

CONTENTS

Dedication.....	1
Declaration.....	1
Abstract.....	1
Acknowledgments.....	1
Contents.....	1
List of Figures	5
List of Tables	6
PART I “Setting the Scene”	6
Chapter One :.....	6
Introduction to the Study	6
1.1 Nature of the Study	6
1.2 Central Questions.....	6
1.3 The Focus, Scope and Limits of the Study.....	6
1.4 Rationale for the Study	6
1.4.1 My Personal <i>Raison d’être</i>	6
1.4.2 Education Reform since 1994.....	6
1.4.3 Existing Local Research.....	6
1.5 Outline of Thesis.....	6
1.6 Summary	6
Chapter Two :.....	6
Literature Review: Key Concepts	6
2.1 Introduction.....	6
2.2 Culture	6
2.3 Ethnicity	6
2.4 Race	6
2.4.1 Racism.....	6
2.4.2 Institutional and Popular Racism.....	6
2.5 Prejudice	6
2.5.1 The Self-Fulfilling Prophecy	6
2.5.2 Labelling Theory.....	6
2.5.3 The Colour-blind Approach.....	6
2.5.4 The Use of Culturally Biased Materials.....	6
2.5.5 Linguistic Insecurity.....	6
2.5.6 Deficit Theory.....	6
2.6 Integration	6
2.7 Change.....	6
2.8 Summary	6
Chapter Three :.....	6
Literature Review: Multicultural and Anti-racist Education.....	6
3.1 Introduction.....	6
3.2 Teaching in Culturally Diverse Classrooms	6
3.2.1 Culturally Diverse Classrooms in South Africa	6
3.2.2 Ethical Classroom Management in Multicultural Classrooms	6
3.3 Assumptions Underpinning Multicultural Education.....	6
3.4 Critique of Multicultural Education.....	6

3.5	Anti-racist Education	6
3.5.1	The Assimilationist Perspective.....	6
3.6	Anti-racist versus Multicultural Education	6
3.7	Teaching in Multicultural Classrooms	6
3.7.1	Policies on Equal Opportunities, Anti-racism and Multicultural Education	6
3.7.2	Teachers' Professional Development and Inter-Cultural Knowledge.....	6
3.7.3	Inter-cultural Knowledge Equality and Relationships	6
3.7.4	Sociability, Indifference and Hostility.....	6
3.8	Culturally Diverse Schools in South Africa	6
3.9	Summary	6
Chapter Four :		6
	Methodology.....	6
4.1	Introduction	6
4.2	The Contrast between Quantitative and Qualitative Research Paradigms	6
4.3	The Research Design	6
4.3.1	Case Study.....	6
4.3.2	Research Sites	6
4.3.3	Gaining Access to Selected Sites.....	6
4.3.4	Phakamani Secondary School.....	6
4.3.5	Esiphumelelayo Secondary School	6
4.3.6	Zama	6
4.4	Research Participants.....	6
4.5	Data Collection Methods.....	6
4.5.1	Direct observation.....	6
4.5.2	In-depth interviews	6
4.6	Data Analysis Procedures.....	6
4.6.1	Open Coding	6
4.6.2	Axial Coding.....	6
4.6.3	Selective coding.....	6
4.6.4	Internal Validity / Credibility.....	6
4.6.5	External Validity/ Transferability	6
4.6.6	Reliability	6
4.7	Limitations of the Study	6
4.8	Summary	6
PART II The Scene Unfolds		6
Chapter Five :		6
	Teacher's Subjective Reality and the Dynamics of Change in a Multicultural classroom	6
5.1	Introduction.....	6
5.2	"We can't work with each other because we don't know how to"	6
5.3	"We have not had the training for this thing"	6
5.4	"Some teachers don't have the background"	6
5.5	Summary	6
Chapter Six :		6
	Perceptions about language and discipline	6
6.1	Introduction	6
6.2	"...language was a very big problem".....	6
6.3	"...the discipline killed me".....	6
6.4	Summary	6
Chapter Seven :		6
	Home Culture Versus School Culture.....	6
7.1	Introduction	6
7.2	"They don't seem to have the background"	6
7.3	"...big difference between them and white kids"	6

7.4	“...everybody is different, like the culture is different...”	6
7.5	“I think it might be a socio-economic bracket”	6
7.6	“I don’t relate to them as well as someone of their own culture”	6
7.7	“You learn to live with it”	6
7.8	Summary	6
Chapter Eight :		6
Teacher and Learner Interaction And the Dynamics of Racially Integrated Classrooms		6
8.1	Introduction	6
8.2	“I don’t see black children and white children I see children”	6
8.3	“... turning a blind eye...”	6
8.3.1	“The white girls talk constantly...”	6
8.4	”Most people look...on blacks as people who are stupid”	6
8.5	Summary	6
Chapter Nine :		6
Racism and Social Interaction as a consequence of change		6
9.1	Introduction	6
9.2	“It is wrong to pick on people because of their race”	6
9.3	Social Identity	6
9.4	“... coolies and ... Boertjies”	6
9.5	“You learn to interact with different races”	6
9.6	“...fights...it has never been a racial thing but it always seems to be”	6
9.7	Summary	6
Chapter Ten :		6
The Future of Racially Diverse Classes		6
10.1	Introduction	6
10.2	Summary of Findings	6
10.2.1	Change, Subjective Reality and Assimilation	6
10.2.2	Discourse of Blame and Cultural Deficit Discourse	6
10.2.3	Home culture versus school culture	6
10.2.4	Perceived Racism or Racism as a Consequence of Change	6
10.3	Methodological Issues	6
10.4	Contribution to the Other Research in the Field	6
10.5	The Role of the Department of Education	6
10.6	Implications of the Study for Racially Diverse Classrooms	6
10.7	The Future of Racially Diverse Classrooms	6
10.8	Last Words	6
References		6
Appendix A		6
RESEARCH PROTOCOL		6
STATEMENT OF THE PROBLEM		6
Appendix B		6
TYPICAL PHYSICAL CLASSROOM LAYOUT		6
Appendix C		6
EXAMPLES OF TEACHER’S TRANSCRIPTS & INTERVIEWS		6
MRS VISSER		6
Appendix D		6
EXAMPLES OF PUPIL’S TRANSCRIPTS & INTERVIEWS		6
ZAIDA		6
Appendix E		6
TYPICAL DEMOGRAPHIC CLASSROOM LAYOUT		6

<i>Appendix F</i>	6
MR KHUMALO'S INTERVIEW	6

List of Figures

<i>Number</i>	<i>Page</i>
<i>Figure 1 Socio-Cultural Context Schratz, M. (1993) page 58.</i>	<i>6</i>
<i>Figure 2:Data Analysis research patterns in data</i>	<i>6</i>
<i>Figure 3 Theory, Surface Reality, and Underlying Structures Criteria for Judging Quality</i>	<i>6</i>
<i>Figure 4 Typical Classroom LayoutT</i>	<i>6</i>
<i>Figure 5 Typical classroom Demographic layout</i>	<i>6</i>

List of Tables

Table 1: Interview Guide 6

Table 2: List of questions to prompt and probe pupils 6

*Table 3 Procedure to Ensure Trustworthiness (Adapted from Andrews 2004 –Unpublished
Doctoral thesis) 6*

Table 4 Matrix of Ladson Billing's Terminology 6