

**The management of teaching and learning of street children in
Gauteng schools**

by

DLADLA JACOB MSHADO JAPIE

Submitted in partial fulfilment of the requirements for the degree of

PHILOSOPHIAE DOCTOR

in the Faculty of Education

at the

UNIVERSITY OF PRETORIA

SUPERVISOR:

Dr. Teresa Auma Ogina

MAY 2018

DECLARATION

I, Dladla Jacob Mshado Japie, declare that the thesis, which I hereby submit for the degree Philosophiae Doctor in Education Management and Policy Studies at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

.....

Dladla Jacob Mshado Japie

May 2018



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: EM 16/11/05
DEGREE AND PROJECT	PhD The management of teaching and learning of street children in Gauteng schools
INVESTIGATOR	Mr Jacob Dladla
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	22 March 2017
DATE OF CLEARANCE CERTIFICATE	26 October 2017

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

CC Ms Bronwynne Swarts
Dr Teresa Ogina

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

DEDICATION

I owe my dedication to the Almighty who made it possible for me to go this far. To my parents who sacrificed everything for me, I am grateful. My brothers and sisters, who stood up for me and who have been a shoulder to cry on, I am humbled. To my family who paid the price of the absent father and husband, may God bestow his glory upon you.

A very special and heartfelt dedication to my supervisor, Dr. Teresa Ogina, who lifted me up and made countless sacrifices. I am indebted to you.

ACKNOWLEDGEMENT

The thesis presented hereto is an artefact of many selfless people who went out of their way to contribute in various ways. The contribution by Prof. Sehoole, the HoD of the department, should not be underestimated. The administrative assistant in the department, Mrs Marthie, your welcoming and ever-accommodating attitude has been an inspiration to me. Dr. Mampane, you shed light on researchable topics within my reach. The think tank of the department, Dr. Ogina, you have been amazing. Your contribution is immeasurable and no words can describe the role you played in the completion of this thesis. I am also grateful to many staff members in the department who kept the fire burning.

ABSTRACT

All over the world, children are perceived to be the next generation and have a certain economic, social and moral standing in the society they live in. However, there is a tendency to overlook the education and training of the marginalised groups of children, in particular the street children. This study sought to understand the management of teaching and learning of street children in Gauteng Province by analysing the teaching strategies and methods used by School Management Teams and teachers in such schools. Three schools that have street children in Gauteng Province were involved in this study. The uniqueness and the distinctiveness of each of the three schools are used to add vigor and credibility to the findings of this study. The research design was case study involving multiple data collection sites. Henry Fayol's Management Theory was used in analyzing how teachers and SMTs manage the teaching and learning of street children in their schools. A total of fifteen participants were purposively selected to participate in this study. The participants included six teachers, four heads of departments (HoDs), three deputy principals responsible for curriculum management in each school and two principals. The data was collected using semi-structured interviews, observation and document analysis. Through semi-structured interviews, the researcher elicited responses from the participants based on their experiences of managing the needs of the street children, the methods used by teachers in teaching and managing teaching and learning of street children, and an analysis of the academic performance of street children in comparison with their peers in mainstream schools. The interview data was compared with the classroom observation and document analysis to triangulate the data. The factors used by the teachers to identify street children were established as well as the needs of such learners. The current curriculum structure was found to be not effective in accommodating the needs of the street children and a recommendation was made for special intervention curriculum tailor made for learners who are street children due to their unique challenges. The findings of the study are also presented in the proposed model for managing the teaching and learning of street children.

Key Words: street children, teaching and learning, School Management Teams, management

LANGUAGE EDITOR



Fountain Publishers Ltd

Fountain House, 55 Nkrumah Road, P.O. Box 488, Kampala, Uganda
Tel: +256-414-259163/ 251112/ 543443, +256-312-263041/2; Fax: +256-414-251160
E-mail: sales@fountainpublishers.co.ug, publishing@fountainpublishers.co.ug

22 November 2017

Dear Sir/Madam

Re: Mr Dladla Jacob Mshado Japie

This is to certify that I have edited Mr Dladla Jacob Mshado Japie's PhD thesis entitled *The Management of Teaching and Learning of Street Children in Gauteng Schools*.

