skills to communicate effectively with each other. Language as a process shapes our world and has always been a controversial issue in education both in South Africa and in the United States. The drive for the use of mother-tongue education compare to the ever-pressing need to be able to use English as a language of learning and instruction in determining the success in any classroom communication skills are critical (Welsh 2010). Even more so in a multicultural learning environment as educators and learners often face language and cultural barriers at the same time. Clarke (2007) states a language and communication barrier forces learners to communicate in a language other than their own home language. Schools continue to underestimate the impact this has on learners, despite this fact, learners are able to communicate effectively within a social context in their second language, it does however not imply they are able to learn effectively in this language. Clarke states research has shown, ideally all learners should be taught through the medium of their home-language at least to the end of grade six and preferably longer.

Multicultural education would be able to help learners become more proficient in a language or languages other than their own, it would allow them to develop an in-depth knowledge and an awareness of their own and other cultures, as well as gain a better understanding of

and skills to interact in, intercultural settings. The seventh manner of managing multicultural education is through the use of effective teaching methods.

2.4.5.7 Teaching materials and methods

The use of teaching materials such as textbooks, television, computers amongst other can help learners from different racial backgrounds and ethnic groups develop a more democratic attitude and perception of others (Bunker 2003:1706). The teaching and learning methods of the educators need to be more accessible and equitable to the learners. According to the Kea, Campbell-Whatley and Richards (2006:8-9) subjects, reading materials and methods of teaching should include the interests and contributions of the diverse learner population of the school. The resources and reading materials to study and learn about these subjects should be made available for the learners either in the school library or on the internet. Kea *et al.* (2006) also stresses the importance of providing different activities through which learners would be able to gain knowledge or skills demonstrating competence within the learner.

The development of teaching materials and methods according to Kea *et al.* (2006:9) needs to promote collective participation of learners through interaction with others, by getting learners to engage in discussions on issues of beliefs and assumptions of others. It also needs to encourage learners to participate in games and cross-cultural interactions as a way of experiencing firsthand the socio-cultural differences of others who are different from them. Learners should also have the opportunity to interview family members for example grandparents and parents as a way of understanding the effects of cultural on their lives. The development of teaching materials and methods should also allow the learners the opportunity to experience the effects of racial and ethnic identity in their educational development as well as examine their own personal history and development regarding their awareness of their identity and values they have (Kea *et al.* 2006:10). Introducing educators and learners to the use of different types of materials and teaching styles will help with introducing the concept of multicultural education within the classroom (Zimmerman 2006:1). The eighth manner of managing multicultural education is through educator and learner interaction.

2.4.5.8 Educator and learner interaction

Educators are the best at becoming agents of change. According to Gnawali (2008:1), educators are the ones responsible for the changes taking place in learners. He states their words and actions trigger positive behavioural changes in learners. However, the educator's role as change agent is not limited to the classroom or the school only. It can be in the community where the literacy rate is low and people are not aware of their rights and responsibilities. Due to educators being conscious and educated, they can cause change to take place in their communities. This process can be linked to Vygotsky's theory of social development of forgoing one's personal achievement for the good of others (Miller as cited by Woolfolk 2010). Nkomo; McKinney and Chrisholm (as cited by Nesamvuni 2009:75) states research revealed the personality of educators can contribute to the learning environment as it affects how they would approach their subject matter, attitude, relationship with learners and understanding of the teaching process. The ninth manner of managing multicultural education is with the use of a school policy.

2.4.5.9 School policy

School policies need to be guided by non-racial, non-sexist democratic principles, protected in the Constitution of the country and the relevant legislation (Orfield 2004:101). He states, "Announcing a policy does not mean the policy is realized". This just indicates the importance of looking at actual practices in schools. Schools with progressive policies made few changes to their practices. An example of this is the existence of mainly white teaching staff in racially integrated schools, despite an overall higher percentage of black educators in the system, schools 'need to walk the talk'. Sufficient attention should be given to the practical aspects of policies and a need to bridge the gap between policies and practice (Dhunpath & Joseph as cited by Nkomo & Vandeyar 2008:45).

The literature above shows regarding multicultural education in the United States of America much has been done both at federal and state levels. The success of incorporating multicultural education into the education system requires a long-term effort for all concerned. Multicultural education is a collaborated venture. Apart from the learners having

to go through the process, the involvement of educators, parents and the community is vital (Gay 2003; Nieto 2000).

The knowledge gained from studies and experiences in the USA is helpful to South Africa, which is still on its journey towards multicultural education.

2.5 Education and multicultural education in South Africa

The knowledge gained from studies and experiences in the USA is helpful to the South African education system, which is still at the initial stages of its journey towards multiculturalism. There are other countries such as Britain, Canada and Australia who also went through a process of having to introduce multiculturalism within their education system, which would contribute greatly to this research. However, the focus within this research would only be on the USA as an example for the implementation of multicultural education, which stems from the struggles disadvantaged, and people with disabilities had to endure to be recognized and acknowledged as American citizens. The introduction of multicultural education within South African education according to Mafumo (2010:75) is regarded as a sound approach based on educational merit rather than only addressing matters of racial equality. According to Donald, Lazarus and Lolwana (2002:21) in society, education is not just about intellectual and scholastic achievement, for a healthy development, all aspects must be included such as cultural and social issues. South Africa as a society should address social damages and developmental problems inherited from the past.

South Africa faces many challenges in its development to becoming a democratic society. Reconstructing the education system from one, which separated learners to one providing equal educational opportunity for all, is one of the most urgent of those challenges (Donald *et al* 2002:19).

2.5.1 The past

The challenges mentioned above characterise the past decades of struggle for equality. This resulted in using the USA as an example for the implementation of multicultural education in

South Africa because the American society were historically also segregated because of a diverse cultural, ethnic and racial population composition. The American government attempted to assume a single, homogeneous, modern culture, which demonstrated the unequal relationship existing between the dominant culture and the myriad of subcultures. The result of this was the development of the concept of multiculturalism along with multicultural education, which came into existence in finding a way to overcoming and balancing the unequal relationships between existing diverse cultures (Perozza 2002:1).

South African society, from its earliest development, was segregated due to the diverse cultures, ethnic and racial population. The eventual desegregation of schools during the 1990s supposedly marking the end of segregated education and introducing a new education system, resulted in South Africa becoming known as the 'rainbow nation'. This was radically against what apartheid created in establishing an environment of separate development and a lack of understanding between different cultural groups within the country (Hofmeyr 2000:21). The development of South Africa as a multicultural society, developed from a history when the countries' multiculturalism could not be celebrated due to the apartheid hegemonic ruling at the time (Gumbo 2001:233).

The schools at the time reflected South Africa's political philosophy and goals, which was the separation of cultural groups. The establishment of mission schools was done with the aim of introducing literacy and new social and religious values, and developing schools for European immigrants and preserving the values of previous generations. The apartheid education system of the past assumed economic importance as it prepared young Africans for low-wage labour and protected the privileged white minority from competition. From the 1950s to the mid-1990s, no other social institution reflected the government's racial philosophy of apartheid more clearly than the education system. Schools at the time were required to teach and to practice apartheid; they were especially vulnerable to the weaknesses of the system.

The weakness of the system reflected the struggle within South Africa, which was at its heart a political, rather than an educational struggle (Morrow 2007:28). Msila (2007:1) asserts the transition from apartheid education to the present education system in South Africa has not been without any problems. The education system of the past reflected the fragmented

society on which it was based. As a social control, the education system created individuals separated along racial and cultural lines. Schools were divided according to race, and the education system further enhanced the divisions within society.

2.5.2 Education under Apartheid

South Africa's education of the past was a reflection of the fragmented society on which it was based. According to Msila (2007:146), this system did not produce conscientious, critical citizens and failed to address the democratic principles based on access, full participation and equity. The result was the development of an education system, which would meet the development plans of apartheid namely the introduction of Bantu Education (Christie 1985).

2.5.2.1 Bantu education

The Bantu Education system added in the development plans of apartheid resulting in the passing of Education Act (No.47 of 1953) widening the gap in educational opportunities for different racial groups. Two of the architects of Bantu education, Dr. W.M. Eiselen and Dr. Hendrik F. Verwoerd, who studied in Germany adopted many elements of National Socialist (Nazi) philosophy. The concept of racial in particular, "purity" provided a rationalization for keeping black education inferior (Msila 2007:149). Verwoerd, then minister of native affairs, said black Africans "should be educated for their opportunities in life," and there was no place for them "above the level of certain forms of labour". The establishment of missionary schools assisted in this process. The development of missionary schools in South African was a result of the British authorities using education as a way of spreading their language and traditions amongst the people.

Over time, missionary schools provided most of the education blacks received. Most of the missionary schools were registered with the government allowing it to have some control over it. The government was able to prescribe the syllabus, pay educators and appoint managers to oversee the running of the schools (Christie 1985:72). The introduction of Bantu Education placed many restrictions on missionary schools and making it very difficult to remain open. The government at the time tightened its control over missionary schools by

eliminating almost all-financial aid, forcing many churches to sell their schools to the government or close them entirely (Horrell as cited by Christie 1985:35, 37). Allowing the government to take control over the education of all, resulted in restrictions being placed on the development of the black learners by distorting school knowledge to ensure control over the intellect of the learners and educators (Kallaway as cited by Msila2007:149).

2.5.2.2 *The school system in the 1990s*

In the history of South Africa, the period of 1990 is considered a very important date, not just for South Africa in general, but the desegregation process in particular. It was a time in which the Nationalist government announced the enrolment of black learners into white schools. The official ending of racial segregation in 1994 and the official abolition of race based schooling by the South African Schools Act (SASA) (Act no. 84 of 1996), placed former white schools under severe pressure to transform from a system of segregation to desegregation, integration and inclusion. Changes regarding policies taking place since 1994 at all levels of education across South Africa were aimed at redressing past imbalances and creating equal opportunities for all South Africans irrespective of race, colour, ethnicity, gender and religion. Some of these policy changes were particularly aimed at redressing the general schooling sector.

As apartheid laws were being lifted in the 1990s, the government faced the daunting task of re-organising education. President F.W. de Klerk, in a speech to Parliament in January 1993, stressed the need for a non-racial school system, with enough flexibility to allow communities to preserve their religious and cultural values and their home language. De Klerk established the Education Co-ordination Service to manage education during the political transition of the 1990s, and he charged it with eliminating the bureaucratic duplication of a segregation policy resulting from apartheid education (Christie 1991).

In August 1993, De Klerk gathered leading experts on education in the National Education and Training Forum to formulate a policy framework for restructuring education. Anticipating rising costs in education, the government earmarked 23.5 percent of the national budget of the fiscal year 1993-94 for education, and established new education offices giving them

specific responsibilities within the re-organisation plan. When the new school year began in January 1995, all government-run primary and secondary schools became officially integrated (Christie 1991).

2.5.3 Transformative South African education policy: 1994-2002

The present education in South Africa has undergone, and continues to undergo, multiple transformations since the demise of apartheid in the early 1990s (Ali 2002:212). Ali asserts that following the lead of the Education White Paper of 1996, the post-apartheid South African government sought to provide equitable access to education focusing on an outcomes-based approach by providing opportunities for life-long learning.

The transformation agenda in the post-apartheid South Africa as summarized in the Constitution of South Africa and providing opportunities for life-long learning posed tremendous challenges for the education system and those who manage it. The challenges Johnson (2004:119) states emerged and raised questions about how the education of learners is best managed. The sense of 'identity' between black and white South Africans has powerful aspects, historical in terms of the 'roots' of the individuals and the geographical aspects of the concentration of people of similar groups within an area. These challenges within the schooling sector, such as the cultural and linguistic diversity of learners since 1994 resulted from the desegregation of schools and created a sense of unprecedented urgency as to the issue of what schools can or should do about the many cultural realities represented in South African schools (Kress 1996:60-92). The South Africa Schools Act (SASA) of 1996 is fundamental to the transformation of goals within the education sector.

South Africa's education system has been reshaped and aligned with democratic principles since the abolishing of apartheid in 1994. The education system of South Africa has for the past 18 years, been based on a radical different approach to education with the introduction of policies at various levels within education. These changes were systematic in affecting all aspects of schooling such as the curriculum, qualification structures, teacher effectiveness, learner population and school management. All aimed at redressing past imbalances and creating equal opportunities for all South Africans irrespective of race, colour, ethnicity,

gender and religion. Some of these policy changes aimed at redressing inequalities and integration are as follow:

- Schools were open to racial, cultural and linguistic groups with policy changes described in the *White Paper on Educational and Training* (Department of Education 1995) aimed at restoring respect for diversity and the culture of teaching and learning in South African schools.
- In 1996, The South African Schools Act, Section 5.1 stated public schools “must admit learners and serve their educational requirements, without unfairly discriminating in any way”.
- A *Language Policy in Education* formulated in 1997 with the aim of promoting language equity and multiculturalism in education. This policy includes recognition of the 12 official languages of South Africa, including Sign language.
- In 1997 the *White Paper on An Integrated National Disability Strategy* was published by the Ministerial Office of the Deputy President, regarding education, the report made recommendations for the provision of life skills for in depended living as well as for assistive devices such as Sign Language and Braille, to facilitate access to the curriculum.
- The White Paper on Education for ALL was based on the principles of the Constitution, prescribing all learners, the right to equality, protection from discrimination, redress of past inequalities faced by previously disadvantage groups in order to create equal opportunity for all people. An education system which is accessible and responsive to all learners, human rights and social justice for all learners, participation and integration, equal access to a single, inclusive education system, access to the curriculum, the right to equal benefit and equity and redress (Department of Education 2003).

- *White Paper 6: Building an inclusive education and training system* (Department of Education 2001).

These policy changes called for active participation of all school managers, educators, learners, parents and the community in the management of the school. This falls in line with the focus of this study, which is the effective management of a multicultural teaching environment, by the school management teams and educators. The increase of diverse learners and educators brought with it many challenges in how schools are managed all stakeholders are called on to assist with the management of schools.

The management of schools prior to 1994 was always considered to be hierarchical and authoritarian and decision-making always the responsibility of the principal with minimal participation from the educators and parents. This manner of management became inconsistent with the demand for democracy and many principals struggled to transform their management styles as they were called to be agents of change embracing and promoting democratic leadership in the management of their schools (Lemmer as cited by Shezi 2005:8).

In the new democratic South Africa, principals are task with requesting more involvement of educators and parents in managing the school. The involvement of educators according to (Steyn as cited by Shezi 2005:34-37) is a powerful means to improve schools. The South African Schools Act No 84 of 1996 prescribes the responsibilities of managing schools (SASA). They are based on democratic, inclusive and participatory principles, which define the roles and responsibilities for all with an interest in the delivery of quality education by the school. In providing a quality education, school principals face problems, which challenge the success of the educational process as it relates to the management of schools. Principals are challenged with the task of finding innovative ways of having to manage the diversity of its learner and educator population. The roles as principals are regarded as the primary issue contributing to the success of the school (Shezi 2005:2).

Contributing to the success of the school creates challenges for school managers and educators to be equipped with skills to manage the cultural diversity of their schools and to meet the needs of all learners in integrated schools and for allowing meaningful interaction in

the classroom, the playground, during extracurricular activities and in 'after school' interaction. Schools in South Africa are continually in a state of transformation and the cultural diversity of the educators and learners will increase the challenges school management teams and educators face in effectively managing a multicultural teaching environment.

2.6 Strategies in the management of multicultural education in South Africa

Effectively managing a multicultural teaching environment requires looking at the issues of diversity, and accepting South Africa as being multicultural, multiracial, and multi-linguistic with different racial groups, having 12 official languages including sign language and a long history of apartheid where people were denied equal opportunities. The implementations of multicultural education within our schools are, accompanied by many challenges of which school managers and educators are not fully prepared for.

2.6.1 Challenges within a multicultural education system in South Africa

According to Ladson-Billings (1998:55) although multicultural education began as a challenge to the inequalities learners of colour experienced in schools and society, it soon became an umbrella movement for a variety of forms of differences-particularly race, class and gender. Ladson-Billings asserts within each of these categories of differences, other issues emerged such as linguistic, ethnic, cultural, sexual orientation and ability. The challenge for school managers and educators is to provide an education, which will be culturally inclusive and provide equal opportunities for all despite their differences.

In providing equal educational opportunities Gutmann (1995:136-39) suggests an antidote to the traditional method of education is an education which aims to appreciate the social contributions and life experiences of the various groups making up society. Gutmann states society consists of many cultures and it would be morally wrong and empirically false to teach learners as if it were otherwise. Controversies such as, not allowing Muslim learners to wear chadors (head coverings) is perhaps one of the toughest challenges of multiculturalism to education.

Educating future citizens, many educators in South Africa face the challenge of having to teach a curriculum not suitable to the needs of the diverse learner population in the schools. These challenges seem to manifest themselves at various levels and within areas of the schools and the classrooms. Overcoming these challenges, involve many role players, such as the school management team, educators, learners, parents and the community. It is important each role player make a significant contribution towards overcoming these challenges (Lumadi 2008:31). According to (Clair & Adgers as cited by Lumadi 2008:31) school reform must ensure schools become the centres of excellence for all learners. This however contributes to the challenges for school managers and educators and demands empowerment of them in order to achieve this vision of excellence in a diverse society with diverse needs (Carl 2002:3). To achieve the vision of excellence, school reform should occur within the context of school integration being born out of “a conscious effort to transform undemocratic, apartheid culture and practice, by replacing it with a democratic, inclusive, education ethos founded on a human rights culture” (Nkomo *et al.* 2004:2).

In achieving, the vision of excellence, school managers and educators set the tone, expectations and direction for the school and face the challenge of creating equitable opportunities for cultural diversity through an examination of policies focused on amongst other the promotion of English Language Learners (ELL) within the school system. Murakami (2009:4) asked the question what has been done to encourage educational leaders to create environments within their schools valuing cultural diversity and the promotion of English for second language learners.

Tong, Huang and McIntyre (2006:4) states the implementation of ELL programmes within schools have left many educators inadequately prepared to teach learners for whom English is not their first language. The South African Department of Education (2012) recently introduced changes to the curriculum by the development and introduction of Curriculum Assessment Policy Standard (CAPS). The introduction of CAPS was the result of learners in schools across South Africa struggling to learn in a language, not familiar to them. CAPS will provide learners with the opportunity of learning in a language they can identify with as well as training educators to be able to help learners reach the milestones set out by this new policy.

These changes, which also create more challenges for school managers and educators, will assist school managers and educators to manage a multicultural teaching environment more effectively. The success of managing an effective multicultural school is reflected not just in the classroom but also throughout the whole school. The school should seek to adopt approaches transformative and encouraging educators and learners to take social action concerning issues of race. The first manner in managing a multicultural environment is through curriculum reform.

2.6.1.1 Curriculum reform

According to Donald, Lazarus and Lolwana (2002:21) curriculum is not just about the syllabus or what is taught in schools, but rather everything done at school and how it is carried out. The curriculum according to them includes apart from the content how programmes are structured, the processes and methods of teaching and learning, methods of assessment and evaluation. The school curriculum should also include concepts, events, issues and problems from different ethnic perspectives and points of view, and reflect a transformation and social action approach to multicultural education, rather than a contributions or additive approach. The role of the educator and their influence over the curriculum with their values, perspectives and teaching styles is of great importance in implementing a multicultural curriculum. The second manner is through professional development of programmes.

2.6.1.2 Professional development programmes

According to Johnson (2006:19-36), school managers worldwide face an overabundance of cultural-political, economic and bureaucratic challenges. In relation to professional development of school managers and educators, the curriculum can become outdated and irrelevant, when educational leaders fail to evolve at the same pace as political, economic, racial and ethnic demographic changes. The ultimate goal of culturally responsive educational leadership is to help learners realize the following:

- (Minority/those of colour) learners are the same as other humans.
- Being different in some way does not mean they are inferior to others.

- They can contribute to making their group.
- Their group has a contribution to make to their nation, and
- Have a part in working for the nations of the world (Johnson 2006:28).

Haar and Robicheau (2008:10-12) states school personnel, at every level of the system, need to address the changing learner demographics by developing an inclusive multicultural environment linked with the professional development of educators. Trubowitz (2007:10) states professional educator curriculums at professional development training institutions need to work together effectively within diverse cultural environments. Their collective aim must be to build a different kind of school culture. One should develop an exemplary curriculum, identify effective teaching approaches and establishes an atmosphere of mutual respect.

The development of professional development programmes would help educators develop high expectations for low-income learners and learners of colour and better understanding of the cultural experiences of these learners. The third manner of managing a multicultural environment is through developing a school environment demonstrating multiculturalism.