I am a professional editor at Fountain Publishers, one of the leading publishing houses in the Great Lakes region. I am an award-winning author of both works of literature and textbooks. My experience as an editor spans 20 years (1997 to-date) and, besides research papers, I have also edited journals, theses/dissertations, newsletters and reports. The organisations and institutions whose materials/documents I have edited include, among others: ActionAid Uganda; Bishop Stuart University (in which case I have edited the university's Social Sciences journal); the National Council for Higher Education (NCHE), Uganda; Uganda Management Institute (UMI); Action for Development (ACFODE); Uganda Media Development Foundation (UMDF); the National Curriculum Development Centre (NCDC), Uganda; Platform for Labour Action (PLA); the Organisation for Social Science Research in Eastern and Southern Africa (OSSREA); The Human Rights and Peace Centre (HURIPEC), Makerere University; University of Kwa-Zulu-Natal; and Konrad-Adenauer-Stiftung (KAS). In the case of KAS, I have been offering editing consultancy services since 2010 and have had the privilege to edit all the organisation's Reality Check papers.

In the course of editing, I take care of the following:

- Checking documents for coherence and completeness.
- Ensuring consistency in style and formatting.
- Correcting grammatical, spelling and other language errors.
- Where necessary, reworking the language with a view to ensuring elegance.

- Raising queries in cases of vagueness, inconsistency and questionable authenticity.
- Identifying gaps in the content.
- Where they exist, checking figures, graphs and tables to ensure that they are correctly done.
- Scrutinising the reference or bibliographical lists to ensure that they follow the agreed format/style and, where necessary, making corrections.
- Liaising with the authors of the documents whenever the need arises.
- Using the 'Track Changes' command and submitting the edited work in two versions – one in which the changes are still tracked and the second with the changes accepted (and only queries showing, if they have been raised).

Mr Dladla Jacob Mshado Japie's thesis, therefore, comes in two versions – one with the changes still tracked and the other with the changes accepted and the text spellchecked.

In case you require referees, I can provide their details.

Yours faithfully



Julius Ocwinyo

Associate Editor

Fountain Publishers Ltd.

Publishing Office

JP Plaza, Plot 61, Floor 1, Suites 115 and 116

Kampala, Uganda

Mobile Nos.: +256-782-859 842, +256-758-822 999

ABBREVIATIONS AND ACRONYMS

ADHD	: Attention Deficit Hyperactivity Disorder
AIDS	: Acquired Immune Deficiency Syndrome
APA	: American Psychological Association
CAPS	: Curriculum Assessment and Policy Statement
CSC	: Consortium for Street Children
DP	: Deputy Principal
GDE	: Gauteng Department of Education
HIV	: Human Immunodeficiency Virus
IQMS	: Integrated Quality Management System
LOLT	: Language of Teaching and Learning
LSEN	: Learners with Special Education Needs
LTSM	: Learning Teaching and Support Material
MOU	: Memorandum Of Understanding
NCH	: National Coalition of Homeless
NGOs	: Non-Governmental Organisations
NPOs	: Non-Profit Organisations
PGP	: Personal Growth Plan
REQV	: Relative Education Qualification Value
SAPS	: South African Police Service
SASA	: South African Schools Act

SIP	: School Improvement Plan
SMT	: School Management Team
UN	: United Nations
UNCHS	: United Nations Human Settlements Programme
UNESCO	: United Nations Educational, Scientific and Cultural Organisation
UNICEF	: United Nations Children’s Fund
WCF	: World Childhood Foundation

LIST OF TABLES AND FIGURES

Tables

Table 4.1: Number of the participants and their designations	65
Table 4.2: Summary of codes assigned to the participants	65
Table 4.3: Participants, designations, age and experience	68
Table 4.4: Summary of themes and sub-themes	69

Figures

Figure 1: Classroom observation table percentage distribution	43
Figure 2: Conceptual model for managing teaching and learning	141
Figure 3: Matrix model of managing teaching and learning.....	164

Table of Contents

Cover page.....	i
Declaration.....	ii
Ethical Certificate.....	iii
Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vi
Editor's Letter.....	viii
List of Abbreviations and Acronyms.....	x
List of Tables and Figures.....	xii

CHAPTER 1: OVERVIEW OF THE STUDY

1.1 Introduction	1
1.2 Background and Context of the Study	2
1.3 Street Children.....	4
1.4 Teaching and Learning of Street Children	4
1.5 Perspectives of Legislative and Policy Framework	5
1.6 Research Problem	5
1.7 Rationale	6
1.8 Research Question, sub-Questions and objectives	7
1.9 Research Methodology	8
1. 10. Significance of the Study	9
1.11 Outline of the Chapters.....	10
1.12 Summary of the Chapter.....	10

CHAPTER 2: LITERATURE REVIEW ON THE PHENOMENON OF STREET CHILDREN

2.1 Introduction	12
2.2 Vulnerable Groups of Children	12
2.3 Global and Local Organisations Supporting Street Children.....	14
2.3.1 Global organisations	14
2.3.2 Local organisations	15
2.4 Causes of the Street Children Phenomenon.....	16
2.5 Identifying Street Children	16
2.6 Categories of Street Children.....	17
2.6.1 Street living children.....	17
2.6.2 Street working children.....	18
2.6.3 Children from street families	18
2.7 Educational Needs of Street Children	19
2.8 Challenges and Problems Experienced by Street Children	20

2.9 Teaching and Learning of Street Children	21
2.10 The Role of Teachers in Managing Teaching and Learning of Street Children	23
2.11 Legislation and Policy Framework on Teaching and Learning	24
2.12 Conceptual Ideologies about Teaching and Learning of Street Children	25
2.13 Critical Findings in the Literature Review	26
2.13.1 Clarification of concepts	26
2.13.2 Identity of street children and their moral standing in the community	26
2.13.3 Adaptation of teaching strategies to address challenges of street children	27
2.13.4 Paradigm shift to meet the educational needs of street children	27
2.13.5 Management model	28
2.14 Gaps in the Literature on Street Children	28
2.15 Theoretical Framework	30
2.16 Summary of the Chapter	31

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction	32
3.2 Methodological Assumptions	32
3.3 Qualitative Research Approach	34
3.4 Interpretive Paradigm	35
3.5 Case Study Research Design	36
3.6 Data Collection Methods	39
3.6.1 Semi-structured interviews	40
3.6.2 Observation	41
3.6.3 Document Analysis	43
3.7 Sampling	45
3.7.1 The research sites	47
3.7.2 Sampling of participants	49

3.8 Data Analysis	52
3.8.1 Thematic analysis.....	52
3.8.2 Content analysis	54
3.8.3 Handling data analysis	55
3.9 Trustworthiness of the Study	56
3.9.1 Dependability	57
3.9.2 Confirmability	57
3.9.3 Transferability	58
3.9.4 Credibility	58
3.10 Ethical Considerations	58
3.11 Summary of the Chapter	60

CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction	61
4.2 The Profile of Schools That Participated in the Study	61
4.2.1 Profile of school A	62
4.2.2 Profile of school B	63
4.2.3 Profile of school C	64
4.3 Demographics of the Participants	64
4.3.1 Gender of the participants.....	66
4.3.2 Age of the participants	66
4.3.3 Experiences of the participants	67
4.3.4 Qualifications of the participants	67
4.4 Themes and Sub-Themes from Data Analysis	68
4.4.1 Theme 1: Identifying and contextualising learners who are street children	71
4.4.1.1 Sub-theme 1 The physical appearance of learners who are street children.....	71
4.4.1.2 Sub-theme 2 The behavioural patterns of street children	73
4.4.1.3 Sub-theme 3 The need of care and supervision of learners who	