2.6.1.3 School environment demonstrating multiculturalism

The community in which schools are located strongly influences the development of the school, and vice versa. The community reflects values, norms and conditions reflected within the school. Racial integration within South African schools although slow, is crucial at bridging conflict of value in the society as a whole (Donald, Lazarus & Lolwana 2002:161). One of the ways in which schools can create an environment, which demonstrates multiculturalism, is by developing human resources. Educating learners who will play an active role in economic and social issues in society and who will be able to live with others in a respectful and constructive way (Donald *et al*'s 2002:163).

Improving schools and by making it a positive experience for all, the culture and values upholding it, through its leadership, educators and commitment of all are equally important. Well-resourced schools can lack direction, unity and clarity in what they stand for. Schools

need to look at themselves critically and constructively and change in ways, which would be helpful, and able to deal with problems and issues. The challenge is to make this change happen (Mpati as cited by Donald, Lazarus & Lolwano 2002:242). The fourth manner in being able to manage a multicultural environment is through the process of leadership and management in schools.

2.6.1.4 Leadership and management of schools

According to Donald *et al.* (2002:152) leadership and management is at the heart of any school and holding together and foster all other aspects of the school. It is also regarded as the art of 'doing the right thing at the right time', and 'doing things right'. The authors' also state leadership and management of the school do not just rest with the school manager or management team`s educators are also regarded as leaders and managers. An effective school will develop both leadership and management skills through personal professional development programmes (Holly & Southworth as cited by Donald et al. 2002:152).

The management of the school will determine its success or failure. When the school has an authoritarian management approach, implying a 'top-down' approach all members of the school will follow these methods despite being dissatisfied. This method will influence all elements of the school, including its culture. A leadership approach, which will promote a healthy and inclusive school, will develop a supportive and non-discriminatory school involving the educators, learners, parents and all members of the community, leading to the fifth manner of managing a multicultural environment is through the involvement of the parents, families and the community.

2.6.1.5 Parents, families and the community

Parent involvement becomes important when schools encounter problems in helping learners achieve academic skills and becoming productive citizens (Graham 1992; Hidalgo, Bright, Siu, Swap, & Epstein 1995). It becomes extremely difficult to get support from parents when both are working outside the home. Comer (1980:37) states schools need to be realistic about getting parents involved and school districts should implement programmes for involving

parents. Learning to work with parents can have profound differences to the quality of life in the school and classroom. Froyen (as cited by Coetzee; Van Niekerk & Wydeman 2008:131) provides the reasons why parents should be involved:

- Educators must understand parent`s attitudes and home conditions.
- Educators could provide information on the demands of learners and schooling.
- Parents have the right to know about their children`s behaviour and performance.
- Parents can be a valuable resource.

It is evident parents cannot afford not to be included. The question is however: How can parents be involved in an effective and sustained way?

Clarke (2007:174) states the parent`s role is considered important and propelled the Department of Education to publish the “Rights and Responsibilities of parents-A Guide to Public School Policy” and stated the role of parents and guardians in supporting their children while at school is very important. Parents, Clarke states, can play a very important role in supporting the school, it is important principals and its management team take time out to think about how best to encourage parents to become more involved and support activities at school. The involvement of parents should not be limited but should take place on every level of school activities. The sixth manner of managing a multicultural environment is through language development.

2.6.1.6 *Language development*

According to Meier, (2007:660) people communicate within and between cultures by means of languages, which plays an important role in social relationships. All aspects of teaching and learning should help learners to develop their use of language. This development can be done by allowing learners to engage in discussions, reflections, debates and interactional problem solving. Confidence in being able to communicate with others is just as important for the learners and by not being able to interact with others or provided with the opportunity to do so, will result in learners losing confidence to communicate with others. In South Africa, this is particularly relevant as many learners are learning in a second language, and therefore

educators are tasked with the responsibility of encouraging and helping learners to interact and develop confidence in the language of learning (Donald *et al.* 2002:115). The seventh manner of managing a multicultural environment is by the developing of teaching materials.

2.6.1.7 Teaching materials and methods

The use of interactive and cooperative strategies can allow educators to become skilled at implementing the multicultural curriculum. Learners should be allowed the opportunity to express their feelings and emotions and to participate in dialogues and cooperative groups with their peers and more knowledgeable others (Mcleod 2007:1). Recommended teaching materials should reflect the historical and contemporary experiences of a range of ethnic and cultural groups. Textbooks and other materials should not just simply contain content about various groups multicultural content should be a fundamental part of textbooks and other materials used in schools.

The developing of teaching methods needs to test whether multicultural education goals are being achieved. This can be done by using a monitoring programme consisting of classroom visits to observe the use of strategies consistent with cultural characteristics of learners, inspections of tests scores and investigations of the proportion of learners of colour who are suspended, dropouts and who are classified as mentally disabled and gifted. The eighth manner of managing a multicultural environment is through educator and learner interaction.

2.6.1.8 Educator and learner interaction

The relationship between the educator and the learner refers to the level of trust and respect which will allow the learner to follow instructions given by the educator (Coetzee; Van Niekerk & Wydeman 2008:70). According to Donald *et al.* (2002:168), the classroom can be regarded as a microcosm or small-scale reflection of what society is as a whole, and the interaction between the education and the learner, which influences instruction, learning and discipline, shapes the culture within the classroom. Coetzee *et al.* (2008:102,108) states despite educators being knowledgeable concerning various subjects or teaching methods, it would be of no use if they are unable to involve learners in the learning process. The authors'

stated co-operative learning, when well developed can be a process effective in learning. This process will allow the educator and the learner to become dependent on each other in accomplishing various learning tasks.

Interaction between the educator and learners as well as the learners themselves in the classroom should involve teamwork as supposed to competition. Instead of winning as individuals, learners should learn to win as a team. This process is linked to Vygotsky theory of social development where the learners forgo their own personal achievement for the good of others (Miller as cited by Woolfolk 2010). Educators and learners need to learn competition in a classroom should be done with the aim of providing an incentive to increase the chances of learners becoming involved and mixing together. Teamwork will provide learners with equal status and a learning environment, promoting interracial relationships within the classroom. The ninth manner in managing a multicultural environment is through the development of a school policy.

2.6.1.9 School policy

Provinces and school districts should have a policy statement on multicultural education requiring the National Department of Basic Education`s dedication in establishing and preserving schools in which learners from all groups have equal opportunity to learn. This policy should legitimise multicultural education and create programs and practices promoting cultural diversity and equal opportunity for all. The school staff should represent the racial and cultural diversity of its society. This would allow for the development of positive attitudes towards racial and ethnic diversity, and allowing learners to see administrators, educators, counsellors and others from various racial and ethnic backgrounds. This will in turn encourage an understanding of society`s values and learns to respect people from different groups (Banks 2004).

The aim of school polices should be to encourage the development and awareness of multicultural education through reflection, empathy in allowing all learners to promote self esteem and to foster respect for those having different religions, beliefs and values, understanding the nature of multicultural society, build an awareness of the lives of families

within the school and the community. The school policy should also strive to promote tolerance and appreciation of all cultures by presenting a positive image regarding race and culture, be able to understand the diversity of the world in which they live and the interdependence of individuals, groups and the environment (Banks 2004).

The literature above shows (Donald *et al.* 2002; Johnson 2006; Haar & Robicheau 2008:10-12; Trubowitz 2007; Graham 1992; Hidalgo *et al.* 1995; Comer 1980; Coetzee *et al.* 2008:131; Clarke 2007; Meier 2007; Mclead 2007) regarding the management of multicultural education in South Africa on national, provincial, district and school level there is still much to be done. The following issues could be worth taken into consideration when developing a curriculum and a school environment, which is multicultural in nature.

- To enhance the process of learning, school managers and educators need to learn more about different cultures, races, religions and socio- economic groups, in order to implement multicultural education in the school system. Multicultural education teaches awareness, appreciation and tolerance for those who are different. Learning about cultures and people reduce racism and as such prepare learners to be future leaders in a diverse global society.
- Multicultural education programmes need to be created in direct response to our changing world. As demographic change is occurring fast and at every level of our society, to remain culturally and professionally relevant and ensure a multicultural environment, principals and educators are encouraged to develop programmes and engage the multicultural communities at every opportunity. Our school curriculum should mirror the learners and communities they serve allowing them to create environments where all learners are valued and welcomed.
- A concept developed and used in a Collaborative Effort of Professional Convention Management Association (PCMA) and Meeting Professionals International (MPI) Multicultural Initiative (2005) resulted in developing a toolkit, to address multicultural issues. Although the development of the toolkit is for use within private companies, it can be adapted and used within the education environment. The toolkit according to

PCMA and MPI would include the following objectives to comprehend, connect and cultivate.

Comprehend

- To provide a better understanding of a multicultural community underrepresented within schools.
- Collect and manage information about the learner needs to effectively address multicultural issues.

Connect

- To build and strengthen relationships with the multicultural communities, including leaders, organizations, businesses and individuals to raise awareness and to demonstrate the schools commitment to serve its community.

Cultivate

- Learners should through ongoing efforts be provided with an education which is multicultural in nature.

Providing school managers and educators with the tools will increase the importance of multicultural education, as well as provide guidelines and materials to implement a multicultural curriculum. True multicultural understanding takes time. Every step taken, from reading multicultural materials to meeting with school district and other stakeholders, will build a lasting foundation for multicultural competency.

2.7 Summary

Various attempts at defining multicultural education to provide a clear understanding of the concept was made in this chapter. These various definitions highlight the importance of schools in bringing about effective and meaningful change concerning multicultural education. Multicultural education as a concept is part of the society, the curriculum and activities in the school and interactions between educators, learners and parents. Multicultural education challenges and rejects all forms of discrimination in schools and

society and affirms and accepts diversity. The literature on multicultural education in the USA and South Africa revealed regarding the development of multicultural education in these countries there is still a need for training programmes dealing with issues relating to multiculturalism, racial, cultural, ethnic, class, gender, linguistic, religious, amongst others issues still needing to be developed. The development of training programmes will be able to provide the school managers and educators with the necessary skills in being able to manage the challenges of a multicultural teaching environment.

Having reviewed the literature on multicultural education, Vygotsky's contribution to social development and the role of school managers and educators, the research design and methodology will be discussed in the next chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a description of the research design for this study. It will give a detailed explanation of the research approach and the data collection methods used. The study adopted a qualitative as well as a quantitative research approach, to identify and describe the challenges facing the effective management of a multicultural teaching environment by school management teams and educators.

Qualitative research according to (Strauss & Corbin as cited by Enoch 2007:95), refers to any kind of research producing findings in the form of words not statistical procedures or quantification. Denzin and Lincoln (2000:3-4) states qualitative research is a field of inquiry in its own right. Enoch (2007) asserts qualitative research is characterised by the object of study as it describes, experiences made up by the people being investigated or studied in the world. The goal of qualitative research is to understand and interpret the meaning individuals add to their daily lives (Denzin & Lincoln 2000:3-4). Qualitative research focuses on the measurement and analysis of relationships between variables, and emphasizes finding answers to questions focusing on how social experiences are constructed and given meaning. Qualitative research can also be regarded as a multi-method approach whereby more than one method can be used such as participant observation, an open-ended questionnaire and interviews (McMillan & Schumacher 2010:331). This study will make use of more than one method of data collection such as participant observation, a questionnaire and interviews. To analyse collected data, a quantitative approach will be used to allow the researcher to assess the perceptions of school managers and educators regarding the effective management of a multicultural teaching environment. It will also allow the researcher to collect data by means of a questionnaire as mentioned previously to assess preconceived ideas and theories (Aheer 2006:47).

3.2 Research design

According to McMillan and Schumacher (2010:10) research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. In other words, the research design indicates the general plan: how the research is set up, what happens to the subjects, and what methods of data collection is used. They also state the research design is to identify a plan for generating empirical evidence to answer the research questions collecting new information using a literature review. Babbie (2004:8-95) asserts a research design is a plan or structured framework the researcher intends on conducting the research in.

3.2.1 Literature review

A literature review is a process to assist the researcher in becoming familiar with information concerning the research topic. The review can provide background to the proposed study, as McMillan and Schumacher (2010:73) states there are two major reasons for a literature review. Firstly, the review establishes important links between existing knowledge and the research problem being investigated improving meaning, and secondly the review provides very helpful information about the methodology which can be included into a new study. The purpose of the review is to relate previous research and theory to the problem under investigation. The literature review can also be described as a summary of various journal articles, books and other documents describing the past and current state of information, as well as organising the literature into topics and documents needed for a proposed study (Creswell 2005:79).

The literature review will be guided by the formulation of the research question namely, “What are the challenges facing effective management of a multicultural teaching environment by school managers and educators?” In answering the research question, the researcher will use an empirical investigation to link previous information to new existing research.

3.2.2 Empirical investigation

According to McMillan and Schumacher (2010:9-20) research characterised by a strong empirical attitude and approach, will allow the researcher to be guided by evidence obtained from systematic research methods rather by opinions or authorities. The approach chosen to follow in conducting this study is based mainly a qualitative empirical ethnographic research approach. McMillan and Schumacher(2010:23) asserts such a research approach is aligned with questions addressing, describing, comparing, correlating and experimenting to gather and analyse data, as well as providing an in-depth description and interpretation of cultural patterns and meanings within a specified culture or social group. The research will also make use of quantitative design as it will be descriptive in its findings in terms of what is and what exists influenced by events already taken place and how it affects the situation at present. Cohen and Manion (as cited by Naidoo 2007:47) also describe this method as descriptive and states it is “... Conditions or relationships existing; practices prevailing, believing points of views, or attitudes being felt; or trends which are developed”. This type of method is also concern with groups, individuals, institutions, methods and materials which can be used to compare and contrast, classify, analyse and interpret events developing within the research-taking place.

Data collected during an ethnographic research include observations, interactions, interviews and analysis of documents. The goal of an ethnographic study is to collect data addressing specific cultural themes or traits, which in this research study would be the interactions of the different cultural groups within a multicultural school environment and the management of such an environment (McMillan & Schumacher 2010:343-344).

The approach in this research is based on the concept of context sensitivity and grounded in the belief the physical and social environment in a particular situation has a bearing on human behaviour and interactions. In this research, the multicultural teaching environment in which the school management and educators find themselves and the influence it has on their behaviour and interaction towards each other and the learners they meet daily will form part of the study. This type of research requires the researcher work in a natural setting, such as the school where the interactions between these groups are taking place.

3.2.3 The pilot study

According to Teijlingen; Rennie; Hundley and Graham (2001:289-295), the term 'pilot study' refers to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. They also state a pilot study is a crucial element of a good study design. Conducting a pilot study does not guarantee success in the main study, but it does increase the likelihood of success. Pilot studies fill a range of important functions and can provide valuable insights for other researchers.

The objective of the pilot study is to determine the appropriateness of the questions used in the study, the suitability of the instructions, whether the time allocation for participants to complete the task was adequate, and to assess the feasibility of the data retrieval process. The purpose of the pilot study is to ensure the questions are clear and yielded data consistent with the aims of the study.

The pilot study revealed:

- Some of the questions needed rephrasing.
- Some questions were too long.
- The questionnaire had too many questions.

Taking the above into consideration, the questionnaire was relooked at and the necessary changes were made. The changes include reducing the amount of questions, making it easier to understand and making it more acceptable to the participants.

3.2.4 Permission

Conducting the research and collecting data from individuals and sites approach requires permission. This can be obtained at three levels: from individuals who are in charge of the sites, such as principals; from people providing the data and their representatives, such as parents; from campus-based institutional review boards in this case the School Governing Body (SGB) and from individuals who will actually provide data namely the educators. These

levels of permission are required regardless of whether the study is qualitative or quantitative.

Qualitative studies require spending time at sites, and involve places not typically visited by the public (e.g., soup kitchens for underprivileged students). Creswell(2006:113) states the researcher needs to get a gatekeeper, an individual in the organization supportive of the proposed research who will essentially, 'open up' the organization, in this research study the principal will serve as gatekeeper. Qualitative research is also known for the collaborative stance of the researchers, who seeks to involve participants in many aspects of the research. Educators from the school would be included in this research study through observations, interviews and the completion of a questionnaire.

Obtaining permission from participants taking part in the research involves signing a consent form. Permission obtained from participants, requires the researcher to guarantee the participants the protection of their confidentiality. Failure to do so can have negative consequences for the researcher, such as withdrawal of participants. Confidentiality will be stated in writing and have the participants sign a form (i.e. a consent form). The participants taking part in this research study will complete a consent form before completing a questionnaire or interviewed. The researchers may not present or publish the findings if permission had not been obtained before the start of the data collection (Creswell 2005:112). Qualitative research requires the procedure to be stated in detail, as the research often involves asking personal questions and collecting data in places where individuals live or work.

The school chosen for the research is located in the Southern suburbs of Johannesburg. It is regarded as a multiethnic, multiracial, school as the educators and learners consists of different ethnic groups, black, white coloured, Indian and foreign. In order to conduct research at the school a letter of request to conduct research was presented to the Gauteng Department of Education (GDE) for approval. Permission to conduct research was granted on the basis the teaching and learning time would not be disrupted (see Appendix 1). A formal letter as well as a description of the research project was also presented to the principal of the school for approval (see Appendix 2).

3.2.5 Selection of participants and sample

As the research is based mainly on a qualitative approach, it seeks to understand experiences as it occurs in its broader context. The school chosen for the research study was selected purposefully, as it was conveniently located for the study. The school is located in the Southern suburb of Johannesburg within an industrial area. The educators and learners of the school consist of educators and learners living nearby while there are some who travel long distances daily. Those living in the surrounding area of the school are able to walk to school, while most of the learners and educators commute to school with the use of public busses, taxis or private transport. As the language of teaching of the school is English, 80% of the learners are found to be English first language speakers while the remainder of the 20% of learners consist of Afrikaans, and a combination of Zulu, Xhosa, and Sotho or French as their home language.

The school is known within the community and have a good support partnership with it. The school can always be found to be neat and tidy, with the playground well kept and securely fenced. The discipline is effectively maintained with a healthy work ethic. The school's mission and vision demonstrates sound educational and moral values. The participants used in this study, included educators from the foundation, intermediate and senior phase of the school. The participants were very cooperative about taking part in the research.

All school managers and educators are well qualified for their particular phases within which they teach. The selection of participants for the research study did not involve a process of purposive selection, where participants are according to Enoch (2007:104) handpick for a specific purpose. In this research study, all educators of the school were given a consent form (see Appendix 3) requesting them to participate in the research study with the aim of obtaining a deeper understanding of their experiences of teaching within a multicultural teaching environment. Those educators who returned the request form resulted in the number of educators participating in the study. The number of educators who returned the request form totalled 32, of the 32, 25 participants completed the questionnaire and the remaining seven were interviewed as they were not able to complete the questionnaire.

3.3 Research methods

Research methodology can refer to the research process involving the kind of tools and procedures employed in the investigation (Naidoo 2007:48). The researcher has chosen mainly a qualitative approach as the research is aimed at an in-depth study and understanding of the thoughts, feelings and experiences of educators regarding their understanding of multicultural education and the effective management of such an environment. The research study included observations and interviews, with the administration of a questionnaire to collect data. The use of a questionnaire as a quantitative approach according to McMillan and Schumacher (2010:206) would allow the researcher the opportunity to use a combination of structured (limited response questions) and semi structured (open-ended) questions, as this would provide a high degree of objectivity and uniformity as well as probing and clarification of responses.

3.3.1 Participant observation

Participant observation refers to the researcher being involved in a variety of research activities over an extended period enabling him/her to observe the population in their daily lives and allowing him/her to participate in their activities to have a better understanding of those behaviours and activities. As the researcher formed part of the teacher body of the school, it provided daily opportunities to be able to observe the educators and management team and able to participate in the activities of the school, which provided further opportunities for interactions between the researcher and the educators.

Conducting this type of fieldwork involved gaining entry into the school. Selecting gatekeepers and key informants, and participating in as many different activities as are allowed by the school, and being able to clarify one's findings through member checks, such as formal interviews, informal conversations, keeping organised, structured field notes to facilitate the development of a description explaining various cultural aspects to the reader. Participant observation is used as a basis in fieldwork in a variety of disciplines, which has proven to be a beneficial tool for producing studies providing accurate representation of a culture (Trochim 2005:2-25).

Participant observation will also allow the researcher to check the definitions of terms participants used during subsequent interviews it will allow the researcher to check for reliability regarding their responses to the questions asked. Participant observation is also used to observe events the educators or management team were unable or unwilling to share (Phatlane 2007:82).

The observation of the participants was conducted in the staffroom and school grounds for half-hour sessions daily (before school started, during breaks, after breaks and during various events at the school). The researcher observed educators, school management team and learners in their natural setting.