are street children	74
4.4.1.4 Sub-theme 4 The need for a place to call home and living conditions	76
4.4.2 Theme 2: The perceptions of SMTs and teachers regarding the needs of learners who are street	78
4.4.2.1 Sub-theme 1 Educational needs of learners who are street children	78
4.4.2.2 Sub-theme 2 The general welfare of learners who are street children.....	81
4.4.2.3 Sub-theme 3 The strategies used to address the needs of learners who are street children	82
4.4.3 Theme 3: Managing the teaching and learning of learners who are street children	89
4.4.3.1 Sub-theme 1 The perceived roles and responsibilities of teaching and learning of learners who are street children	90
4.4.3.2 Sub-theme 2 Experiences of teaching in a school with street children	99
4.4.3.3 Sub-theme 3 The views of teachers and SMTs about academic performance of learners who are street children	101
4.4.3.4 Sub-theme 4 Internal measures of supporting teaching and learning of learners who are street children	105
4.4.4 Theme 4: Problems and challenges experienced in the teaching and learning in schools with street children	108
4.4.4.1 Sub-theme 1 Challenges experienced by teachers and SMTs	108
4.4.4.2 Sub-theme 2 External factors	115
4.4.4.3 Sub-theme 3 Strategies used to address the challenges.....	116
4.4.5 Theme 5: Successful management of teaching and learning of street children	119
4.4.5.1 Sub-theme 1 Collaboration between role players	119
4.4.5.2 Sub-theme 2 Interventions to enhance teaching and learning of learners who are street children	122
4.5 Summary of the Chapter.....	125

CHAPTER 5: DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction	126
-------------------------------	------------

5.2 Research Aim and Questions.....	126
5.3 Discussion of Research Findings	127
5.3.1 Identifying and conceptualising learners who are street children	127
5.3.2 The needs of learners who are street children	129
5.3.3 Managing the teaching and learning of learners who are street children	132
5.3.4 Problems and challenges of learners who are street children	136
5.3.5 Key elements of success management of teaching and learning of learners who are street children	138
5.4 Contribution of the Study	140
5.4.1 Planning.....	142
5.4.1.1 Teaching strategies	142
5.4.1.2 Support interventions.....	143
5.4.1.3 Structure of the curriculum.....	144
5.4.1.4 Legislation and policies.....	144
5.4.2 Organising	144
5.4.2.1 The physiological needs of street children	145
5.4.2.2 Care and supervision of street children	145
5.4.2.3 Distribution of learning and other support services	146
5.4.3 Leading.....	146
5.4.3.1 Role of parents	146
5.4.3.2 Development of teacher skills.....	147
5.4.4 Controlling	147
5.4.4.1 Review of assessment practices.....	148
5.4.4.2 Learners code of conduct	148
5.5 Summary of the Chapter.....	149

CHAPTER 6: SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction	150
6.2 Summary of the Research Findings	150
6.2.1 Finding 1: Identifying street children	151

6.2.2 Finding 2: The needs of street children	152
6.2.3 Finding 3: Managing the teaching and learning of street children	153
6.2.4 Finding 4: Problems and challenges of street children.....	156
6.2.5 Finding 5: Key elements of success management of teaching and learning of street children.....	157
6.3 Limitations of the Study	158
6.3.1 Categorisation of street children	159
6.3.2 The sampling procedure	159
6.3.3 Sample size	160
6.3.4 Location of the schools	160
6.3.5 Time frames	161
6.3.6 Data analysis	161
6.4 Delimitations of the Study	162
6.4.1 Geographical location of the schools	162
6.4.2 Literature considerations.....	162
6.4.3 Category of street children	162
6.4.4 The research methodology	163
6.5 Suggestions for Future Research.....	165
6.6 Conclusion.....	165
6.7 Recommendations	166
Bibliography.....	168
 Annexures	
Annexure A: Permission letters.....	180
Annexure B: Consent letter (SMTs and teachers).....	183
Annexure C: Interview schedule for SMTs.....	187
Annexure D: Interview schedule for teachers.....	188
Annexure E: Sample of interview transcript	189
Annexure F: Sample of a data analysis table	209
Annexure G: Observation schedule	211
Annexure H: Document analysis structure	212