3.3.1.1 *Conducting the observation*

During observations, the observer records what he or she feels, hears, sees and experiences. The researcher went into the school with an observation schedule recording what was happening, on which dates as well as the focus of each of the observations. Interaction between educators from different race groups were observed. An example of such an observation appears in the research study (see Appendix 4). The observation schedule used was adopted from (Cohen, Manion & Morrison 2000:307), but was contextualised for qualitative research and adapted to research the problem of the research which are “The challenges facing the effective management of a multicultural teaching environment in Gauteng primary schools” (see Appendix 4).

Observation is important as the researcher becomes involved in what is going on in the setting. The researcher observed the management team and educators in their respective roles and duties as well as interacting with one another within the school. Through the process of observation, the researcher was able to ‘see’ what participants could not, while observing the management team and educators’ important patterns and regularities in their behaviour were revealed, such as how they treat each other, deal with conflict and their general behaviour towards each other.

The observations took place at the school during the course of the school year. The first observation took at the school during the first school quarter. The second and third observation took place during the second school quarter. The fourth observation took place during the third school quarter, which was also the period of the teachers strike. The fifth observation took place at the fourth school quarter. A summary of the observations done is reflected below.

Table 3. 1 Table of Observation of educators

Name	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Teachers in staffroom	First Observation	Second Observation	Third Observation	Fourth Observation	4
Teachers during extra murals	First Observation	Second Observation			2
Teachers during staff meetings	First Observation	Second Observation	Third Observation	Fourth Observation	4
Teachers and learner interaction	First Observation	Second Observation	Third Observation	Fourth Observation	4
Total no. of observations	4	4	3	3	14

3.3.1.2 Administration of observation notes

The observation allowed the researcher the opportunity to witness behaviour patterns related to the way the management team and educators spoke and behaved towards one another-as recorded in the following observation note. Only two of the 14 observation notes are included, see appendix 4 for the other notes.

Date	9 th June 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning) 10.00 – 10.30(1 st break)
Specifics (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
Descriptive Notes(I recorded everything that happened on this section)	
<p>Everybody greets as usually but everybody`s mind is on what is happening as far as the strike is concern. Over the past few weeks and days, many educators have been on a slow go as far as working. There has been some tension between the two unions at school. Everybody wants to know who is going to strike; SATU members have been picketing outside the school during breaks. Despite all this, everything is work as usual for most educators.</p>	
Reflective Notes (I recorded my thoughts and feelings about what happened on this section)	
<p>It has been very difficult to avoid conflict; some educators are on the edge all the time. All though the issues at hand are relevant and important, some educators are misusing this time to “free load”from not doing their work. Principal is trying very hard to keep everybody up to date with what is said in meetings and so forth. I am not very happy with some educators behaviour towards other educators, clearly intimidation seem to be part of fighting for ones rights.</p>	

Date	25 th August 2009
Site (Where)	Research site(school)
Time	7.30(morning) 10.00-10.30(1 st break)
Specifies (Who)	Educators and management
Length	Both sessions1/2 hour
Observer role	Observing
Descriptive Notes (Everything that happened on site was recorded in this section)	
<p>The morning started as usual, everybody coming in signing the register greeting each other and talking about whatever happened at home etc. the principal does not always come in and greet the staff but this morning seems to be in a good mood came in and greeted everybody.</p> <p>During 1st break, the staffroom is usually empty except for a few educators who always sit there during break. One educator (black) was particularly very upset as another educator (Muslim) very rudely spoke to her daughter who is at the school in grade 5. The father of the learner (SGB member) wrote a letter to the educator requesting an explanation as to what happened. A conversation with an educator who is on the SGB revealed the principal who is also on the SGB seem to want to have sole authority in as far as making decisions with regard to what happens at the school. This is not being taking very good by the SGB members.</p>	
Reflective Notes (Thoughts and feelings about what happened was recorded in this section)	
<p>Surprised at the principals behaviour not used to seeing him in a pleasant mood. Use to the staffroom being empty but always wondered why as this is a good opportunity for educators to socialize with each other. Have mixed feelings about the letter incident as the educator had previously complained about this learner and it might be that the learner knows due to her parents being part of the school (mother an educator here and father SGB member) it perhaps allows her advantages the other learners might not have.</p>	

Not very surprised at the principals behaviour as he has shown it on various occasions with regard to the running of the school. Many educators not happy about this as they feel there are certain issues which need input from educators as it affect them.

3.3.1.3 *Advantages and disadvantages of participant observation*

According to DeMunck and Sobo (as cited by Kawulich 2005:43), there are advantages of using participant observation over other methods of data collection. They include access to the 'backstage culture', as it allows for richly detailed description, and opportunities for viewing or participating in unscheduled events. DeWalt and DeWalt (2002:9) state it improves the quality of data collection and interpretation facilitates the development of new research questions or hypotheses, as would be in the case with this research, where participants will be viewed and observed while interacting with each other in various activities such as staff meetings, sport events, cultural events amongst other things. The above authors stated there are many advantages to using observations. There are however also disadvantages when using it.

3.3.1.4 *Limitations of observation*

DeWalt and DeWalt (2002:16) states there are limitations in using observations as a tool for data collection, namely male and female researchers have access to different information, different people, settings and bodies of knowledge. They state participant observation is also "conducted by a biased human who serves as the instrument for data collection, the researcher must understand how his/her gender, sexuality, ethnicity, class and theoretical approach may affect observation, analysis and interpretation". This is particularly evident at the research site regarding the participants being observed and the distribution of a questionnaire by the researcher who is in a different racial group, different gender than themselves. The impact of this on the research could cause the participants not be truthful about information and thereby influencing the outcome of the research.

3.3.2 Questionnaire

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires can become a vital instrument by which statements are made about specific groups or people or entire populations.

An effective questionnaire requires planning beforehand, ensuring data obtained through the questionnaire is valid, relevant and can be objectively analysed afterwards (Goddard & Melville 2001:47). A questionnaire should contain the following elements:

- It should be clear.
- It should be unambiguous.
- It is uniformly workable.
- It should be designed to minimize potential errors from participants.

In constructing a questionnaire for the study, the researcher considered the above elements. The questionnaire (see Appendix 5) contains sections A-E under the categories a) personal and academic details, b) definition of multicultural education, c) curriculum development and classroom management, d) interaction between educator and learners in the classroom, e) activities in the classroom.

Section A-E reflects a self-anchored scale for each question. The scales used, requires participants to indicate their opinion by ticking the relevant response ranging from either true or false, agree, disagree, uncertain, never, sometimes, often, yes or no. Section F contains open-ended questions of which the participants had to give an answer in terms of their understanding of the process involved in the management of a multicultural teaching environment, as well the need to develop professional development programmes for such an environment. The last section of the questionnaire includes a self-defined question regarding their understanding of what multicultural education is.

3.3.3 Interviews

The research study made use of interviews as part of the data collection process. According to (Mason as cited by Nesamvuni 2009:125) an interview is a social interaction allowing the researcher to capture the 'inherent complexities of participants' opinions using questions, asking for explanation and providing opportunities for comment from the interviewees from unexpected responses and attitudes observed during the interview process.

Interviews are important for the research study due to the communicative interaction between the management team and the educators and will be analysed within an interpretive framework. Interviews allowed the participants to offer their own perceptions, interpretations and understanding of the research topic. According Soga (2004:38-39) participants in the research contributes strongly in defining the content of the interview as they are allowed to talk freely on the topic. The use of open-ended questions during the interview process assist the researcher to gain more information about the challenges school managers and educators face in effectively managing a multicultural teaching environment.

Data collected through interviews was done by means of an interview schedule consisting of a series of questions, constructed by combining the questions from the questionnaire to form questions to be used for the interview designed for the management team, and educators (see Appendix 6). Participants taking part in the research study were assured their anonymity and confidentiality would be maintained at all times. Interviews were conducted after school hours, in keeping with the rulers set out by the GDE when requesting permission to conduct research in institutions of the GDE, stipulating interviews be conducted after school not interfering with any teaching time. The time allocation for the interviews varied between 30 to 60 minutes, depending on the responses of the participants and the judgment of the researcher.

The interviews within the study was conducted as a way to investigate how school managers and educators experience the challenges of having to effectively manage a multicultural teaching environment in order to improve the school performance and functionality of the school.

3.4 Data analysis

De Vos *et al.* (2005:333) define data analysis as the process of bringing order, structure and meaning to the collected data. Patton (2002:432) states qualitative analysis transforms data into findings. The process of data analysis, involves the classification of data to make meaningful comparisons between different types of data. Analyses of data can be done manually, in the case of small surveys, or by the use of a computer, when numbers analysed are too large. The data analysis in this study used conventional qualitative methods such as study of the text, the transcription of field notes made during observations and interviews and the coding of answers to open-ended questions in the questionnaire. The self-anchored scale questions in the questionnaire were presented in tables and as percentages to support the mainly qualitative analysis of the data.

The data was regularly analysed by the researcher as it was obtained. The researcher read and re-read all the written transcriptions of observations (field notes) and interview responses to see patterns, categories and the relationships present in an effort to identify themes within the body of data. The open-ended questions in the questionnaire were coded and categorised into themes. As the themes developed, the researcher began the process of evaluating the credibility and understanding of the themes across the findings of the three data collection methods.

After a period of intense interrogation and analysis of the themed data, the process of interpretation of the findings started. The data was explained, reported and organised according to meaningful themes. The qualitative report generated was based on a rich narrative description of what the researcher found from the investigation (De Vos *et al.* 2005:350-354). The narrative description accompanied visual table displays of the findings from the questionnaire and the interview.

3.5 Validity and reliability

De Vos *et al.* (2005:160-161) states an instrument considered to be valid, is one describing doing what it is supposed to do and measure what it is intended to measure, which McMillan and Schumacher (2010:104) refers to as the truthfulness of findings and conclusions. To

ensure validity of the study a questionnaire was used by the researcher in a pilot study to test for response-relevance, to eliminate ambiguity and to ensure acceptance of the research instrument by the target sample. The researcher further more interviewed some of the participants to clarify some of the answers given in the questionnaire. The responses from the questionnaire, the interviews as well as the observation notes, serve as validation for the data collected for the research study.

The reliability or trustworthiness of the research study can according to Ary, Jacobs, Razavieh and Sorgensen (2006:509) be established and enhanced by using an audit trail. An audit trail is a way in which others can determine how the researcher made decisions and understand the uniqueness of the study. Reliability and validity are crucial issues in all research. According to (Shimahara as cited by Micheal 2004) data collected must be accurate, authentic and represent reality.

3.6 Triangulation method

A triangulation of data collection methods used in this study, included, participant observation, questionnaires, interviews and incidental conversations to eliminate any possible biases in the results and in this way obtain the reliability and validity of the data collected.

Triangulation is about using different techniques in a parallel sense providing information and making it possible to check the results from more than one viewpoint or position. As well as involving a process of comparing different sources, situations and methods to see whether the same pattern occurs, which in this research study would be cross checking the questionnaire and interviews to establish whether the participants all share the same experiences of teaching within a multicultural teaching environment (McMillan & Schumacher 2010:379).

3.7 Research ethics

McMillan and Schumacher (2010:15) assert the researcher is ethically responsible for protecting the rights and welfare of the subjects who participated in the study. Research

involves not only selecting informants and effective research strategies but also adhering to research ethics. The researcher needs to give participants the assurances of confidentiality and anonymity and describe the intended use of the data, placing the researcher in the position of having a dual responsibility to protect the individual's confidences from other persons.

According to Johnson, (2004:94) ethics is the principles and guidelines helping the researcher upholding the things they value. McMillan and Schumacher (2010:15) state most educational research deals with human beings, it is therefore necessary to understand the ethical and legal responsibilities of conducting research. Johnson (2004:94) states further ethics are generally concerned with beliefs about what is right or wrong from a moral perspective.

Research needs to be conducted in an ethical manner, informing the participants concerned by allowing them to know the purpose of the research, share information and answering questions about the proposed topic. Following the principle of full disclosure, the researcher will clearly define the purpose and process of the study. Adhering to the principle of privacy, collected information would be treated with the strictest of confidence. The study will be based on the need for volunteers and participants, those who choose not to take part in the study, are free to excuse them from participating during the process without any prejudice. A rejection and exclusion clause will be included in the participation form, which will allow the participants to exclude themselves at any time. All participants taking part in the study will sign a consent form agreeing to take part and the confidentiality of all has been ensured. A copy of the letter of invitation to participants is enclosed in the study (see Appendix 3). At the time of conducting the research, no formal ethical clearance was required from the university's ethical department.

3.8 Limitations of the study

The limitations of the study-included participants from one school within the Southern suburb of Johannesburg and do not represent the views of the school management teams and educators of all the schools within the area. As this study included only 32 participants,

teaching within a specific area, the results of this study can therefore not be generalised to the larger educator population.

3.9 Summary

The research design and methods used in this chapter were discussed. Permission to conduct research in a school in the Southern suburb of Johannesburg was requested and permission attained from both the GDE and the principal of the school. The selection of participants, sample size, data gathering methods, data analysis, issues of reliability and validity and research ethics of the study were discussed.

The next chapter will present and discuss the presentation of data and discussions of the findings.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter the presentation of data and discussions of the findings will be given. The data gathered in the empirical study will be analysed and discussed in light of the research question:

What are the challenges facing effective management of a multicultural teaching environment by school managers and educators?

A qualitative research approach was used as explained in chapter one to analyse the data gathered by means of observations, a questionnaire and interviews, with the intention of accessing accurate and clear descriptions of participants' experiences of diversity, the problems encountered with the integration process, as well as possible interventions to the problems experienced. This approach will be used to access accurate and clear descriptions of participants lived experiences of teaching in a multicultural teaching environment and how they make sense of the experience or situation (McMillan & Schumacher 2010:24).

The analysed data from the observations, questionnaire and interviews, involved participants from three phases referred to as the foundation phase, intermediate and senior phase of the school. The questionnaire was divided into sections in an effort to obtain information about educators' personal details, teaching experience, their understanding about multicultural education, what is needed for multicultural education to take place. It also contained information about the educators' experiences relating to subject and content knowledge, their interaction with learners and educators, development of professional programmes for educator development and extra mural activities offered to learners at the school.

The findings of the research will include both a written data and statistical representation with tables for easier interpretation with the numbers of participants converted to percentages. The results of the research will be linked to the literature review to verify the findings.

4.2 Findings from the literature review

McMillan and Schumacher (2010:73) state a literature review is important to any research as it aims to connect previous research and theory to the problem under investigation. The review will also relate to a larger study in the field of study or topic, filling in gaps and extending prior studies. The review will provide a framework for establishing the importance of the study, as well as a standard for comparing the results with other findings (Nesamvuni 2009:37).

Multicultural education is essentially about social change through education. There is no question schools have become more diverse and multicultural, but how does this affect our education? Diversity and multiculturalism can both be a source of competitive advantage and disadvantage. Schools need to learn to manage diversity and multiculturalism, as this will create better conditions within the school environment. Not managing diversity will in essence have a negative influence within the school environment. Lee (2010:147) suggest as mentioned in chapter two an organisation with a diverse and multicultural workforce/staff and learners tends to be more creative and innovative.

The past education system which existed within the United States of America was one of religious instruction which later became only available to wealthy people. This system of education did not benefit all people within the United States resulting in black, disabled etc people demanding equal inclusion of all within the education system. Many black leaders and activist placed pressure on the education authorities demanding to change the education system and the curriculum to reflect the experiences, histories, cultures and perspectives of all who were oppressed.

The success of the ruling in the Supreme Court case of *Brown versus* the Board of Education in Topeka in which racial segregation in schools were regarded as unconstitutional began a process where racial segregation within the education system was eliminated. This process led to the establishment of an education becoming multicultural in its approach thereby changing teaching and learning of learners regardless of race, colour or disability. The development of multicultural education allowed learners of all cultures, racial groups and religion to acquire the knowledge, attitudes and skills needed to function in an ethnically and diverse society and world. It would also require the development of appropriate social skills to function in this diverse society and world.

As the schools became multicultural so has our societies and world. It is therefore important schools teach learners an awareness and appreciation for all cultures and provide learners of all racial backgrounds equal opportunity to be their best, academically and socially. School management teams and educators need to implement strategies to manage diversity in their schools.

The development of the education system within South Africa has also undergone various changes. Many learners in South African schools during the apartheid era were separated based on race, colour, culture etc. The education of the time did not benefit all learners and denied them the opportunities to achieve. The abolishment of apartheid during the release of Mr Nelson Mandela in 1994 brought about many changes for the disadvantaged people of the country. Schools previously segregated began a process of desegregation by allowing learners of all racial, cultural, colour and other groups to enrol within their schools and began a process of teaching and learning leading to all learners acquiring the skills, knowledge and attitude to function in an ethnically and racially diverse society. Schools within South Africa have become racially integrated. It is therefore important schools and educators engage in a process of teaching and learning of skills allowing learners to interact with others who are different from them.

A diverse and multicultural environment is characterised by multiple perspectives such as ways of thinking, which is likely to generate new ideas, and ways of doing things. Lee (2010:148) states diversity and multiculturalism can also be accompanied by an increased

pool of information. There will be information everyone has and other information, which is unique to each individual. In an organisation, which is more diverse, the unique information is larger, and more information could be brought to bear on the problem, which could result in a higher probability, and identifying better solutions. It is therefore importance school managers and educators take up the challenge of managing diversity by seeking the best solutions on how too effectively to manage a multicultural school environment.

In providing recommendations as mentioned in chapter 2 a toolkit developed and used within the corporate world to address issues of effective management of a multicultural environment which can be adapted and used within the education environment. This toolkit can be used to stimulate an understanding of the perspectives of all those involved in the education environment. It would include the school managers, educators, learners, parents, and community and policy makers who need to explore issues, have a sense of different aspects and perspectives by different stakeholders within the school, community and the classroom. The purpose of the toolkit is to promote life-long learning of various cultural groups to be able to work towards cultural competency, begin a process of self-awareness and personal, and professional reflection with the resources provided (Multicultural, Diversity and Inclusion Network 2009).

When analysing data collected in light of above-mentioned information, what resulted was factors preventing the implementation of multicultural education within the school, and the collaboration between school management teams and educators in providing a quality education where both the learners and educators would benefit from.

The literature study produced the following factors preventing the effective management of a multicultural teaching environment. The first regards curriculum development.

4.2.1 Curriculum development

A well-developed curriculum, according to Gorski (2010), has the presence of accuracy concerning the information given and representative of diverse groups and the inclusion of information relating to learners as well as including them in the discussion of various topics

and issues. Educators should constantly examine their perceptions of others as it influences the transformation process. Gorski (2010) states the first steps in changing the curriculum is looking at issues such as bias, prejudice and assumptions educators carry into their classrooms its influence on the teaching and interaction with the learners and the affect on the curriculum of the school.

Integrating diversity and multicultural education in the curriculum and the school will assist educators moving past the celebratory perspective, where the accomplishments of those previously excluded are celebrated during various times of the year such as Black History Month, Women`s History Month and other special occasions (Gorski 2010). In South Africa, the accomplishments of those previously excluded are also celebrated during various times of the year such as Freedom day, Workers day, Human rights day and Youth day. Changes made to the curriculum will result in decreasing some of the resistance often found in situations of discussions and allowing learners to see them form an integral part of the curriculum. This will allow learners the opportunities of actively participating in cross-cultural experiences resulting in a better understanding of issues (Brown as cited by Zimmerman 2006:6). The second regards the development of professional development programmes.

4.2.2 Professional development programmes

As mentioned in chapter two (Noel as cited by Guang-Lea 2002) for educators to overcome and accept racial and cultural differences they would need to be trained allowing them to be able to work with learners from different cultural backgrounds. Management teams and educators need to become multicultural aware and be able to function in cross-cultural settings interact and communicate more effectively with learners who are culturally diverse (Chisholm as cited by Sharma 2005:55). The third regards the school environment demonstrating multiculturalism.

4.2.3 School environment demonstrating multiculturalism

In developing, a school environment demonstrating multiculturalism is important for school management teams and educators in understanding multicultural education deals with issues

of diversity. The implementation of multicultural education will depend on the effective management of diversity. Educators and learners of different racial groups found together in a multiracial setting does not mean there automatically exists an understanding of interactions between these groups and implying educators are skilled in mediating relationships amongst these groups. According to Nesamvuni (2009:54) contact across racial groups will not necessarily result in any change of attitude or beliefs. The effective management of multicultural education has been found to solve problems of race, discrimination, inequalities, and prejudice, but does not necessarily eliminate the problem of intolerance amongst people from diverse backgrounds (Roberts *et al.* as cited by Nesamvuni 2009:55).

To teach within a multicultural school requires school management teams and educators to provide culturally sensitive strategies and content in providing equal educational opportunities for the success and growth of all learners (Sharma 2005:54). School management teams and educators need to learn to become thoughtful and apply observational, empirical and analytical skills in order to monitor, evaluate and revise their own teaching styles and methods (Sharma 2005:54). It is important school management teams and educators develop an awareness of their own cultural understanding, beliefs and behaviours and understand their cultural understanding is not universal to all and the only right one. The fourth regards leadership and management of the school.

4.2.4 Leadership and management of schools

School leadership is important in the development of a school environment, demonstrating multiculturalism, and school improvement. Principals are the front-runners in managing the school and charged in taking the school to new levels of effectiveness (Hess & Kelly 2007:2). They also state principals are not prepared for the challenges they face, and need to be more effectively prepared for their jobs. Levine (as cited by Hess & Kelly 2007:2) conducted a study, stating educational development programmes for principals seem to be inadequate in preparing principals for their role. These programmes seem to disconnect principals from their role as school managers. Levine asks what are principals taught and the focus of these programmes should be on preparing principals to be more accountable, able to manage data,

use resources, oversee effective instructional programmes and expose educators to diverse views concerning educational and organizational management. The fifth regards the involvement of parents, families and the community.

4.2.5 Parents, families and the community

The involvements of parents are important in enhancing a multicultural education environment; create an understanding and an awareness of diversity (Enoch 2007:78). School managers and educators need to organise workshops to assist parents who might be unfamiliar with the school in order to elicit involvement from them. These workshops should cover issues such as school structure, school rules, services, rights and responsibilities of parents and learners in promoting a multicultural awareness and acceptance of all (Enoch 2007:79).

It is therefore important there be open communication with parents on issues such as racism, culture and the changes these might bring in an integrated environment. (Allport as cited by Enoch 2007:42) states “barriers to communication are insurmountable, ignorance tends to make a person easy prey to suspicions, stereotypes and rumours”.

The challenge faced by school managers and educators is getting parents involved in their children’s education. Their involvement is important in the effective management of the school, and therefore regarded as the most important challenges facing school management teams and educators (Vandergrift & Greene as cited by Michael 2004). The sixth regards the development of language.

4.2.6 Language development

It is important to recognize and celebrate the development of additional languages within schools. Schools need to value the knowledge learners bring and use this opportunity to enhance the understanding of multicultural education. The school management team and educators must take responsibility for the individual needs of all learners within the school through reflection in planning the curriculum, resources and teaching methods. As is

mentioned in chapter two, language has a fundamental role within the education process and the learning between the educator and the learners can only take place when both have the skills to communicate effectively. The development Language of within a multicultural environment would allow learners as well as educators to become proficient in a language other than their own and improve their ability to communicate with others who are culturally different from them. The seventh regards teaching materials and methods.

4.2.7 Teaching materials and methods

Chapter two makes reference to the use of textbooks, television and computers benefiting learners from different racial backgrounds and ethnic groups to develop a more democratic attitude and perception of others (Bunker 2003:1706). The use of teaching materials by educators can either contribute in promoting a positive multicultural teaching environment or delay its development. Some teaching methods encourage an environment where there is positive discipline without the learners feeling as if they do not belong, while there are teaching methods, which promote separation and feelings of disappointment and rejection. Changing the curriculum will not make a difference without changing the manner of teaching. Zimmerman (2006:20) states educators who are introduced to different types of materials and different teaching styles will help them go past the once off introduction and mention of different cultures, customs, holiday celebration as their way of integrating multicultural education in their classrooms. The eight regards educator and learner interaction.

4.2.8 Educator and learner interaction

The interaction between the educator and the learner would allow all involved to interact with each other and increase involvement within the school. Positive relations will not always be possible, it is important the educator teach the skill of interaction within a social situation such as the classroom to allow learners to interact in a controlled environment and learn to discuss various issues (Enoch 2007). The ninth regards school policy.

4.2.9 School Policy

According to Shezi (2005:15), the development of school policies is important in the improvement of educational programmes. Steyn (as cited by Shezi 2005:15) states acceptance of school policies can be done through soliciting ideas from educators. Steyn also states the best policies are those developed by both the school management team and educators. The development of these policies as stated in chapter two needs to be guided by a non-racial, non-sexist democratic principles protected within the Constitution of the country and the relevant legislation (Orfield 2004:101).

4.3 Findings from the empirical study

The findings from the empirical study revealed the management of the school regarding multicultural education is a complex and challenging issue requiring a variety of skills.

4.3.1 Overview of educators observed

This section will describe the observations of the educators' behaviour and subsequent management of cultural diversity in the context of teaching within a multicultural school. The observation sessions were done a half-hour, before school started, during and after breaks and during various activities such as sports, eisteddfod and cultural events.

The school management team and educators within the school who were observed in the study are all educated and experienced, ranging from five to twenty-five years. Their racial grouping, cultures, languages, religions, and gender are all different from each other. The observation started as soon as the educators arrived at school in the morning. The school starts at 07:30 every morning, with educators coming in from about 06:30 into the staffroom to sign the staff register, make tea/coffee and either watch the morning news on television or talk to each other. What is interesting in observing the educators (black, white, coloured and Indian) is they would walk in and greet everyone, others would greet only their friends, go and sit on chairs which seem to have their 'names' on and in what seems to be designate groups while others will just sit anywhere. Some educators are very reserved and considered towards other educators with regards to how they speak to each other, the tone and

loudness of their voices as well as what they say and how they say it. While some educators seem to have no regard for the loudness of their voice, what they say and how they behave towards each other.

What is also interesting about observing the educators is seeing how black, coloured, white and Indian educators interact with each other. Many of the black educators and some of the coloured educators have been at the school since 1995 joining the existing staff, which consisted at the time only of white educators. A relationship seems to have developed between some of the educators affording them the right to a 'special' greeting. When the school bell rings, everybody leaves the staffroom going to his or her classrooms getting on with the day's work.

The second part of the observation took place during both breaks with the first one at 09:45 and ending at 10:20 and the second one starting at 12:00 and ending at 12:20. During the breaks, educators will come to the staffroom to make tea/coffee and have their lunch with everyone there while some educators will take their tea/coffee and go to their classroom where they will sit with their friends. During these breaks apart from enjoying their tea/coffee educators will talk about various issues, some of these issues might relate to the school, learners, education system while some issues are just general conversation. This is the norm as to what happens every day; occasionally there might be an argument or disagreement between educators over issues such as the use of the computer, the handling of issues affecting the teaching and learning process, break duty, extra mural activities amongst other.

The observation also took place during the period of the educators strike in 2010. Many educators at the school are divided as to the educators union, they belong to. All of the black educators at the school belong to The South African Democratic Educators Union (SADTU) while the rest of the educators consisting of the coloured, Indian and white educators belong to National Professional Educators Organisation of South Africa (NAPTOSA). This created many incidents of discussions and arguments as to how educators felt about what is happening concerning the strike. The educators belonging to SADTU felt all the educators had to go on strike as it concerns everyone, while the NAPTOSA educators had to listen and do what their union told them. These lead too many incidents of intimidation and some

educators fearing for their lives, as they were threatened due to not participating in the strike. During the period of the strike most of the educators were not at school, those who are at school seem to be engaging in various activities to pass the time. Some would be sitting and talking, others playing games and others using this time to catch up with some marking and preparation for when things would go back to normal after the strike.

The ending of the strike created much tension amongst the educators, as the SADTU educators felt cheated, as they had to 'fight' so all educators would benefit from increases educators would get, leading to many educators having to be very careful as to what they said (see Appendix 4).

4.3.1.1 Summary of observations

Observing the educators within a multicultural teaching environment was analysed using a qualitative approach, a procedure, which studies the natural and everyday setup of a particular community or situation. The data collected during the observation was presented in the following table (see Appendix 4) for the other notes.

Date	21st September 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning) 10.00 – 10.30(1 st break)
Specifics (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
Descriptive Notes(I recorded everything that happened on this section)	
Educators seem pleasant, greeting each other and all wishing one of secretaries' happy birthday. Everybody is just talking about their weekend and family. One of the senior phase educators seem very irritated today, while the other educators are watching television he switches it off despite them watching, educators not very happy and made a big noise about it.	
Reflective Notes (I recorded my thoughts and feelings about what happened on this section)	
Happy about seeing the educators interactive with each other and sharing aspects of their lives with others. Not very surprised at the educator who switched the television off, it seem to be a usual thing with him. It would help if he learns to have respect for others.	

4.3.2 Overview of the questionnaire

The findings of the questionnaire will have both written data and statistical representations as tables for easy interpretation. The number of participants were 25 (N=25).

Section A

Section A of the questionnaire dealt with personal details of the participants.

Table 4.1 Number of subjects educators teach per phase

Category	No.	%
Foundation Phase Gr R	3	43
Gr 1	3	
Gr 2	3	
Gr 3	3	
Intermediate Phase Gr 4-6	8	29
Senior Phase Gr 7	8	29
TOTAL	28	101

Table 4.1 shows the numbers of subjects the educators teach per phase and that 43% of educators are qualified to teach within the foundation phase from grade R to grade 3. These educators all completed either a degree or diploma specializing in the foundation phase, 29% are able to teach within the intermediate phase, grade 4 to grade 6 and 29% are qualified to teach within the senior phase, grade 7.

Table 4.2 represents the professional qualification the educators have.

Table 4.2 Professional qualifications of educators according to racial grouping

Qualifications	Racial grouping	Number of educators	%
Teacher Diploma 3 years	Blacks	8	32%
	Indians	2	8%
	Whites	6	24%
Teacher Diploma 4 years	Coloureds	1	4%
Pre - primary	Whites	2	8%

Advance Certificate in Education (ACE)	Coloureds	2	8%
Bachelor of Arts	Indian	1	4%
BEd (Hon)	Coloureds	2	8%
	Blacks	1	4%
TOTAL		25	100

Table 4.2 shows the professional qualification of the educators at the school according to racial grouping.

While a high percentage of educators have a basic educators' diploma of three or four years, there are educators who have started upgrading their qualifications, from doing an Advance Certificate in Education (ACE) to doing a bachelor degree in education with honours (BEd (Hons)). The upgrading of qualifications is done with the aim of improving and increasing their level of knowledge and providing them with the skills to meet the needs of the learners they teach.

Table 4.3 reflects the number of educators and their racial grouping at the school.

Table 4.3 Number of educators and their racial grouping at the school

Teaching Staff	Number of educators	%
Black	9	36%
Coloured	5	20%
Indians	3	12%
White	8	32%
TOTAL	25	100

Table 4.3 shows the number of educators and their racial grouping at the school. The table shows 36% of the educators at the school are Blacks, with 32% being White, 20% are coloured and 12% consisting of Indians. The table is a reflection of the multicultural composition of the school management team and the educators within the school.

Table 4.4 reflects the number of years the participants have taught.

Table 4.4 Number of years teaching experience of educators

Category	Number of years teaching	Racial groups	Number of educators	%
1	1 to 5 years	Blacks	4	16
2	6 to 10 years	Coloureds Indians Whites	1 1 4	4 4 16
3	11 to 15 years	Blacks Whites	3 1	12 4
4	16 to 20 years	Blacks Indian Whites	2 2 3	8 8 12
5	21 to 30 years	Coloureds	4	16
	TOTAL		25	100

Table 4.4 above shows the number of years teaching experience of the educators. It also reflects their commitment to the teaching profession and being part of the changes, which took place within the education system, from the apartheid education to the present education system. Their teaching career ranges from five to 30, with the black, white coloureds and Indian groups having one to 20 years. The coloured group having the longest number of years although small in comparison with the other groups they have the highest number 21 to 30 committed to the profession.

Section B:

Section B of the questionnaire dealt with the definition and understanding of multicultural education. Participants needed to provide a true or false response to 17 items in terms of their understanding and definition of multicultural education. All the items were formulated to display multicultural education in a positive light.

Table 4.5 Understanding of the term and definition of multicultural education

	TRUE	FALSE	NO RESPONSE	TOTAL
NO	23	2	0	25
%	92	8	0	100

Table 4.5 shows the participants understanding of the term and definition of multicultural education by answering true or false, to 14 statements. Ninety two percent of the participants understood and identified with the concept of multicultural education, which goes beyond racial and ethnic issues. According to Gorski (2010), multicultural education is about transforming education and creating equal educational opportunities for all learners, preparing all learners to be able to participate in an increasingly intercultural society.

The eight percent of participants who were not able to identify with this statement, might indicate they are not ready to accept the changes which took place within the education system and not convinced the concept of multicultural education really goes beyond issues of racial and ethnic.

Section C:

Section C of the questionnaire represents the responses of the participants from questions 1 to 17. These questions were divided into sub-sections and represent the different activities for promoting the development of multicultural education within the school.

Table 4.6 represents the percentage of the participant's responses on curriculum development within the school.

Table 4.6 Curriculum development within the school

	AGREE	DISAGREE	UNCERTAIN	TOTAL
NO	20	3	2	25
%	80	12	8	100

Table 4.6 shows the response to items 1-4 in section C of the questionnaire from participants regarding curriculum development within the school, 80% of participants agree there are many activities needed to develop the curriculum within a multicultural education environment such as:

- Changing the curriculum to be more inclusive of those learners with learning challenges
- Educators need to become more culturally aware
- Educators need to learn to adapt to the changing teaching environment
- Use the subject content to integrate content arising from different cultural backgrounds and thereby become more multicultural competent
- Language development is necessary for social interaction
- Group contact is necessary for improving intergroup relationships and for solving problems related to diversity
- Schools are important for creating multicultural societies

Table 4.7 represents the percentage of the participant’s responses regarding the role educators’ play within the development of a multicultural education environment.

Table 4.7 Educators role within the development of a multicultural education environment

	Agree	Disagree	Uncertain	Total
No	25	0	0	25
%	100	0.0	0.0	100

Table 4.7 shows the role of the educators within the development of a multicultural education environment (see items 1-11 in section C of the questionnaire). 100% of participants agree to the importance of the educator’s role within a multicultural education environment and the value of their knowledge, skills and attitudes to the development of such an environment.

Table 4.8 represents the percentage of the participant’s responses regarding the importance of multicultural education within the school environment.

Table 4.8 The importance of multicultural education within the school environment

	Agree	Disagree	Uncertain	Total
No	22	2	1	25
%	88	8	4	100

Table 4.8 shows the importance of multicultural education within the school environment (see items 12-15 in section C of the questionnaire). 88% of participants agree to the importance of multicultural education within the school. The importance of multicultural education within the school will allow learners to increase their knowledge by learning about different cultures.

Table 4.9 represents the percentage of the participant’s responses regarding the importance of the school within the development of a multicultural environment.

Table 4.9 The importance of the school within the development of a multicultural environment

	Agree	Disagree	Uncertain	Total
No	22	3	0	25
%	88	12	0.0	100

Table 4.9 shows the importance of the school within the development of a multicultural environment. See section C items 16-17 of the questionnaire regarding this statement. Eighty-eight percent of the participants agree to the importance of the school within the development of a multicultural environment. The development of multicultural education within the school is important in creating multicultural societies, which will mirror the kind of democratic society we envision.

Section D:

Section D of the questionnaire represents what the educator does within the classroom to create a multicultural teaching and learning environment for the learners. These activities are culturally responsive to the experiences of the learners from diverse ethnic, racial and cultural, linguistic and socio-economic backgrounds.

Table 4.10 Teaching and learning activities by educators within the classroom

STATEMENT	NEVER	SOMETIMES	OFTEN	TOTAL	%
	NO	NO	NO		
1. My classroom walls are decorated with picture/ posters reflecting the cultures of the children in my class.	10	7	8	25	100
2. The resources I use to prepare my lessons reflect the cultures and ethnic backgrounds of the students which I teach	9	5	11	25	100
3. I try to learn / know some words of the different languages spoken by the children in my class	7	5	13	25	100
4. I allow my learners to express themselves in class.	8	3	14	25	100
5. I try to learn some words of the different languages spoken by the learners in the school	5	2	18	25	100
6. I observe cultural customs in my school, such as religion, food, bereavement.	7	3	15	25	100
7. I promote cultural diversity in my classroom and school.	6	6	13	25	100

This table shows the teaching and learning activities of the educators within their classroom. The averages reflect that the minority of participants never practice the statements (1 to 7), some of participants sometimes practice the statements (1-7) and the majority of participants often practice these statements. This signify educators are willing to try and allow various activities to take place within their classrooms as an attempt in creating a teaching and learning environment which is more culturally responsive and relevant to the development of a multicultural environment such as:

- The teaching and learning a language other than their own by role-playing where both the educators and learners learn another language.
- Classroom walls are decorated with posters of Mandela, Cultures in South Africa, Bill of Rights, and the coat of arms. These posters were distributed to schools by the Department of Education. As well as the learners work, projects, charts related to the learning area.
- The teaching and learning time is allocated to discussions, debates and class presentations where learners are allowed to express themselves.
- The teaching and learning time is allocated to special days to remember 'special' people of different cultural groups who made a difference in areas such as education.
- The school library has a variety of books on art and music of different cultures.
- The teaching and learning time is allocated to role-play allowing learners to experience how other people experienced various issues such as segregation.
- Teaching and learning time is allocated to poetry to allow learners to express themselves through creative speech.
- Teaching and learning time be located to field trips to memorial institutions/museums, which displays past events of people's lives for others to see.
- Teaching and learning time is allocated to inviting speakers to talk about topics, such as education.
- Teaching and learning time is allocated to encouraging learners to critically think and evaluate different experiences.
- Teaching and learning time is allocated to writing projects focusing on learners' cultural heritage.
- Teaching and learning time is allocated to developing lessons highlighting learners' culture and experiences.

The above shows some of the educators are attempting to use Banks' dimensions such as content integration, where learners and educators through the interaction of different culture groups learn different languages, customs and traditions. They also use the process of knowledge construction by allowing the learners to express themselves and be able to understand the subjects, such as history (Banks 2009:15). Educators also make use of prejudice

reduction where the educators teach their learners to develop positive attitudes towards the different racial, ethnic and cultural groups within their school and classroom through participation of activities such as eisteddfod, drama, sports and debates (Banks 2002:15).

Section E:

Section E of the questionnaire represents the interactions between the educator and the learners of different cultural groups in the classroom.

Table 4.11 Educators interaction with learners from different cultural groups within the classroom

STATEMENT	YES		NO		TOTAL	%
	NO	%	NO	%		
A. Create opportunities in the class for students and myself to get to know each other.	25	100	0	0.0	25	100
B. Allow students to ask questions to clarify their understanding of vocabulary or text.	25	100	0	0.0	25	100
C. Allow the students to share their experiences with English or cross-cultural understanding.	25	100	0	0.0	25	100
D. Use staff development programmes to help me teach and communicate across cultures and thereby integrate cultural differences of students in the classroom and lessons	25	100	0	0.0	25	100
E. Teach students, life skills such as conflict management etc.	20	80	5	20	25	100
F. Consider the attitudes, beliefs and views of the students an important role in the education process.	25	100	0	0.0	25	100

See table in section E of the questionnaire regarding these statements. Table 4.11 above shows the interaction of the educators with the learners from different cultural groups within the classroom. The table also shows 100% of educators are making every effort to use different methods of teaching and learning to make their lessons more integrated and relevant to the learners from diverse ethnic, racial, cultural, linguistic and socio-economic backgrounds as possible. These methods include creating opportunities for their learners to interact with each other, allowing them to ask questions for clarity or interest and teaching their learners how to manage issues of conflict, which might occur. They also provide resources such as reading books on different cultures, customs, and religions for the learners to read and learn about as well as opportunities for discussions on various issues.

Section F:

In section F of the questionnaire, the participants had to indicate the appropriate response to the statements given. These statements linked to open-ended questions requiring the participants view on them.

Table 4.12 Professional development programmes needed at school

	YES	NO	TOTAL
NO	25	0	25
%	100	0.0	100

See section F of the questionnaire regarding this statement. Table 4.12 shows the responses from participants regarding professional development programmes needed at the school. Hundred percent of the participants indicated professional development programmes such as workshops, seminars and conferences will assist them in handling, teaching or understanding multicultural students within their classrooms and school. These were some of the response from participants:

- To celebrate the important cultural dates for most of the learners, and visit cultural sites so as to learn more on a particular race or culture.
- Workshops on diversity by people from different cultural backgrounds.

- Language programmes.
- Awareness of differences and similarities of cultures and personalities.

Table 4.13 The school provides all students with equal opportunities to learn

	YES	NO	TOTAL
NO	25	0	25
%	100	0.0	100

See section F of the questionnaire regarding this statement. Table 4.13 shows the equal opportunities the school provides to all students to learn and 100% of the participants stated yes to the statement regarding the equal opportunities the school provides to all students. The following are some of the open-ended answers from participants regarding the type of activities offered to the students to provide equal opportunities for all regardless of their cultural groups.