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

The phenomenon of street children has been experienced across the world over the past decades and is a reality that may exist even in the future. In some countries and communities, street children are referred to as homeless children. Homelessness is often associated with poverty and poor living conditions. Street children in South Africa are among the groups of children who have experienced harsh living conditions and lack of care and supervision. In literature, Cunningham, Harwood and Hall (2010) point out that in countries such as the United States, the education of street children has been entrusted to education planning authorities. The focus of education authorities in the United States has been on improving access to education, which is often delayed by systematic arrangements, such as the lack of parents who could attend to registration requirements, including immunisation records, school records, uniforms, transport and the basic physiological needs of street children (NCH, 2007). In South Africa, the circumstances of street children and their access to education have not improved over decades. In studies done by researchers such as Engelbrecht (2006), Prinsloo (2001), Pather and Nxumalo (2014) and Schuelka and Johnstone (2012), there is general agreement that a variety of factors, such as teacher preparedness, curriculum design, the legislative and policy framework and assessment practices have all not been aligned with the educational needs of street children. As a result, although some homeless children do manage to enrol in schools, they are still not able to attend regularly, nor do they report progress in their schooling careers owing to the unreadiness of schools to manage their teaching and learning. Managing the teaching and learning of street children may be a unique experience as such children are vulnerable and, at one stage of their lives, have experienced disintegrated family structures, abuse, trauma, exploitation, poverty, addiction, and mental health and welfare inadequacies (Karababanow, 2008; Smart, Heard & Kelly, 2000). Some studies show that despite the challenges experienced by street children, some of them hold high hopes of being reintegrated into schools only to face a reality that is grim

(Betancourt, Simmons, Borisova, Brewer, Iweala & Soudiere, 2008). The circumstances of street children make them vulnerable in terms of high risks of absenteeism, lack of concentration in class, poor grasp of learning content, poor academic performance and eventual drop-out in extreme cases. Without an opportunity to be taught, street children and homeless children find themselves in a cycle of poverty as they lack the kinds of knowledge and skills that would enable them to be employed (NCH, 2007). This study explores the role of teachers and School Management Teams (SMTs) in managing the teaching and learning of street children, with specific reference to Gauteng Province.

In this chapter the researcher outlined the background and context of the study, the identification of street children, the teaching and learning of street children, perspectives of the legislative and policy framework, the significance of the study, the problem statement and purpose, the rationale, the research aims, the research question and sub-questions, the research approach, the research design, sampling, the data collection instruments, the data analysis techniques, ethical considerations, the significance of this study, assumptions, limitations, scope and delimitations, and the summary and conclusion.

1.2. Background and Context of the Study

This study was pursued with the aim to fulfil the requirements for doctoral studies. The researcher was interested in exploring how the lack of shelter and homelessness influences the management of teaching and the management of street children in Gauteng Province. In literature, the lack of shelter in some countries has been the reason why the majority of homeless children have ended up in the streets as street children. Ouma (2004) states that in Kenya the street children phenomenon has been perceived as a human development problem caused by poverty and lack of access to education. The plight of street children in South Africa was the focus of the researcher in this study. The study aimed at understanding the role of teachers in identifying the street children, in assessing their needs, in managing their challenges and problems, and how they eventually manage their teaching and learning. The lack of research