- Extra language and mathematics classes
- The schools policy of tolerance and respect applies to all
- All students are provided with equal opportunity to learn
- All students follow the same curriculum and are allowed to participate in all activities
- School provides nutrition for those less fortunate

Table 4.14 Extra and co-curricular activities at the school

	YES	NO	TOTAL
NO	25	0	100
%	100	0.0	100

See table in section F of the questionnaire regarding this statement. Table 4.14 shows the extra and co-curricular activities at the school and 100% of the participants stated yes to the above statement. They also stated offering extra and co-curricular activities at the school could contribute to improving the academic achievement of the learners. This indicated learners

were given an opportunity to achieve excellence and improve communication amongst groups because of these activities. Group activities and teamwork will allow learners to interact and work towards common goals of the group. It will also foster an understanding and acceptance of all within the group or team. The following were some of the activities identified by the participants, which will contribute to improving the academic achievement of all students:

- Drama
- Public speaking
- Mini city councillors
- Spelling bee
- Debates
- Athletics
- Netball
- Cricket
- Swimming
- Indigenous games

The last part of section F comprises of an open-ended question with the aim of gaining insight into educators` personal meaning and description of multicultural education. The following were responses from participants regarding their understanding.

I define multicultural education to mean the following:

- Diversity should affirm human dignity; it should validate the history and culture of all ethnic groups.
- Children from different ethnic, racial groups, language groups and multi-cultural marriages or unions.
- Many people with different languages performing things in their own unique way.
- Accepting every child regardless of culture, race, colour or religion. Ubuntu must be our focus, accepting each human with respect and being democratic
- More than one cultural group together.

- Different people from different backgrounds, cultures all under the same roof at the same time.
- A mixture of multicultural backgrounds with the same opportunities in all aspects of life such as learning, job opportunities etc.

The responses also showed there were some of the participants who used the term 'multicultural education' to mean the following:

- A process allowing learners to share in the multicultural environment, developing their character and their ability to face challenges.
- The school curriculum must be developed on the principles of multicultural education.
- Interesting as it allows the learners and educators to know more about other cultures. It can also be challenging as it raises discussions about different viewpoints of different learners.

In response to the above definitions given by the participants, it revealed multicultural education mean different things to different people based on their situation. Each educator has a culture of which some aspects might be shared by others within the school while some might be particular to their ethnic community in which they live (Gollnick & Chinn as cited by Haggblom 2006:8). The relevance of this to the aim of the research is the various customs and traditions taught at home or the community are brought into the school environment. This can affect and influence the education and instruction of the learners within the school and further add to the challenges school managers and educators face in managing a multicultural teaching environment.

The use of a questionnaire within the study allowed the researcher to point to the potential of strategies useful in developing a multicultural teaching environment. The results from the questionnaire can also assist the school management teams and educators in developing strategies to meet the needs of the learners.

4.3.3 Overview of interviews

This section will present data from the interviews relating to the educators' definition and understanding of multicultural education, the effective management thereof, how school managers and educators can contribute to transforming the school to give learners from diverse cultural backgrounds equal educational opportunities in school.

An interview according to Mason (2007) is a social interaction allowing a researcher to capture the inherent complexities of subjective opinions by means of questions, requests for elaboration, and opportunities for comments from the interviewees and from the unexpected responses and attitudes observed in the interview format. The data from the interviews are contextual, situational and interactional. Interviews according to (Cohen; Manion & Morrison as cited by Nesamvuni 2009:125) have the ability to suggest a deeper understanding of the subject of research. Interviews would also allow the participants to offer their own perceptions, rationalisations, interpretations and understanding of the research subject.

In total 32 educators indicated, they would participate in the research but due to unforeseen circumstances, not all were able to keep to their commitment. Interviews with seven of the educators unable to complete the questionnaire were scheduled. The interview schedule compiled consisted of a series of questions combined from the questionnaire and formulated as open-ended questions (see Appendix 6). The participants taking part in the interview were assured their anonymity and confidentiality would be maintained at all times. The interviews took place after school allowing for enough time. The time allocated for each interview varied between 30 and 60 minutes, depending on the responses of the participants. Notes taken during the interviews were transcribed for better understanding. The interviews as is mentioned in chapter three were conducted to investigate how school managers and educators experience the challenges of having to effectively manage a multicultural teaching environment to improve the schools performance and functionality.

The interview questions and responses of participants are summarised and presented in the following table.

4.3.3.1 Summary of participants responses to interview questions

The names of the educators and the school have been changed to protect the confidentiality of the sources.

Table 4.15 Participants response to interview questions

	Questions	Educators response
1.	How can you as an educator in a multicultural teaching environment contribute to reforming the school to give learners from diverse cultural backgrounds an equal chance in school/life?	Work towards creating one culture. Do away with discrimination by implementing or introducing a 3 rd or 4 th language, thereby proving all learners with an equal opportunity to learn and develop.
2.	What do you understand by the term multicultural education?	To teach learners from different cultural backgrounds in one class. Understanding of different cultures and giving all learners an equal opportunity to succeed.
3.	Do you think it is important for principals and educators to learn more about different cultures, races, religions and socio economic groups?	It will allow them to treat others better. To understand and empathise with others who are different from them. To teach methods of communication that would not disadvantage others. To celebrate diversity and teach appropriate life skills to cope in a diverse world.
4.	Do educators need to know the meaning of cultures and the impact of it on the teaching and learning process?	It would allow them to teach better. To understand how children learn and to develop their potential. Not to repeat the mistakes of the past by discriminating against others and to deal with learners appropriately. To learn to accommodate differences and give skills to deal with diversity.
5.	Why is it important to teach learners how to interact with others?	To be able to get along with others and co –exist in peace and harmony. Not to stereotype, and will create a better society and nation. To create a more conducive environment, to have equal rights and good morals.
6.	Can educators become agents of change to transform the education system so that it will be more culturally accepted?	Yes by changing themselves and becoming more positive, open – minded, expect change and learn new things. Influence the redesigning of curriculum by becoming more conscious of diversity and participate in teacher development programmes. Accepting and tolerating people different from them.
7.	Do you think we should consider a multicultural curriculum?	Yes for the sake of inclusion of all learners. To correct discriminating practices of the past and to become a tool to address equity. To allow all to feel part of the education system and to serve as a bridge to overcome racial discrimination. To educate learners to cope with diversity and respect all cultures.

8.	Can schools become agents of change?	Yes by promoting a quality education for all and to become tolerant of all activities which are beneficial to the society as a whole.
9.	Do you think there are skills and strategies needed for multicultural education to be delivered in an authentic way?	By having regular workshops focusing on issues such as conflict resolution skills. To learn to work better with others. Educators need to be trained with the necessary skills and values. The learners socio – economic circumstances must be taken into consideration.
10.	What do you think is getting in our way of our education becoming more multicultural?	The language barrier is still causing a big problem. Educators are not qualify to deal with learners in a multicultural environment. Government is not allowing educators to participate in curriculum development process. We cannot “borrow” a system that is not “tailor made” for South Africa and implement it.
11.	What type of professional development programmes do you think is needed at school to help educators teach learners within a multicultural teaching environment?	Behaviour and discipline control skills. Language programmes and bridging English course for learners where English is not their first language.
12.	Do you think that the school provide all learners of different cultures equal opportunities to learn?	All learners are given the opportunity to participate in all extra and co curricula activities. Learners are placed in mixed classes regardless of their race, culture or language.

The above table represents a summary of the participants view to the interview questions. This summary indicates that the participants are prepared to work towards developing and creating a curriculum and a teaching and learning environment, which is multicultural in its approach and benefitting all learners regardless of their race, culture or socio-political status etc.

4.4 Data analysis and interpretation

Multicultural education seems unavoidable regarding the development and changes taking place within our education system. The literature review used in the study revealed the development of multicultural education in the United States with the focus on transformation and providing equal education for all learners (see section 2.4.1). The school where the research took place is regarded as multicultural, multi-racial and multi-ethnic in as far as bringing together people of different races and countries including those from neighbouring countries.

The transcription of observations, the questionnaire and interviews showed the participants agreeing certain challenges regarding the management of multicultural education exist. In their opinion, learners in South Africa should have equal opportunities of learning together within a multicultural educational environment to learn about different racial groups and cultures and realizing everyone has the same needs and wants. Educators need to become culturally aware and more tolerant of the diverse learner population within the school.

The transcribe of observations also reflected educators are making various attempts at integrating content from the learners of different cultural backgrounds and working towards accomplishing the aim of multicultural education as is stated by (Feinberg as cited by Naidoo 2007:71) “multicultural education aim for inclusion of cultures and all aspects of life creating equality amongst people. It is not to separate cultures but to create cultural fairness in a way no one group dominates the public scenario”. Multicultural education at the school is regarded as the bringing and mixing of cultures or the coming together of different cultural groups in the same school and classroom. Even though the participants agree multicultural education seems unavoidable, they highlighted some prerequisites, needed for a multicultural education system to work in this country, such as providing training for school management teams and educators regarding the management of a multicultural teaching environment. There is also a need for life skills programmes to allow educators to create an awareness and understanding of all the different races, religions, languages. As well as educators supporting and communicating amongst themselves and maintain an optimistic view regarding multicultural education in South Africa.

There were also management challenges identified by the participants in this study, which is categorised into personal and educational challenges.

4.4.1 Personal challenges

Education plays an important role in eliminating discrimination, as well as the educators’ role in the elimination of racism. Coming from different backgrounds, where the educators have different values and norms, educators need to create some understanding of each other to ‘co-exist’ within this multicultural environment.

4.4.2 Educational challenges

Educational challenges identified by participants are associated with culture, language, morals, values, and parental involvement. It seems multicultural education has exposed our education system to many changes and challenges. It is therefore important for educational institutions to have strategies in place in order to deal effectively with all these management issues.

Educators can teach values of multiculturalism and foster productive conversations about racial identity in the classroom. It is critical learners be able to identify with the characteristics of people and groups they are comprised of and with whom they interact. These characteristics include racial, ethnic, gender, disability, religious and social class (Drew 2009:1).

Those who teach should be able to respond appropriately to a learner's racial and ethnic identity, it has become critical school management teams and educators have a clear understanding of the complex process of racial identity development in learners, as is stated by (Drew 2009). Multicultural education draws on many fundamental values. York (2003) agrees and states this would include teaching approaches helping learners learn about diversity while at the same time working together to challenge bias and prejudice, creating classroom environments reflecting the learners' culture and aspects of the learners' home language. Ultimately, the aim of this research is concerned with the challenges and the effective management of a multicultural teaching environment by the school management and educators. As a challenge in being able to manage such an environment multiculturalism has become a necessary tool in being able to construct a new education system, which will respect and represents the diverse cultures of its learners and educators.

4.5 Summary

This chapter provided the presentation of data and discussion of the findings in response to the research question: namely *What are the challenges facing the effective management of a multicultural teaching environment by school managers and educators?* The data collected

from the observations, questionnaire and interviews were presented in narrative format and tables. The data discussed the school management team and educators perception and understanding of multicultural education and the theories of education, in the effective management of a multicultural teaching environment.

The final chapter will focus on the researcher`s conclusions and recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The focus of this chapter is to provide a summary of the findings of the research as well as conclusions and recommendations. Conclusions in the research are based on the literature study (chapter 2) and the empirical research (chapter 3 & 4). The chapter will also provide recommendations on the effective management of a multicultural teaching environment in Gauteng primary schools. The recommendations present suggestions and solutions provided by the management team and educators who participated in the study. The themes emerging regarding the suggestions to the management of a multicultural teaching environment formed the basis for generating these recommendations.

5.2 Conclusions from the literature study

Based on the findings from the literature study in chapter 2, the researcher found multicultural education is a life-long process, with no quick or once off solutions. A process promoted on a continual basis as the learner grows and matures. Education is the most important investment a society can make concerning the future as far as its economy, its culture and social order. Education determines ones personal wellbeing, health, income and social good. Education demonstrates how dependent we are on each other to fulfil our needs and contribute to the wider community (Jakubowicz 2009:1). Due to the dependence on each other, education becomes more diverse with time resulting in many challenges for schools.

School managers and educators are facing challenges dealing with transformation regarding human rights and inclusivity because of the diversity-taking place within the educational environment. School managers and educators need to engage with enthusiasm and commitment regarding these transformations. Having to face these challenges on a personal level by considering what their own values and attitudes are is one way of dealing with this transformation. The question one can ask regarding transformation is how to achieve human

rights and inclusivity in the school environment to have a real and meaningful impact (Human Rights and Inclusivity in the Curriculum 2003).

This research dealt with the effective management of a multicultural teaching environment by school managers and educators regarding multicultural education. The ultimate goal of multicultural education is to prepare learners for their roles and responsibilities in an independent world. As well as valuing diversity and equal opportunities for all people of different races, ethnicity, gender, sexual orientation, physical abilities and disabilities. It is also an education based on democratic values and beliefs which seek to foster cultural pluralism within a culturally diverse society in an interdependent world. Human rights education and inclusivity seems to strive for the same purpose as multicultural education as its goal is the formation of responsible, committed and caring citizens with sufficiently informed problem awareness and adequate value commitments, and upholding human dignity, equality and respect for all (Human Rights and Inclusivity in the Curriculum 2003).

As a process, education does not stand in isolation from the rest of society. It is dependent on ideology - the way a person thinks about the world or issues and structures with other social systems within society, nationally and globally. Learning also does not take place in isolation, but rather as part of an ongoing process and context, which can facilitate or inhibit learners learning wherever it occurs.

Education needs to be meaningful to all South African's. The whole school as well as every classroom should be organised and demonstrate the values and practices of democracy, human rights and peace education, it needs to be an environment where the values and attitudes are nurtured and practised. The study made use of theories with the hope in providing productive ways of thinking about the role of the school management teams and educators in effectively managing a multicultural teaching environment. According Vygotsky (1962, 1978) learners are social beings able to develop and learn through interactions with others such as educators, parents and other learners. The social environment in which learners learn will influence the teaching and learning process, as well as what they know and how they learn.

In summary, the conclusions drawn from the literature research are firstly regarding curriculum reform.

5.2.1 The curriculum reform

The school curriculum needs to be incorporate multicultural perspectives such as tolerance, respect and diversity to guarantee success within the school. As stated in chapter 2 the curriculum should include concepts, events, issues and problems from different ethnic perspectives and points of views. The planning of the curriculum should consider the learners` profile, family, language, economic status and religious preference. Scott (2001) (see chapter 2) states a critical element in the curriculum should include experiences allowing learners to explore events, concepts, issues and themes from multiple perspectives. He also states the curriculum should be relevant to the lives of learners and reflect their images and natural experiences. In essence, a multicultural curriculum as well as a multicultural environment should become an integral part of the school. Educators who plan an occasional multicultural lesson or activity may do so with good intensions, but for it to be more effective a comprehensive programme is necessary. The successful implementing of a multicultural curriculum would allow the learners to develop “a positive, knowledgeable and confident self-identity within a cultural context.”

As mentioned in chapter 2 Gorski (2010) states the fundamental values of a good curriculum is accuracy, completeness and inclusion. Accuracy and completeness relates and refers to the extent information presented represents a full picture of a given topic using various sources and perspectives. Educators have an obligation to reassess both accuracy and completeness of the curriculum. Educators should have the perspective, knowledge base and understanding of their subject or learning area.

Incorporating a multicultural curriculum into the classroom will teach learners about other cultures as well as show them how they can use this information to make themselves better people, make their families, communities, society and the world a better place for all to live in. A curriculum guiding learners to a path of success needs to be created as it contributes to

the effective management of a multicultural teaching environment. The second conclusion relates to professional development programmes.

5.2.2 Professional development programmes

The training of educators is perhaps the most important part of professional development in being able to lead learners on the path of success. How well learners do in school relates to the quality of school managers, educators and teaching staff. Improving the quality of educators and teaching staff will raise the standard of teaching. Every member of the school staff has an important role to play in ensuring learners get an excellent education.

Le Roux and Möller (2002) stated research indicated school manager and educator training, as far as multicultural education is grossly inadequate or non-existence. Educators cannot be effective in teaching multicultural content and work effectively with ethnically diverse learners without being professionally prepared for the task. An educator, who encounters a classroom with learners from different parts of the world with diverse cultures and beliefs, needs to address these concerns with a wider and more open attitude. It therefore becomes important educators develop a perspective based on quality and respect for different cultures (Fioriello 2010).

According to Welsh (2010) as mentioned in chapter 2, educators are facing new challenges. In a diverse and ever changing world, the curriculum and their teaching methods need to be adapted. Educators must not just deliver lessons to learners, it needs to reach and benefit all learners. One of the ways educators can equip themselves to be able to teach in a multicultural learning environment is through the process of training courses. Educators, armed with the knowledge to teach effectively in a multicultural and diverse environment, will help many learners and make a real difference. Smaldino, Lowther and Russell (2008) states the educators of tomorrow's classrooms needs to exemplify a willingness to explore and discover new technology to enhance and expand the learning experiences and contribute to the effective management of a multicultural teaching environment. The third conclusion relates to the school environment demonstrating multiculturalism.

5.2.3 School environment demonstrating multiculturalism

The school environment demonstrating multiculturalism can be enhanced and expanded through the developing a environment, demonstrating multiculturalism and incorporating ideas of all learners regardless of their gender, social class, ethnic and racial or cultural characteristic having equal opportunities to learn. An important issue is the management of diversity and the role school managers and educators play in bringing about harmony and effective learning in a multicultural school environment.

As mentioned in chapter 2, the successful functioning of multicultural education is very much depended on the effective management of diversity. Gorski (2010), states managing diversity should be a comprehensive, holistic process for developing the environment working for all. Kottolli (2006) asserts cultural diversity can have a positive and negative impact on a school. The positive impact of cultural diversity can improve conditions within the organisation through an increase of creativity. The negative impact of cultural diversity can lead to faulty management by making incorrect decisions negatively affect the working conditions within the organisation.

As is mentioned in chapter 2 in influencing the schools, culture every effort should be made to ensure multicultural perspectives are incorporated into all aspects of school life by promoting diversity as a positive learning experience. The aim of the curriculum is to develop the full potential of each learner as a citizen of a democratic society.

Chapter 2 also mentions the design of the curriculum needs to ensure the development of skills, knowledge, values and attitudes allowing learners to contribute to their own success as well as to the success of their family, community and nation as a whole (Human Rights and Inclusivity in the Curriculum 2003). This will assist the school managers and educators becoming effective in the management of a multicultural teaching environment. The fourth conclusion concerns the leadership and management of schools.

5.2.4 Leadership and management of schools

Principals need to provide leadership whereby the parents, families and community members are encouraged to become involved in their children's education. Principals looking to improve their schools should not overlook the importance of the involvement of parents and families. Reaching out to the parents is not just one way principals can demonstrate leadership and promote success, but seeking out partnership with the community. Looking for ways to reach out to the community and demonstrate the importance of providing cultural competence is one of the best learning opportunities the school can provide the community (Powell 2005). This will allow school principals and educators to develop methods and ways of becoming effective in managing a diverse teaching environment. The fifth conclusion is regarding the involvement of parent, families and the community.

5.2.5 Parents, families and community involvement

The participation of parents sends the message of the importance of schools and the work of learners there are worthy of their attention (Johnson 2004). Parents, families and community members who become involved with the school will cause all learners to benefit. According to Johnson, parents play a vital role in the success of a school. Parents who become involved set a good example for their children. Their involvement demonstrate the importance of school and education, and this will influence the child's attitude towards school.

According to Smith and Wohlstetter (2009), research has shown the benefits of parental involvement in education, is not just for the learners but also for the parents, the school and the community. Research found parent's involvement relates to most of the learner's achievements, such as grades, attendance, attitudes, expectations, homework and results. Their involvement accounts for lower dropout of learners, less retention and fewer special education placements (Miedel & Reynolds as cited by Smith & Wohlstetter 2009). The sixth conclusion is regarding the language policy of the school.

5.2.6 Language policy of the school

As mentioned in chapter 2 languages has always been a controversial issue in education both in South Africa and in the United States, from the drive for mother-tongue education to the ever-pressing need to be able to use English as a language of learning and instruction (Oliver 2009). For success in any classroom, communication skills are critical (Welsh 2010). Even more so in a multicultural learning environment as educators and learners often face language and cultural barriers at the same time. Clarke (2007) states a language and communication barrier forces learners to communicate in a language other than their own home language. Schools continue to underestimate the impact this has on learners, despite the barrier, learners are able to communicate effectively within a social context in their second language, it does however not imply they are able to learn effectively in this language. Clarke states research has shown, ideally all learners should be taught through the medium of their home-language at least to the end of grade six and preferably longer.

Multicultural education would be able to help learners become more proficient in a language or languages other than their own, it would allow them to develop an in- depth knowledge and an awareness of their own and other cultures, as well as gain a better understanding of and skills to interact in, intercultural settings. It would also assists school managers and educators to develop programmes assisting them in becoming effective at managing a multicultural teaching environment. The seventh conclusion regards the teaching materials and methods needed within a multicultural teaching environment.

5.2.7 Teaching materials and methods

As mentioned in chapter 2 the use of teaching materials such as textbook, television amongst other can help learners from different racial backgrounds and ethnic groups develop a more democratic attitude and perception of others (Bunker 2003:1706). The teaching and learning methods of the educators need to be more accessible and equitable to the learners. The eight conclusion regards the interaction between the educator and learner.

5.2.8 Educator and learner interaction

As mentioned in chapter 2 educators are the best at becoming agents of change. According to (Gnawali 2008) mentioned chapter 2 educators are the ones responsible for the changes taking place in learners. He states educators words and actions trigger positive behavioural changes in learners. However, the educator's roles as change agents are not limited to the classroom or the school only. It can be in the community where the literacy rate is low and people are not aware of their rights and responsibilities. Educators, who are conscious and educated, can cause changes to take place in their communities. The ninth conclusion regards the school policy.

5.2.9 School policy

As mentioned in chapter two the aim of school policies should encourage the development and awareness of multicultural education through reflection, empathy and allowing all learners to promote self-esteem. School policy should also encourage respect for those having different religions, beliefs and values, understanding the nature of multicultural society and building an awareness of the lives of families within the school and the community. The school policy should also strive to promote tolerance and appreciation of all cultures by presenting a positive image regarding race and culture, to allow learners to understand the diversity of the world in which they live and the interdependence of individuals, groups and the environment (Banks 2004).

5.3 Conclusions from the empirical investigation

The following details the conclusions according to the empirical investigation which include observations, questionnaires and interviews. The focus of the study has been on describing the challenges school managers and educators face in effectively managing a multicultural teaching environment. The intention of this study was to describe and gain insight into how school managers and educators manage a multicultural teaching environment through observations and responses from the questionnaire and interviews.

What emerged demonstrated?

- School management teams and educators are using various methods and attempts at creating a multicultural teaching environment.
- The involvements of parents are crucial at the success of developing a multicultural teaching environment.
- Professional development of school management teams and educators are needed.
- Developing a curriculum which will take into consideration the cultures, histories, experiences and perspectives of all learners
- Language development is crucial.
- Developing teaching materials and methods including the values and cultural issues of all.
- The offering of extra and co curricula activities for learners from different racial and cultural backgrounds within the school

5.4 Recommendations

The following section presents recommendations made regarding the results of the research study.

5.4.1 Recommendations of activities needing to take place between the educator and learners within the classroom

It is recommended educators encourage and allow learners of different cultural and racial backgrounds to interact with each other in the classroom. These interactions could include decorating the classroom walls, making an effort to learn a language other than their own as well as allowing learners to express themselves. Most of the classrooms are decorated with the learner's work or aspects remnants of particular themes. The atmosphere in the classrooms needs to be representative of the culture of the school and conducive to promoting a non-assimilatory approach to education.

5.4.2 Recommendations of educator's contribution to school reform and becoming agents of change

It is recommended school managers and educators are making every effort to contribute to school reform. These contributions include creating one school culture, finding ways of dealing with discrimination, introducing a third or fourth language and creating and allowing learners equal opportunities.

Educators are the best at becoming agents of change as mentioned in chapter 2. The educator's role as change agent is not limited to the classroom or the school only. It can be in the community where the literacy rate is low and people are not aware of their rights and responsibilities. Educators who are aware and educated can cause changes to take place in their communities.

The changes within the community can only take place when educators become agents of change. This can be done through educators examining themselves concerning their biases of others different from them. These changes would also involve their handling of conflict and issues contributing to the escalation of conflict (James-Edwards in The International Child and Youth Care Network 2007). Feelings and attitudes about people different from them has been influenced by the way they were raised. James-Edward states these include ones personal experiences, hearsay and stories told by other. Realizing ignorance and prejudice have informed our view of the world and of its people; educators are considering becoming agents of change by working on themselves first. Through unlearning the myths, which kept them disconnected from people who are different from themselves and begin to discuss and understand how power and unearned advantages served as tools of oppression.

5.4.3 Recommendations of the importance of learning more about different cultures, races, religions and socio-economic groups and the impact it has on the learning process

It is recommended school managers and educators reach an agreement of the importance of learning about the different cultures, racial, religious and socio-economic groups, as this will sensitize learners to treat each other better. It would allow them to understand and

empathize with other and together develop teaching methods, which will not disadvantage the learners.

5.4.4 Recommendations of teaching learners to interact with learners different from them

It is recommended school managers and educators agree to the importance of teaching learners to interact with others who are different from themselves. School managers and educators need to engage in a process of self-discovery, as this would allow them to teach the learners in their classroom the skills and strategies needed to deal with racism and oppression.

5.4.5 Recommendations why schools should consider a multicultural curriculum

It is recommended schools engage in a process of developing their curriculum to be more multicultural in its approach to the teaching and learning of learners. According to Gorski, (2010) the first step to transforming the curriculum to be more multicultural is to examine issues, biases, prejudice and assumptions educators carry in their classrooms and how these inform the curriculum. He also states educators need to engage in a process of examining and analyzing their own perspective, as this will affect the way they approach transformation.

5.4.6 Recommendations schools become agents of change

It is recommended school`s realize the importance of them becoming agents of change. According to Bacon (2003), our schools are our society`s primary institutions engaged in the business of educating citizens. Our schools called to play a greater role in preparing our young people to be globally minded citizens able to participate in our democracy.

5.4.7 Recommendations of skills and strategies needed for multicultural education to become authentic

It is recommended school managers and educators continually examine their prejudices, biases and perceptions affecting the teaching and learning experiences of learners (Gorski as cited by Sharma 2005:54). Bigler (as cited by Sharma 2005) states school managers and

educators need training in the history of race relations and educational anthropology to make the connection with educational outcomes.

Sharma (2005) also states to teach effectively in a multicultural classroom requires cultural sensitive strategies and content to provide equal opportunity for academic success and the individual growth of all learners. Educators need to be aware their own cultural perspectives, beliefs and behaviours are not a universal perspective and the only right one. Educators, Sharma states, need to acquire multicultural competence, the ability to be functional in cross-cultural settings and able to interact and communicate effectively with culturally diverse learners and their parents. Programmes such as staff development should provide time and space for self-reflection and acknowledging we are all at different places in our journey and we need to devote more time to building trust for honesty and deep discussions around differences is needed for educators to learn about themselves and others and build communities (James-Edwards 1999:17-21).

5.4.8 Recommendations into looking at what is getting in our way of our education becoming more multicultural

It is recommended every effort should be made to reveals the factors preventing our education from becoming more multicultural. These factors might include the delivery of a program when educators are already feeling overwhelmed and there is no room in the curriculum for it. Another issue could be educators working together. As educators of the school are becoming more diverse, the difference does not become less important. The idea of having people work together, mixed together, will allow them to start communicate with each other and everything will work out, implying all this talk about differences, culture and communication is not needed. By believing this, the differences will probably become more important. It is not just a matter of communication and bringing people together. How we bring people together is also important. Having in-service training is one way of achieving this and might be very useful, but what goes on outside the training, in the day-to-day working situation, may be more important.

5.4.9 Recommendations of activities allowing learners and educators to become more involved at school

It is recommended learners be provided with the opportunities to understand and appreciate their own culture and make connections and appreciate the culture and experiences of others. Educators will pay a price for not allowing this growth and opportunity to take place and thereby perpetuating stereotyping, misunderstandings and miscommunication could result in conflict leading to violence taking place. These opportunities would allow learners and educators to move closer to a new vision of education improving the social and emotional competence of learners by teaching them life skills.

According to the International Child and Youth Care Network (2007), “this set of skills and understanding is essential for every child. A child’s emotional and social well-being should not be attended to only when emotional outbursts, physical fights or racial slurs occur, teaching these skills and competencies is critical for their future survival”.

5.4.10 Recommendations in creating an understanding of the term multicultural education by participants

It is recommended school managers and educators begin to understand and be able to interpret the meaning of multicultural education and what it entails. The conclusion from chapter 4-revealed multicultural education according to the school managers and educators is about helping learners understand different points of view concerning diversity and to de-escalate conflict by allowing room for other stories and truths to be explored. Banks (2006b:2) affirms multicultural education to be a field of study whose major aim is to create equal educational opportunities for learners from diverse racial, ethnic, social-class, and cultural groups`.

5.4.11 Recommendations for the development of professional development programmes within the school for the educators

It is recommended schools afford the educators the opportunity of attending professional development programmes. These programmes need to assist educators in understanding various issues relating to the teaching and learning process as well as understand the complex

characteristics of ethnic groups, the language and social interaction influencing learners' behaviour and development.

5.4.12 Recommendations for the development of extra and co-curricular activities within the school

It is recommended the offering of extra and co-curricular activities within the school would afford learners with different interest or cultural backgrounds the opportunity to engage in effective and racial integration with other learners. Educators should not take it on themselves to choose activities for learners from different racial and cultural backgrounds, learners should be provided with the opportunity of choosing the type of activities they are interested in.

These recommendations are suggested in providing school managers and educators with the necessary skills and strategies needed for the development of educational programmes and begin to create an environment allowing them to effectively managing the multicultural teaching environment within their school. The effective development of partnerships between the school, parents and the community is important as it would contribute to improving the school and ensure effective functioning of the school management team and educators within the school concerning the management of it.

5.5 Limitations of the study

A study as this has inherent weaknesses. The study was not to generalize but to serve as an impetus for further research. There are no guarantees the responses from the participants will be unbiased and truly reflect their attitudes concerning the issues under research.

5.6 Concluding remarks

The aim of this research was to study the challenges school managers and educators face in effectively managing a multicultural teaching environment. The study took place within a school regarded as multicultural, multiracial and multilingual. A mainly qualitative research design supported by a quantitative design was followed in this study, which is important in

contributing to the theory and practice in understanding developments within education. According to McMillan and Schumacher (2010:321), the use of qualitative research design allows the opportunity of studying behaviours within a natural setting, as is in the case of this research the behaviours of the school managers and educators were studied regarding their interaction with each other. It became clear the importance of school managers and educators becoming familiar with the concepts of multicultural education, multiculturalism and acknowledge the existence of other cultures, by focusing on the development of professional development programmes as a way of addressing issues related to multicultural and diversity within the schools and society.

To conclude we need to be optimistic about the prospects for changes within our education. Where do we go from here? The school needs to promote teaching and learning which helps to reduce tensions between ethnic groups, supporting antiracism and combating discrimination. Multicultural education as a process is concerned with social change through the process of education and developing the skills and strategies needed for becoming more effective in the management of a multicultural teaching environment. These skills and strategies will allow school managers and educators to become effective in managing the challenges such an environment presents.

References

Aheer PCJ 2006. *The perceptions of the school management team regarding the institutional development and support officials*. MEd mini-dissertation. Johannesburg: University of Johannesburg South Africa.

Ali AA (ed.). 2002. *Culture, Education and Development in South Africa: History and Contemporary perspectives*. Westport Conn and London: Bergin & Garvey.

Allport GW (ed.). 1954. *The Nature of Prejudice*. Cambridge, MA: Addison Wesley.

Ary D, Jacobs LC, Razavieh A & Sorensen C 2006. *Introduction to research in education* (7th ed.). Belmont, CA: Thompson Higher Education.

Arvizu SF 1994. Building bridges for the future: Anthropological contributions to diversity and classroom practice. In DeVillar RA, Faltis CJ & Cummins JP (ed.). *Cultural diversity in schools: From rhetoric to practice*. Albany, New York: State University.

Babbie ER (ed.). 2004. *The Practice of Social Research*. Belmont California: WADA Worth Publishing Co Inc.

Bacon N 2003. *Redefining citizenship for our multicultural world*. Available [online] <http://www.marthalakecov.org/~building/strategies/multicultural/bacon.htm>. Accessed 12 November 2010.

Baker GC (ed.). 1983. *Planning and organizing for multicultural instruction*. Reading, MA: Addison Wesley.

Banks JA 2008. *An introduction to multicultural education* (4th ed.). Pearson: Allyn and Bacon.

Banks JA 2006a. *Cultural diversity and education: Foundations, Curriculum and Teaching* (5th ed.). Boston: Allyn & Bacon.

Banks JA 2006b. *Race, culture and education: The selected works of Banks JA*. London & New York: Routledge.

Banks JA 2004. Approaches to multicultural curriculum reform. In Banks JA and Banks CA (ed.). *Multicultural education: Issues and perspectives*. San Francisco: Jossey-Bass.

Banks JA 2002. Diversity within Unity: Essential Principals for Teaching and Learning in a Multicultural Society. *Quarterly Journal: New Horizons for Learning*. Seattle USA. Available [online]. <http://www.newhorizons.org>. Accessed 17 May 2010.

Banks JA & Banks CAM 2002. *Handbook of research on multicultural education*. (2nd ed.). San Francisco: Jossey-Bass.

Banks JA & Ambrosio J 2002. *Encyclopaedia of Education. Multicultural Education*. New York: Macmillan.

Banks JA 2001. History, Goals, Status and Issues. In: Banks JA and Banks CA (ed.). *Handbook of Research on Multicultural Education*. California: Jossey-Bass.

Banks JA 1997. *Educating citizens in a multicultural society*. New York: Teachers College Press.

Banks JA 1995. Multicultural education: Historical development, dimensions and practices. In Banks JA and Banks CAM (eds.). *Handbook of research on multicultural education*. New York: Macmillan.

Banks JA (ed.). 1994. *An introduction to multicultural education*. Boston, MA: Allyn & Bacon.

Banks JA (ed.). 1993. The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22(8):4-14. Boston: Allyn & Bacon.

Banks JA 1989. Integrating the curriculum with ethnic content: approaches and guidelines. In: Banks JA and Banks CAM (eds.). *Multicultural education: issues and perspectives*. Needham Heights, MA: Allyn and Bacon.

Banks JA (ed.). 1981. *Multi-ethnic education: Theory and Practice*. Boston: Allyn and Bacon.

Barnard WM 2004. Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 26(1):39-62. Available [online] http://www.ksbe.edu/spi/PDFS/Reports/family_involvement.pdf. Accessed 16 March 2011.

Barnes JC 2006. *Preparing preservice educators to teach in a culturally responsive way*. Bell Hall, Berrien Springs: Andrews University. Available [online] <http://www.cbarnes@andrews.edu>. Accessed 12 August 2010.

Beaumie K 2008. *Social Constructivism, Emerging Perspectives on Learning, Teaching and Technology*. Department of Educational Psychology and Instructional Technology. Georgia: Univeristy.

Bennett CI 2003. *Comprehensive Multicultural Education: Theory and practice*. (5th ed.). Boston: Pearson Education, Inc.

Bigler E 2002. White educators, race matters: "Preparing educators for the new millennium" (Electronic version) *Electronic Magazine of Multicultural Education*, (4):1-10.

Bishop RS 1997. Selecting literature for a multicultural curriculum. In Harris V (ed.). *Using multi-ethnic literature in the K-8 classroom*. Norwood, MA: Christopher Gordon.

Blackwell PJ, Futrell MH & Imig DG 2003. Burnt Water Paradoxes of Schools of Education. *Phi Delta Kappa*, (84):356-361.

Booyesen L (ed.). 2003. Diversity Management. In Slabbert JA, Prinsloo JJ, Swanepool BJ and Backer W (eds.). *Managing Employment Relations in South Africa*. Butterworth: Lexis Nexis.

Brown E 2004. What precipitates changes in cultural diversity awareness during a multicultural course: The message or the method? *Journal of Teacher Education*, (55):325-340.

Bunker LK 2003. Multicultural education. In Gunthrie JW 2003. *Encyclopaedia of Education*. (2nd ed.). Volume 5. New York: MacMillian.

Bush T 2003. *Theories of educational leadership and management*. (3rd ed.). London: Sage.

Bulankina N & Polyankina S 2011. Philosophy of Contemporary Poly-cultural Education. *International Journal of Academic Research*, (1):283-285.

Carl AE 2002. *Educators Empowerment through Curriculum Development* (2nd ed.). Lansdowne: Juta & Company.

Cannella GS & Reiff JC 1994. Individual Constructivist Teacher Education: Teachers as empowered learners. *Teacher Education Quarterly*, 21(3):27-38.

Christie P (ed.). 1991. The Right to Learn: *The Struggle for education in South Africa*. Johannesburg: Sached Trust.

Christie P (ed.). 1985. The Right to Learn. Johannesburg: Sached / Ravan Press.

Christenson SL, Hurley CM, Sheridan SM & Fenstermacher K 1997. Parents and school psychologists` perspectives on parent involvement activities. *School Psychology Review*, (26): 111-130.

Chisholm LM 2003. The politics of curriculum review and revision in South Africa. Presented at the Oxford International Conference on Education and Development.

Chisholm LM 2003. The State of Reform in South Africa: The issue of Curriculum C2005. In Southall AH & Daniel J (eds.). *State of the Nation* (HSRC) Pretoria.

Chisholm IM 1994. Preparing teachers for multicultural classrooms. *The Journal of Educational issues of Languages Minority Students*, (14):43-68.

Clarke A 2007.(ed.). *The Handbook of School Management*. Cape Town: McCallum Publisher.

Clair N & Adger CT 2001. *Professional development for educators in successfully diverse rituals*. 1 (3):39.3. Available [online] <http://www.journals.cluteonline.com/index.php/CIER/article/download/1192/1176>. Accessed 12 May 2011.

Codding R & Bergen K 2004. *Multicultural Education: An extensive literature review*. Available [online] <http://www.emeraldinsight.com>. Accessed 15 February 2011.

Coetzee SA Van Niekerk EJ & Wydeman JL 2008. *An Educator`s Guide to Effective Classroom Management*. Pretoria: Van Schaik Publishers.

Cohen L, Manion L & Morrison K 2004. *Research Methods in Education*. London: Routledge Falmer.

Cohen L & Manion L 2000. *Research Methods in Education* (5th ed.). London: Routledge Falmer.

Collins 1988. *Essential English Dictionary*. London: Collins Publisher.

Collaborative Effort of Professional Convention Management Association (PCMA) and Meeting Professionals International (MPI) Multicultural Initiative. 2005. Available [online] [http://www.mpiweb.org/cms/upload_ed_files/.../Multicultural Intiative/toolkit.pdf](http://www.mpiweb.org/cms/upload_ed_files/.../Multicultural%20Intiative/toolkit.pdf). Accessed 18 April 2011.

Comer JP (ed.). 1980. *School Power: Implications of an Intervention Project*. New York: Free Press.

Cotton K 2003. *Principals and Student Achievement*. Melbourne: Hawker Brownlow Education.

Creswell JW 2009. *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Los Angeles: Sage.

Creswell JW & Clark VL 2007. *Designing and conducting mixed method research*. Thousand Oaks, CA: Sage.

Creswell JW 2005. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). New York: Upper Saddle River.

Cross MM & Rouhani S 2002. From Policy to Practice: Curriculum reform in South African Education *Comparative Education*. Vol. 38, No (2):171-187.

Democracy and Diversity 2005. *Principles and concepts for educating citizens in a global age*. Centre for Multicultural Education, College of Education. Seattle: University of Washington. Available [online] <http://depts.washington.edu/centerme/home.htm>. Accessed 14 May 2011.

DeMunck VC & Sobo EJ (eds.). 1998. *Using methods in the field: a practical introduction and casebook*. Walnut Creek, CA: Alta Mira Press.

Denzin NK & Lincoln YS 2000. Introduction: The discipline and practice of qualitative research. In Denzin NK and Lincoln YS (eds.). *Handbook of qualitative research* (2nd ed.). Thousand Oaks: Sage.

Department of Education 2011. *National Curriculum and Assessment Policy Statement Grades R-12 (CAPS) 2012-2014*. Pretoria: Government Printer.

Department of Education 2009. *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*. Pretoria: Government Printer.

Department of Social Development 2006. *Guidelines for Early Childhood Development Services*. Pretoria: Government Printer.

Department of Education 2005. *National Skills Development Strategy 2005-2010*. Pretoria: Government Printer.

Department of Education 2005. *Education for ALL (EFA). 2005 Country Status Report: South Africa*. Pretoria: Government Printer.

Department of Education 2003. *Plan of Action. Improving access to free and quality basic education for all*. Pretoria: Government Printer.

Department of Education 2001. *Education White Paper 6: Building an inclusive education and training system*. Pretoria: Government Printer.

Department of Education 1999. *Education for ALL 2000 Assessment: country report of South Africa*. (3rd draft). Pretoria: Government Printer.

Department of Education 1997. *Curriculum 2005 Specific outcomes, assessment criteria, range statements. Grades 1 to 9*. Pretoria: Government Printer.

Department of Education 1997. *Language in Education Policy. Government Gazette vol. 17997, No. 383*. Pretoria: Government Printer.

Department of Education 1996. *Education White Paper 2. The organization, governance and funding of schools*. Pretoria: Government Printer.