studies that describe how teachers and SMTs manage the teaching and learning of street children bolstered the researcher's eagerness to pursue this study. The desire of the researcher to be involved in this study also resulted from the advent of White Paper 6 of 2001 which created excitement and a debate among teachers in Learners with Special Education Needs (LSEN) schools. The most important questions that came through debate and deliberations were to understand the following: To what extent would White Paper 6 enable or hinder the management of teaching and learning in schools that have street children? What would the policy be salient about and how would teaching and learning be differently managed in schools that have street children? How are teachers and SMTs going to exercise control over the management of teaching and learning in schools that have street children? Therefore, as part of this study, the researcher analysed the teaching and learning strategies used by teachers and SMTs in managing the teaching and learning of street children. The schools that the researcher used as a basis for this study are located in Gauteng and are in Johannesburg and Pretoria. The information the researcher had about these schools was that they were registered with the Gauteng Department of Education (GDE) and are classified as schools for LSEN. These schools were started either through private initiative or by mines that existed in the province some years ago. However, with time the GDE got involved. The involvement of the GDE did not come with a conceptual model that detailed how the schools that have street children are categorised, managed, governed and supported. As such, the teaching and learning of street children in these schools remains the responsibility of the teachers and SMTs in the schools. The researcher was, therefore, curious to understand how the teachers and SMTs in these schools manage the teaching and learning of street children in their schools. Furthermore, through the experience gained by the researcher as a teacher, head of department (HoD), deputy principal as well as a principal in a school that caters for street children and as a result of informal debates that the researcher has undertaken throughout his career, he developed the desire and interest to explore management of the teaching and learning of street children. The researcher concluded this study by developing a conceptual model for managing the teaching and learning in schools that have street children in Gauteng.

1.3 Street Children

There are many definitions of street children in literature. Volpi (2002:2-3) describes street children as “boys and girls who live in the streets due to inadequate protection and supervision from their caregivers – such children could be working, school dropouts, or homeless”. Children living in such conditions are considered as vulnerable children.

Such children come from economically vulnerable and marginalised families (Volpi, 2002). Smart (2003) describes a vulnerable child as a child who is orphaned, neglected, destitute or abandoned. Vulnerable children also include those who have a terminally ill parent or guardian; a child who is born to a teenage or single mother; a child who is living with a parent or an adult who lacks income-generating opportunities; a child who is abused or ill-treated by a step-parent or relatives; or a child who is disabled (Smart, 2003). In this regard the description of vulnerable children fit into how street children could be described, because street children are homeless, lack parental care, lack education, are exposed to violence, are sexual abused and are involved in criminal activities (Volpi, 2002).

1.4 Teaching and Learning of Street Children

Apart from the socio-economic challenges experienced by street children, the complexity of the phenomenon also manifests itself in education, particularly in schools that cater for street children and whose focus is on educating such vulnerable children. In this study, the researcher based the research on the assumption that managing the teaching and learning of street children requires specific teaching and learning strategies that are underpinned by a specific conceptual model that provides a charter for the management of the teaching and learning of street children. This argument is informed by the unique educational needs of street children, which call upon schools to become a place to call home for street children.

1.5 Perspectives of the Legislative and Policy Framework

Even though the Constitution of the Republic of South Africa affords all children the right to basic education and the South African Schools Act (SASA) 84 of 1996 requires that all children under the age of 15 should attend school, this requirement is not aligned with the unique educational needs of street children, which distinguish them from other groups of vulnerable children. Studies (Smart, 2003; Betancourt et al., 2008; Weiling, 2010) have proven that the legislative and policy framework in many countries has become an obstacle to managing the teaching and learning of street children. In this study, the influence of the legislative and policy framework is highlighted in the effort to understand the variation it affords schools with street children in managing their teaching and learning. The extent to which schools exercise variation and flexibility to adapt their operations is key to the teaching and learning of street children, whose education is characterised by a number of factors, including poor nutrition, accidents, violence, sexual abuse and poor access to healthcare. These and other factors, without doubt, pose challenges to how the teaching and learning of street children is managed. Therefore, this study intended to explore how the teachers and SMTs manage the teaching and learning of street children in their schools. The study intended to use its findings to develop a conceptual model for the management of the teaching and learning of street children.