Department of Education 1995. *White Paper 1. Education and Training in a democratic South Africa: first steps to develop a new system*. Pretoria: Government Printer.

Department of Education 1953. *Bantu Education Act, (Act No, 47 of 1953)*. Pretoria: Government Printer.

Deventer KV 2009. Perspectives of teachers on the implementation of Life Orientation in Grades R-11 from selected Western Cape schools. *South African Journal of Education* Volume 29 No 1. Pretoria.

De Vos AS, Strydom H, Fouchè CB & Delport CSL 2005. *Research at grassroots for the social sciences and human services professions*. (3rd ed.). Pretoria: Van Schaik Publishers.

DeWalt KM & DeWalt BR (ed.). 2002. *Participant observation: a guide for fieldworkers*. Walnut Creek, CA: Alta Mira Press.

Dhunpath R & Joseph M 2004. *Factors Promoting and Inhibiting Multilingualism in Post-apartheid South African Schools*. Cape Town: Human Sciences Research Council.

Donald D, Lazarus S & Lolwana P 2002. *Educational Psychology in Social Context*, (2nd ed.). Cape Town: Oxford University Press.

Drew A 2009. *Multicultural Education Teaching Values in the American Classroom*. California: State University of Chico. Available [online] <http://www.Amanda-drew.suite101.com>. Accessed 19 July 2011.

Du dois WB 1901. The training of black men. *The Atlantic Monthly*, 87(521): 354-365.

Enoch SD 2007. *Guidelines for multicultural education in integrated schools with specific reference to the South African context*. PhD Dissertation. KwaZulu-Natal: University of Zululand.

Epstein JL (ed.). 2001. *School, family and community partnerships: Preparing educators and improving schools*. Colorado: West view Press.

Feinberg W 2004. *The Goals of Multicultural Education: A Critical Re-evaluation. Philosophy of Education*. Available [online] http://www.ed.uiuc.edu/EPS/PES-Yearbook/96_docs/feinberg.html. Accessed 27 August 2011.

Fioriello P 2010. *Methodology for schools with diverse learners*. Available [online] [http://www.EzineArticles.com/?expert=Patricia Fioriello](http://www.EzineArticles.com/?expert=Patricia+Fioriello). Accessed 16 June 2011.

Froyen LA (ed.). 1988. *Classroom Management. Empowering Educator-Leaders*. Columbus: Merrill.

Futrell MH, Gomez J & Bedden D (ed.) 2003. Teaching the children of a new America: The challenge of diversity. *Phi Delta Kappan*, (84):381-385.

Gamage D, Adams D & McCormack A 2009. *How does a school leader's role influence student achievements? A review of research findings and best practices*. *International Journal of Educational Leadership Preparation*, 4(1). Available [online] <http://ijelp.expressacademic.org/>. Accessed 18 June 2011.

Gay G 2004. The importance of multicultural education. *Educational Leadership*, 61(4):30-35.

Gay G (ed.). 2003. *Becoming Multicultural Educators*. San Francisco, CA: Jossey-Bass. Available [online] <http://www.amazon.com/Becoming-Multicultural-Educators>. Accessed 14 August 2011.

Gay G 2002. Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2): 106–116.

Gay G (ed.). 1983. Multiethnic education: Historical developments and future prospects. *Phi Delta Kappa*, (64):560-563.

Gentilucci JL & Muto CC 2007. Principals' Influence on Academic Achievement: The Student Perspective. The National Association of Secondary School Principals. *Education Journal*. Available [online] <http://www.ProQuest.umi.com.library.newcastle.edu.au/>. Accessed 18 June 2010.

Goddard W & Melville S (ed.). 2001. *Research Methodology: An Introductory Guide*. Lansdowne: Juta and Co. Ltd.

Gold A, Evans J, Earley P, Halpin D & Collarbone P 2003. Principled Principals: Values-Driven Leadership: Evidence from Ten Case Studies of 'Outstanding' School Leaders. *Educational Management and Administration*, 31(2):127-138.

Gollnick D & Chinn P 1990. *Multicultural education in a pluralistic society* (3rd ed.). New York: Macmillan.

Gollnick DM 1980. Multicultural education. *Viewpoints in Teaching and Learning*, (56):1-17. In *The jagged paths to multicultural education: international experiences and South Africa's response in the new dispensation*. *South African Journal of Education*, 23(3):193-198.

Goniwe M 2004. *School of Leadership and Governance. Facing Difficult Contexts and School Improvement*. MGSLG Publisher. Available [online] <http://www.stephens@mgsl.co.za>. Accessed 12 August 2011.

Gorski PC 2010. *Multicultural transformation. Critical multicultural pavilion*. EdChange project Boston: MA Peter Lang Publisher.

Gorski PC 2008. Good intentions are not enough: A decolonizing intercultural education. *Intercultural Education*, 19(6):515-525. Philadelphia: Routledge.

Gorski PC 2007. *The challenge of defining "multicultural education."* In EdChange, *Multicultural Pavillion*. Accessed 12 December 2010 Available [online] <http://www.edchange.org/multicultural/initial.html>. Accessed 23 August 2011.

Gorski PC 2006. Complicity with conservatism: The de-politicizing of multicultural and intercultural education. *Intercultural Education*, 7(2):163-177.

Gorski PC *Defining Multicultural Education. Working Definition*, 2000. Available [online] www.edchange.org/multicultural/initial.html. Accessed 13 January 2010.

Gorski PC 1995. *A course in race and ethnicity*. Language of closet racism. Available [online] <http://www.curry.eduschool.virginia.edu/go/multicultural/langofracism2.html>. Accessed 15 May 2011.

Graham PA 1992. *S.O.S, Save Our Schools*. New York: Hill and Wang.

Grant CA 2005. *Education Policy and Politics: Multicultural Education: Research, Theory, and Pedagogy*. Florence, KY: Routledge.

Grant CA 2004. Oppression, privilege, and high-stakes testing. *Multicultural Perspectives*, 6(1): 3-11. USA: Lawrence Erlbaum association.

Grant CA & Sleeter CE 2003. *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender and disability*. (3rd ed.). New York: John Wiley & Sons Inc.

Green J, Dixon C & Zaharlick A 2002. Ethnography as a logic of inquiry. In Flood J, Jensen J, Lapp D, and Squire J. (ed.). *Handbook for Methods of Research on English Language Arts, Teaching*. New York: McMillan.

Gnawali L 2008. Teacher Development: what is it and who is responsible? *Bodhi: An interdisciplinary Journal*, 2(1):219-220.

Guang-Lea L 2002. Realities and challenges facing multicultural education. *Multicultural Education Publication*, 9(4):36-37.

Gumbo MT 2001. *Multicultural education and its politics*. Vista University, Mamelodi Campus, South Africa. Available [online] <http://www.gumbo-mt@marlin.vista.ac.za>. Accessed 19 August 2010.

Gutmann A 1995. *Challenges of Multiculturalism in Democratic Education*. New Jersey: Princeton University.

Haar J & Robicheau J 2008. *Minority school leaders: Contribution to the development of an inclusive multicultural environment*. New Orleans: LA.

Hart T 2002. The trinity of educational practice. *Phi Delta Kappan*, 38:174-176.

Hagblom C 2006. *Young EFL-Pupils Reading Multicultural Children`s Fiction. An Ethnographic Case Study in a Swedish Language Primary School in Finland*. Finland: Abo Akademi University Press.

Henning E 2004. *Finding your way in Qualitative Research*. Pretoria: Van Schaik Publishers.

Hess MF & Kelly AP 2007. Learning to lead: What get`s taught in Principals-Preparation Programs. Available [online] [http:// www.tcrecord.org](http://www.tcrecord.org). Accessed 21 September 2011.

Hidalgo NM, Bright JA, Siu S-F, Swap SS & Epstein JL 1995. Reaching out to families from diverse backgrounds: A case study. In: Banks JA & Banks CAM (eds.). *Handbook of Research on Multicultural Education*. New York: McMillan.

Hofmeyr J 2000. *Ex-Model C Schools-Melting pots of racial integration. Frontiers of Freedom*. South Africa: Institute of Race Relations.

Hollins ER 1996. *Culture in School Learning; Revealing the deep meaning*. Mahwah, NJ: Erlbaum.

Holly P & Southworth G 1991. *The developing school*. London: The Falmer Press.

Horrell M 1968. *African Education: Some Origins and Developments until 1953*. Johannesburg: South African Institute of Race Relations.

Human Rights and Inclusivity in the Curriculum 2003. A resource book for educators: In Sherri Le M and Keet A. *South African human Rights Commission*. Johannesburg: Union Foundation for Human Rights.

Jakubowicz A 2009. *Cultural Diversity, Cosmopolitan Citizenship and Education: Issues, Options and Implications for Australia*. Australia: University of Technology Sydney.

James-Edwards M. 1999. Multicultural education as change agents, Cultural Pluralism; Elementary Education; Elementary School Students; Multicultural Education; Teachers. *Reaching Today's Youth, The Community Circle of Caring Journal*, 3(2):17-21.

Jansen JD 2002. Political symbolism as policycraft: explaining non-reform in South African education after apartheid. In *Journal of Education Policy*. Vol. 17 (2):199-215.

Johnson L 2006. Making Her Community a Better Place to Live: Culturally Responsive Urban School Leadership in Historical Context. *Leadership and Policy in Schools*, 5(1):19-36.

Johnson HL 2004. Getting involved! *The parent, school and community involved guide*. Mississippi Department of Education. Available [online] <http://www.mde.k12ms.us>. Accessed 26 October 2010.

Johnson B 2004. *Educational Research: Quantitative, Qualitative and Mixed Approaches*. (2nd ed.). Boston: MA, Pearson Education Inc.

Kallaway P 1988. *From Bantu Education to Peoples' Education*. Cape Town: University of Cape Town.

Kawulich BB 2005. *Participant Observation as a Data Collection Method*. 6(2):43. Available [online] <http://www.qualitative-research.net/fqs-texte/2-05/05-2-43-e.htm>. Accessed 17 August 2010.

Kea C, Campbell-Whatley GD & Richards HV 2006. *Becoming culturally responsive educators: Rethinking Teacher Education Pedagogy. Culturally Responsive Educational Systems: Education for all*. United States Department of Education. Tempe, Arizona: Arizona State University.

Kerlinger FN & Lee HB 2000. *Foundations of behavioral research*. Fort Worth: Harcourt College Publishers.

Kluger R (ed.). 1976. *Simple justice: The history of Brown v. Board of Education and Black America's Struggle for equality*. New York: Knopf.

Kress G 1996. Representational Resources and the Production of Subjectivity: Questions for the Theoretical Development of Critical Discourse Analysis in a Multi-Cultural Society. In: Caldas-Coulthard RM and Coulthard M 1996. *Texts and Practices. Readings in Critical Discourse Analysis*. London: Routledge.

Kottolli A 2006. *Challenges of multi-cultural teams. Marketing, Innovation and Leadership*. Available [online] <http://www.arunkottolli.blogspot.com>. Accessed 14 March 2010.

Ladson-Billings G 1998. *New Directions in Multicultural Education. Complexities, boundaries and Critical Race Theory*. Madison: University of Wisconsin.

Lee D 2010. The multicultural environment. The Environmental Context of Management. Available [online] <http://www.blackgivesback.com>. Accessed 25 August 2011.

Leedy PD & Ormrod JE 2005. *Practical research. Planning and design* (8th ed.). USA: Pearson.

Leithwood K & Riehl C 2003. *What Do We Already Know About Successful School Leadership?* Available [online] <http://www.cepa.gse.rutgers.edu/>. Accessed 25 May 2011.

Lemmer EM, Meier C & Van Wyk JN 2012. *Multicultural Education. A manual for the South African teacher* (2nd ed.). Pretoria: Van Schaik Publishers.

Lemmer EM 1999. *Contemporary education: Global issues and trends*. Pretoria: Heinemann Pretoria. South Africa.

Le Roux J & Möller T 2002. No problem! Avoidance of cultural diversity in educator training. *South African Journal of Education*, 22(3):184-187.

Levine A 2005. *Educating school leader*. New York: Educators College. The Education Schools Project. Available [Online] <http://www.usinfo.state.gov/journals/itsv/0600/ijse/diversty.htm>. Accessed 26 August 2011.

Lewis M, Jeynes K, Anstey S & Way H 2009. Pilot study in qualitative research. *British Journal of Community Nursing*, 14(1):35-7.

Lowenthal P & Muth R 2008. Constructivism. In Provenzo EF (ed.). *Encyclopaedia of the social and cultural foundations of education*. Thousand Oaks' CA: Sage.

Lumadi MW 2008. Educators` Exodus In South African Schools: A Smoke With Burning Fire. Contemporary Issues. *Education Research*, 1(3):31-32. South Africa: North West Univeristy.

Lynch J (ed.). 1987. *Prejudice Reduction in Schools*. New York: Nichols Publishing.

Mafumo TN 2010. Managing racial integration in South African public schools: In defence of democratic action. PhD dissertation. Cape Town: University of Stellenbosch.

Malonet TR 2001. Successful multicultural management: Managing a Hispanic workforce. Department of Applied Economics and management. Cornell University.

Manning ML & Baruth LG (ed.). 1996. *Students At-Risk*. Boston: Allyn and Bacon.

Manz PH, Fantuzzo JW & Power TJ 2004. Multidimensional assessment of family involvement among urban elementary learners. *Journal of School Psychology*, 42(6):461-475. New York: Steinhardt School of Culture, Education and Human Development.

Maree K (ed.). 2007. *First steps in research*. Pretoria: Van Schaik.

Marshall C & Rossman GB 2006. *Designing Qualitative Research* (4th ed.). California: Sage Publication, Inc.

Martin RJ 1994. Multicultural social Reconstructionist education: Design for diversity in teacher education. *Teacher Education Quarterly*, 21(3):77-89.

Mason R 2007. Internationalizing education. In Moore MG (ed.). *Handbook of distance education* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

McKinney C & Soudien C 2010. *Multicultural education in South Africa*. 2010 IALEI Country Report. School of Education: University of Cape Town.

McLeod SA 2007. *Simply psychology: Vygotsky`s theory of cognitive development*. Available [online] <http://www.simplypsychology.pwp.blueyonder.co.uk/perceptions>. Accessed 25 September 2010.

McMillan JH & Schumacher S 2010. *Research in Education Evidence-Based Inquiry*. (7th ed.). Pearson Education, Inc. New Jersey: Upper Saddle River.

Meier C & Hartell C 2009. *Handling cultural diversity in education in South Africa*. Pretoria: University of South Africa.

Meier C 2007. Enhancing intercultural understanding using e-learning strategies: *South African Journal of Education*, (27):655-671.

Meier C 2005. Addressing problems in integrated schools: student educators' perceptions regarding viable solutions for learners' academic problems. *South African Journal of Education*, 25(3):170-177.

Michael S 2004. The management of parent involvement in multicultural schools in the Umlazi district. MEd dissertation. KwaZulu-Natal: University of South Africa.

Miedel WT & Reynolds AJ 1999. Parent Involvement in early intervention for disadvantage children: Does it matter? *Journal of School Psychology*, (37):379-402.

Milner HR 2003. Educator's reflection and race in cultural contexts: History, meaning and methods in teaching. *Theories in practice*, 42(3):173-80. Columbus: Ohio State University.

Morrow W 2007. *Learning to teach in South Africa*. Cape Town: HSRC.

Mouton J 2001. How to succeed in your master's and doctoral studies: A South African guide and resource book. Pretoria: Van Schaik.

Mpati C 1990. Teachers and Students locked in Turbulence. Unpublished paper presented at the Kenton Education Conference, Port St John's.

Msila V 2007. From Apartheid Education to the Revised National Curriculum Statement: Pedagogy for Identity Formation and Nation Building in South Africa. *Nordic Journal of African Studies*, 16(2):146-160.

Multiculturalism, Diversity and Inclusion Network Diversity Tool Kit AOTA Conference Houston 2009. MDI Network Point Person: Kshepakaran K (Shep). Available [online] <http://www.shep@kshepakaran.com>. Accessed 12 July 2011.

Murakami E 2009. Educational Leaders' Challenges in Creating Equitable Opportunities for English Language Learners. *International Journal for Leadership in Learning*, 13(3). Available [online] <http://www.iejll.synergiesprairies.ca/iejll/index.php/iejll/article/view/689>. Accessed 16 October 2011.

Naidoo V 2007. Teacher Competence in Multicultural Schools in Saudi Arabia. MEd dissertation. Pretoria: University of South Africa.

Naidoo J 1996. Racial integration of public schools in South Africa: a study of practices, attitudes and trends. Durban: Education Policy Unit. University of Natal.

Nesamvuni PS 2009. Communicative interactions in desegregated South African classrooms. MEd dissertation. Pretoria: University of Pretoria.

Nieto S (ed.). 2004. *Affirming diversity: The socio-political context of multicultural education* (4th ed.). Boston, MA: Pearson, Allyn and Bacon.

Nieto S (ed.). 2000. *Affirming diversity the socio-political context of multicultural education* (3rd ed.). New York: Longman.

Nieto S 1999. *The Light in Their Eyes. Creating Multicultural Learning Communities*. New York: Teachers College Press.

Nieto S 1996. *Affirming diversity: The socio-political context of multi cultural education*. White Plains. New York: Longman.

Nieuwenhuls J 2007. Introducing qualitative research. In Maree K (ed.). *First steps in research*. Pretoria: Van Schaik.

Nkomo M McKinney C & Chisholm L 2004. *Reflections on school integration: Colloquium proceedings*. Cape Town: HSRC.

Nkomo M & Vanderyar S 2008. *In search of best practice in South African Desegregated Schools*. Cape Town: HSRC.

Noel JR 1995. Multicultural Educators Education: From Awareness through Emotions to Action. *Journal of Educators Education*, (46):267-272.

Oliver J 2009. *South African languages and Education*. South Africa. Available [online] <http://www.SAlanguages.com>. Accessed 18 June 2011.

O'Loughlin M 1995. (ed.). Daring the imagination: Unlocking voices of dissent and possibility in teaching. *Theory into practice*, 24(2):107-116.

Orfield G 2004. *Reflections on School Integration Colloquium Proceedings*. In Nkomo M. McKinney C & Chisholm L (eds.). *In search for best practices*. Cape Town: HSRC.

O`Reilly K (ed.). 2004. *Participant observation and Ethnographic Methods*. London: Routledge.

Pampallis J 2003. Education Reform and School Choice in South Africa. In Plank D & Sykes G. *Choosing Choice: School Choice in International Perspectives*. New York: Teachers College Press.

Patton MQ 2002. *Qualitative research and evaluation methods*. (3rd ed.). Thousand Oaks, CA: Sage.

Petrozza J 2002. *Critical Multicultural Education and the Media*. Toronto: D`youville College.

Phatlane RS 2007. Experience of diversity in a South African public school. PhD dissertation. Pretoria: University of Pretoria.

Pockpas ML 2010. An Operational analysis of known rape cases in the greater George area. Med Dissertation. Pretoria: University of South Africa.

Powell SD 2005. *Introduction to middle school*. Columbus, OH: Merrill Prentice Hall.

Quinn DM 2002. The Impact of Principal Leadership on Behaviours on Instructional Practice and Student Engagement. *Journal of Educational Administration*, 40(5):447-467.

Ramsey G, Willaims LR & Vold ED 2002. *Multicultural Education: A Sourcebook*. New York: Routledge Falmer.

Republic of South Africa 1996. South African Schools Act, (Act 84 of 1996). Pretoria: Government Printer.

Richardson V 1997. Constructivist teaching and teacher education: Theory and practice. In Richardson V (ed.). *Constructivist Teacher Education: Building new understandings*. Washington, DC: Falmer Press.

Roberts GW, Bell LA & Salend SJ 1991. Negotiating change for multicultural education: A consultation model. *Journal of Education and Psychology Consultation*, 2(4):323-342.

Rosado C 2010. *What makes a school multicultural?* Department of Urban Studies. Philadelphia: Eastern University.

Scott J 2001. *Meeting the Diverse Needs of all Learners*. Science Professional Development Research Articles. Columbus: Houghton Mifflin Company.

Sharma S 2005. Multicultural education: Educators' Perceptions and Preparation. *Journal of College Teaching and Learning*, (2):5.

Shezi SG 2005. An evaluative study of the principals' leadership role in facilitating participative management. MEd dissertation. KwaZulu-Natal: University of Zululand.

Shimahara N 1988. Anthro ethnography: A methodological consideration. In Shermann RR and Webb RB (ed.). *Qualitative research in education: Focus and methods*. London: Falmer Press.

Sleeter CE & Grant CA 2007. *Making choice for multicultural education*. (5th ed.). New York: Hoboken.

Sleeter CE 2005. *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York: Teachers College Press.

Sleeter CE & Grant CA 2003. *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender*. New York: John Wiley & Sons.

Sleeter CE 1996. (ed.). *Multicultural education as social activism*. Albany: State University of New York Press.

Sleeter CE & Grant CA 1994. *Making choices for multicultural education: Five approaches to race, class and gender*. (2nd ed.). New York: McGraw-Hill.

Sleeter CE 1992. Restructuring schools for multicultural education. *Journal of Teacher Education*, (4):141-48.

Smaldino SE, Lowther DL & Russel JD 2008. (ed.). *Instructional technology and media for learning*. New York: Upper Saddle River.

Smith J & Wöhlstetter P 2009. *Parent Involvement in Urban Charter Schools: A new paradigm or the status quo?* Prepared for school choice and school improvement: Research in state, district and community context: Vanderbilt University.

Social and Cultural Foundations of American Education (SCFAE) /*Multiculturalism /Responsibilities* 2010. Available [online] <http://wikipedia.org/wik/multiculturalism>. Accessed 12 July 2011.

South African Oxford Dictionary 2004 (2nd ed.). Oxford University Press: Southern Africa.

Soga NN 2004. Self-managing schools in Gauteng: Challenges and opportunities for school-based managers. MEd dissertation. Pretoria: Univeristy of South Africa.

Strauss AL & Corbin J 1990. *Basics of qualitative research grounded theory procedures and techniques*. Newbury Park: CA: Sage.

Stake RE 2008. Qualitative case studies. In Denzin NK and Lincoln YS (eds.). *Strategies of qualitative inquiry*. Thousand Oaks: CA: Sage.

Steyn HJ, Steyn SC & De Waal EAS 1998. *The South African Education System: Core Characteristics*. Potchefstroom: Keurkopie.

Steyn HJ 1997. *Structure of Education System*: Potchefstroom: Keurkopie.

Sujee M 2003. Deracialisation of Learners in Gauteng Schools A Quantitative Analysis. Paper presented at the HSRC/University of Pretoria School Integrated Colloquium, Johannesburg.

Sujee M 2003. School Migration and Demography in Gauteng Schools. *Quarterly Review of Education and Training in South Africa*. Vol. 10(1):19-21(Wits Education Policy Unit, Johannesburg).

Suzuki BN 1984. Curriculum transformation for multicultural education. *Education and urban society*, (16):294-322.

Symington S 2010. The influence of social networking on the social interaction patters among adolescents in the northern suburbs of Cape Town. Med Dissertation. Pretoria: University of South Africa.

Taylor-Powell E & Renner M 2003. *Data Analysis Qualitative Data Program Development and Evaluation*. Wisconsin: University of Wisconsin.

Teacher support network 2007. *Teacher tools and advice: Becoming a teacher?* Office of human resources, school district of Philadelphia. Available [online] <http://www.phila.k12.pa.us>. Accessed 12 October 2010.

Teijlingen VE, Rennie AM, Hundley V & Graham W 2001. The importance of conducting and reporting pilot studies: The example of the Scottish Births Survey. *Journal of Advanced Nursing*, (34):289-295.

The Concise Oxford Dictionary 1990. (8th ed.). England: Oxford University Press.

The International Child and Youth Care Network 2007. (CYC-NET) cy cnet. Givengain.org.

The National Association for Multicultural Education (NAME) is the leading international and national organization in the area of multicultural education. For additional information, contact NAME at <mailto:name@nameor.org>. Available [online] <http://www.nameorq.org/>. Accessed 15 November 2010.

The Star 2009. "Overt signs of racism are gone, but nastiness lurks below the surface." South Africa. 2009.

Tiedt PL & Tiedt IM 1986. (ed.). *Multicultural Education: A Handbook of Activities, information and resource*. Boston: Allyn and Bacon.

Torjman S 2005 *What is Policy?* Caledon Institute of Social Policy. Ottawa: Ontario, Canada. Available [online] <http://www.caledoninst.org>. Accessed 17 August 2010.

Tong VM Huang CW & McIntyre T 2006. Promoting a positive cross-cultural identity: Reaching immigrant learners. *Reclaiming Children and Youth*, (14):203-208.

Townsend T 1997. What makes a school effective? A comparison between school communities in Australia and the USA. *School Effectiveness and School Improvement*, 8(3):311-326.

Trochim W 2005. *Qualitative methods*. Available [online] base: <http://wwwsocialresearchmethods.net/kb/qualmeth.php>. Accessed 29 November 2010.

Trubowitz S 2007. *Creating a culture for learning. Annual editions: Educational psychology 2007/2008*. (22nd ed.). Dubuque: McGraw-Hill.

Van Rensburg LJ 2010. Middle childhood experiences of economic instability within the family system. Med dissertation. Pretoria: University of South Africa.

Vally S & Dalamba Y 1999. South African Human Rights Commission. *Racism, racial Integration and Desegregation in South African Public Secondary Schools*. SAHRC: Johannesburg.

Vally S, Dambala Y & Porteus K 2002. Violence in South African Schools. *Current Issues in Comparative Education*, 2(1):80-90.

Vandeyar S 2008. Shifting selves: the emergence of new identities in South African schools. *International Journal of Educational Development*, 26(4):382-393.

Vandergrift JA & Greene AL 1992. Rethinking parent involvement. *Educational leadership*, 50 (1):57-59.

Victoria Department of Education and Early Childhood Development. 2009. *"About Multicultural Education"*. Melbourne, Victoria: Department of Education and Early Childhood Development. Available [online] <http://www.education.vic.gov.au/studentlearning/programs/multicultural/about.htm>. Accessed 16 September 2010.

Vygotsky LS 1978. *Teaching Guide for Graduate Student Teaching*. Available [online] <http://gsi.berkeley.edu/resources/learning/social.html>. Accessed 19 April 2010.

Vygotsky LS 1978. *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

Vygotsky LS 1986. *Thought and Language*. (Translated and edited Kozulin). A. Cambridge, MA: The MIT Press.

Walker DF 2003. *Fundamentals of curriculum designs* (2nd ed.). Mahwah, NJ: Erlbaum.

Wardle F 1993. Inter-racial families and biracial children. *Child care information exchange*, (90):45-48.

Wells HG 1920. *The outline of history*. New York: Garden City Publisher Co, Inc.

Welsh V 2010. *Instructional strategies for multicultural education*. Available [online] <http://educatoreducation.com>. Accessed 12 August 2010.

Woolfolk A 2010. *Educational Psychology*. Global Edition. Pearson Higher Education. Ohio: State University.

York S 2003. *Roots & Wings: Affirming Culture in Early Childhood Programmes*. (Rev. ed.) St. Paul, MN: Redleaf Press.

Zimmerman L 2006. *Teacher Perceptions of Multicultural Education in the United States*. Purdue University-Calumet. Mountain Rise. Available [online] <http://www.zimmerma@calumet.purdue.edu>. Accessed 27 August 2010.

APPENDICES

Appendix 1: Requesting permission from the Gauteng Department of Education for official approval to conduct research



education
Department: Education
GAUTENG PROVINCE

For administrative use:
Reference no. D2012/162

GDE RESEARCH APPROVAL LETTER

Date:	6 September 2011
Name of Researcher:	Arends A.M.
Address of Researcher:	7 Marilyn Street
	Rosettenville
	Extension 4
	2190
Telephone Number:	011 680 2590 / 072 737 5884
Fax Number:	011 680 1750
Email address:	audrey.a@live.com
Research Topic:	The Challenges of effective management of a multicultural teaching environment in Gauteng Primary Schools
Number and type of schools:	ONE Primary School
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

Appendix 2: Request for approval to conduct research from the principal of the school

The Principal
Morest Hill Primary School
5 Side Road
Bayville
Johannesburg
2091

6th October 2010

The Principal

RE: REQUEST PERMISSION TO CONDUCT RESEARCH

Topic: **THE CHALLENGES OF EFFECTIVE MANAGEMENT OF A MULTICULTURAL TEACHING ENVIRONMENT IN GAUTENG PRIMARY SCHOOLS**

I am presently a student at the University of South Africa (UNISA) and completing a dissertation towards a Masters Degree in Education, in the field of Education Management, which is carried out under the supervision of Dr. C. Meier at the University of South Africa. The dissertation requires research to be done at the school site involving the school management team and educators on the staff.

Permission is requested to conduct research at the school. The findings from the research will benefit the school whereby the status of the school with regard to multicultural education can be managed and appropriate professional development programmes could be devised to assist managers and educators.

Your cooperation will be highly appreciated

Yours Faithfully

(Mrs) A.M.AREND'S

Appendix 3: Invitation to participants

Dear Staff Member

I am presently doing research to complete my dissertation towards a Masters Degree in the field of Education Management. The research deals with the Effective Management of a Multicultural Teaching Environment in Gauteng Primary Schools. The reasons for conducting this research is to understand the challenges school managers and educators face and thereby make recommendations providing support which could be of benefit to the management and the educators of a culturally diverse teaching environment. It is hoped the findings from this research will influence the development of a culturally diverse teaching environment in subsequent years.

Each participant who is willing to participate will need to agree to complete a questionnaire. As participant you will be assured of confidentiality at all times- pseudonyms will be used to ensure only you know your identity. The source of the material used in the research will be kept confidential and once the report has been examined, the raw data will be destroyed.

I would be most grateful if you would agree to participate in the research study and looking forward to developing a sound 'working' relationship with you.

Yours Sincerely

Audrey Arends

I _____ consent/do not consent to taking part in the pilot study examining **The Challenges of Effective Management of a Multicultural Teaching Environment in Gauteng Primary Schools.**

Date: _____

Signature: _____

Appendix 4: Observation schedule

Date	11 August 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning) 10.00 – 10.30(1 st break)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>There was a short staff lunch given by one of the black educators in aid of the passing of her husband. Most of the educators had of the food. A discussion by the white staff was held concerning the awards evening. The principal expressed his disappointment about how the school was treated and that the school only received one ticked to attend. The black staff is silent about this matter.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>The staff seemed to enjoy the lunch and I found it interesting how the different racial groups could all sit together and enjoy the lunch. My cultural hypothesis of this is that they come from a background where that despite being sad about the passing of a love one they also celebrate it by giving a lunch in their honour. Only the white staff seem to be interested in the awards evening in which only a white Gr R educator would receive an award.</p>	

Observation schedule

Date	12 August 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning) 10.00 – 10.30(1 st break)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>Various staff members' complaint about the IQM process. Other staff members just seem to have general conversations.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>I also had thoughts about the IQM process, but just decided that it would be a waste of time arguing about it. I get the sense that the educators just feel that its unnecessary as the whole year they work hard but that their performance seem to be based this process only. In general I just wondered why some educators always seem to be complaining.</p>	

Observation schedule

Date	20 August 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
Descriptive Note (I recorded everything that happened on this section) There were complains about the principals behaviour the day before. He apparently walked into Staffroom and told the educators who were there talking to shut up.	
Reflective notes (I recorded my thoughts and feelings about what happened in this section) I was disgusted to think that he behaved like that towards his staff. He was stressed about various issues but there was no need to behave like that.	

Observation schedule

Date	24 August 2010
Site (Where)	Research site(school)
Time	10.30 (after break)
Specifies (Who)	Educators
Length	Both sessions ½ hour
Observer role	Observer and Participant
Descriptive Note (I recorded everything that happened on this section) An educator disclosed to me that he was fetched by the police because he had punished a learner that was sent to him by another educator. The educator in question was not impressed as he felt the matter could have been resolved before it reached the point where the police had to be called in.	
Reflective notes (I recorded my thoughts and feelings about what happened in this section) My only thought was what did the principal do about this matter, could he not have prevented it from getting to the point where the police had to be called in. I felt sorry for the educator as it could at times be difficult when having to deal with the discipline of the learners.	

Observation schedule

Date	26 August 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning) 10.00 – 10.30(1 st break)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>Foundation phase educators were called in as to why they did not choose an HOD for their DSG. They were told to choose a HOD but they refused. They rest of the day was a usual.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>Just laughed about the HOD-DSG situation, educators are told they could choose who they want on their DSG team and then management turns around and tells them what to do, now where`s the rights of educators?</p>	

Observation schedule

Date	27 August 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>Educators were treated to cake in the staffroom given by management. Eyebrows were raised as to why? An educator spoke to an educator whose husband is on the SGB about issues relating school policy and people being elected to be on the SGB without being elected. IQMS stating next week, educators received a list of dates and time of visit, only one educator seem to have chosen an HOD to be on their DSG.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>Was just as surprised about the cake as everybody else. Educators are not all happy about the IQMS all the work and effort for 1%.</p>	

Observation schedule

Date	28 August 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>Pleasant morning everybody seems to be in a good mood. Principal also seems to be in a good mood talking and laughing with everybody. Cross-country learners treated to a milk shake for all their hard work.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>Nice to see everybody is happy. It is nice that the learners are rewarded. Surprised that the principal is showing an interest in the people at his school.</p>	

Observation schedule

Date	31 August 2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>Everybody in a good mood, maybe because it is the end of the month. All the educators talking about the workshop an educator attended. We have student on teaching practise at the school.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>Exited as well month seemed very long, nice to see educators in a good mood. Hoop the students will learn a lot while their here.</p>	

Observation schedule

Date	3 September2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>Deputy principal spoke about the IQMS being done away with, the unions are having meetings at the GDE regarding this matter. Deputy principal also spoke about the IQMS lesson she observed and wondered if the educator always puts in the effort she did for this lesson into her lessons for everyday. Deputy also said that educators should not choose their friends for the DSG as many educators are just window dressing for IQMS.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>Interesting that the unions and the GDE are beginning to talk about IQMS. Surprised to hear the deputy also thought that all the work for the IQMS is just window dressing and that educators are choosing their friends to assess them, why did the deputy not say anything when we had a meeting, why afterwards.</p>	

Observation schedule

Date	7 September2010
Site (Where)	Research site(school)
Time	7.00 – 7.30(morning)
Specifies (Who)	Educators and management
Length	Both sessions ½ hour
Observer role	Observer and Participant
<p>Descriptive Note (I recorded everything that happened on this section)</p> <p>HOD informed the staff that the school had a visit from the GDE. Educators were asked to indicate on a class list learners having learning problems.</p>	
<p>Reflective notes (I recorded my thoughts and feelings about what happened in this section)</p> <p>Staff not really interested by visit from the GDE as all they do when they visit is try to find fault with what educators do. The rest of the day was just as usual. Educators completing the class list and handed it in.</p>	

Appendix 5: Educators questionnaire

SECTION A: PERSONAL DETAILS

Complete the following table with reference to personal and teaching experiences

Grade/ Phase	Foundation Phase Gr. R- 3		Intermediate Phase Gr. 4 - 6		Senior Phase Gr. 7	
	Number of subjects educators teach per phase					
Professional Qualifications(that would allow you to follow a career e.g. Teaching Diploma)						
Racial grouping						
Number of years of teaching	1 - 5	6 -10	11 - 15	16 - 20	21- 25	26- 30

SECTION B:

State whether you think the following could be true or false by checking (ticking) the appropriate box.

STATEMENT	TRUE	FALSE
1. Multicultural education is about giving every child an equal opportunity.		
2. Multicultural refers to various races or ethnic groups.		
3. Multicultural schools must encourage and help each child regardless of origin to cultivate skills, capabilities and attitudes to develop knowledge and understanding in such a way as to enable him/her to succeed in what is now a multicultural society.		
4. Multicultural education would allow us to consider the ways in which we are similar as well as different from one another.		
5. Multicultural education helps us to be able to teach in a more positive, respectful and supportive environment that fosters learning for all students.		
6. You need to realize that you are part of the chemistry that occurs in your class.		
7. Multicultural education is not just about how our students may differ but about what happens in our classes when we are all interacting.		
8. Multicultural education allows us to consider other ways to tackle problems, interpret issues and demonstrate learning that may be different from what you or others have experienced		
9. Multicultural education allows us to become aware of the possible biases or assumptions that we may bring to the classroom.		
10. Multicultural education allows us to model the behaviour we want to foster in our students.		

11. Multicultural education would allow us to work with students to provide Strategies that would allow them to work through their differences in constructive ways.		
12. Multicultural education would allow me to create a classroom environment fostering respect and welcoming diverse viewpoints and approaches to teaching.		
13. A multicultural teaching environment would allow educators to understand the challenges and the cultures of their students.		
14. Multicultural education is all about food, clothing, and song and dance.		

SECTION C:

State whether you AGREE with, DISAGREE with or are UNCERTAIN about the following statements regarding the different activities for promoting multicultural education within the school.

STATEMENT	Agree	Disagree	Uncertain
Curriculum development			
1. Changes in the curriculum of teacher education are needed to support diversity through multicultural education.			
2. My subject area allows me to integrate content arising from different cultural backgrounds.			
3. Language is essential for social participation in all kinds of social settings.			
4. In democratic schools, the curriculum should reflect the cultures of the diverse groups within society, the language and dialects students speak.			
Educators role within the development of a multicultural education environment			
5. Educators should be empowered to work against the social and structural arrangement in schools and society promoting inequalities.			
6. Educators need to be culturally aware, competent, able, and willing to incorporate student's cultures into their classroom.			
7. Educators need to critically reflect on their own social location and learn to appreciate cultural diversity in their community and school.			
8. Educators need to learn to adapt to the changing teaching environment.			
9. Educators need to acquire multicultural competence to be able to interact and communicate actively with culturally diverse students and parents.			
10. Multicultural education is important because it allows everyone to be surrounded by different kinds of people, with different cultures, religions			

and nationalities.			
11. Educators lack the information, skills and motivation to cope with the challenges of dealing with diverse learners.			
The importance of multicultural education within the school environment			
12. Multicultural education is a necessary part of our education system. Our society is so diverse racially, ethnically, economically, etc.			
13. Multicultural education means a variety of ways in which schools and the school system can deal with cultural diversity.			
14. Multicultural education will provide access for enhancing the quality of education by capitalizing on all human resources.			
15. Multicultural education means a variety of ways in which schools and the school system can deal with cultural diversity.			
The importance of the school within the development of a multicultural environment			
16. Schools are of great importance in creating “multicultural societies”.			
17. Schools should be model communities that mirror the kind of democratic society we envision.			

SECTION D:

Tick the appropriate response to the given statements

N - Never

S - Sometimes

O - Often

STATEMENT	N	S	O
1. My classroom walls are decorated with picture/ posters that reflect the cultures of the children in my class.			
2. The resources that I use to prepare my lessons reflect the cultures and ethnic backgrounds of the students I teach.			
3. I try to learn / know some words of the different languages spoken by the children in my class.			
4. I allow my learners to express themselves in class.			
5. I try to learn some words of the different languages spoken by the children in my school.			
6. I observe cultural customs in my school.			
7. I promote cultural diversity in my classroom and school.			

SECTION E:

Tick the appropriate response

STATEMENT	YES	NO
A. I Create opportunities in the class for students and myself to get to know each other.		
B. I allow students to ask questions to clarify their understanding of vocabulary or text.		
C. I allow the students to share their experiences with English or cross-cultural understanding.		
D. I use staff development programmes to help me teach and communicate across cultures.		
E. I teach students, life skills such as conflict management etc.		
F. I consider my attitudes, beliefs and views an important role in the education process.		

SECTION F:

Answer the following questions briefly. Tick the appropriate response to the questions.

- a) Professional Development programmes are needed at school/s to help educators teach multicultural student populations.

YES	NO
-----	----

If yes, what type of programmes would need to be offered?

- b) The school provides all students with equal opportunities to learn.

YES	NO
-----	----

Explain in which way it is done.

- c) The extra- and co-curricular activities at the school add to improving the academic achievement and development of students at school.

YES	NO
-----	----

If yes, what type of activities are offered?

Complete the following sentence.

I define multicultural education as _____

I thank you taking time to answer these questions. It is greatly appreciated.

Audrey Arends

Appendix 6: Interview questionnaire

1. How can you as an educator in a multicultural teaching environment contribute to reforming the school to give learners from diverse cultural backgrounds an equal chance in school/life?
2. What do you understand by the term multicultural education?
3. Why do you think it is important for principals and educators to learn more about different cultures, races, religions, and socio- economic groups?
4. Why do educators need to know about the meaning of cultures, and the impact of culture on the teaching and learning process?
5. Why is it important for educators teach learners to interact with and understand people who are ethnically, racially, and culturally different from them?
6. How can educators become change agents to transform the education system to be more culturally accepted?
7. Why do you think we should consider a multicultural curriculum?
8. How can schools become agents of change?
9. Do you think there are skills and strategies educators need for multicultural education to be delivered in an authentic way?
10. What do you think is getting in our way of our education becoming more multicultural?
11. What type of Professional Development programmes do you think is needed at school to help educators teach learners within a multicultural teaching environment?
12. How do you think the school provide all learners of different cultures equal opportunities to learn and develop?