1.6 Research Problem

In literature there is evidence which relates to the fact that street children phenomenon has been in existence for decades (Kabanow;2008;Khan & Hesketh,2010;Betancourt et.al, 2008;Neuwirth,2007; Malindi & Machenjedge; 2012). However in literature there is a lack of studies that seek to understand how street children are integrated in a formal teaching and learning environment and how the issues of poverty, dysfunctional families, urbanisation, the apartheid legacy, the HIV/AIDS pandemic, the migrant labour system and the quest for freedom influence the management of teaching and learning of street children in schools. This problem is also amplified in literature by Vayrynen (2003) who argue that one of the setbacks to integrating the street children into formal schooling programmes could be the incapacity of states to create schooling systems

that truly cater for diversity and the unique educational needs of street children. Ouma (2004) also argue that in Kenya, despite all challenges in the education system, the child soldiers were successfully integrated into formal schooling programs. In South Africa, Schuelka and Johnstone (2012) found that it had always been difficult to create a schooling system that truly caters for the diversity that exists among the street children while at the same time embracing the unique needs of each child. This observation leads to the question as to what are the strategies that are used by the SMT and teachers to manage the teaching and learning of street children in South African schools. Furthermore it must be noted that the advent of democracy in South Africa has made advancing the rights of different groups of people a priority. The access to free and basic education has been one of the pillars of democracy. However, it is debatable whether street children have benefited from the social rights enjoyed by other children or not. Currie and De Waal (2006) argue that in developing countries, vulnerable groups of children, women and disabled people are often worse-off. For these groups of citizens, the fundamental rights are not accessible and their poor living conditions have not improved. Black-Hawkins, Florian and Rouse (2007) point out that mere access to schooling is not adequate, if it is not coupled with meaningful participation in which achievement and success are presented. Therefore, there is a need for a conceptual model that should provide guidance on how the management of teaching and learning of street children should be done in schools. The problem I intended to investigate was the lack of structure and how the uncertainty of managing teaching and learning without a conceptual model influences the teaching and learning outcomes of street children, where there is a perception that street children do not adequately benefit from educational opportunities in their current state.

1.7 Rationale

South Africa is one of the countries that have made a concerted effort to ensure that all children, including street children, are not discriminated against practically, on the basis of the perceptions that teachers have about poverty (Pare, 2004). In contextualising the study, the researcher regarded Gauteng Province as the epitome of diversity, where the rich and the poor co-exist. Based on the aforementioned, the researcher developed the

desire to understand how the teachers and SMTs in Gauteng schools with street children plan, organise, lead and evaluate various aspects of teaching and learning. In literature, Daane and Beirne-Smith (2001) report that in most cases the coordination of teaching and learning is regarded as a routine whose output is not significant. In the process of integrating street children, the routine does not hold. The pedagogical challenges prompt teachers to multi-task and perform various roles with a great amount of precision. As a result, the process of incorporating street children into mainstream education has raised numerous questions about the role and responsibilities of teachers and SMTs in schools with street children. In this study, the researcher explored the roles of teachers and SMTs in schools with street children in Gauteng Province in managing their learning and teaching. The researcher undertook this study as a result of curiosity emanating from his involvement with the schools with street children and because close scrutiny of the existing literature had not been able to describe the role of teachers and SMTs in schools with street children. This study was based on four assumptions, namely: that the teachers are professionally trained and possess generic skills in managing teaching and learning; that the SMT members have the skills and experience required to manage teaching and learning; that the teachers and SMT members attend the in-service training initiatives of the GDE that guide teaching and learning in schools; and that there are policy documents in schools that are used to manage teaching and learning.

1.8 The main research question and aim, sub-questions and objectives

The main research question for this study is:

Main question: How do SMTs and teachers manage the teaching and learning of street children in schools that cater for street children?

Main aim: To explore how SMTs and teachers manage teaching and learning in schools that cater for street children

Sub-question is: How do teachers and SMTs identify street children in their schools?

Objective: To explore how teachers and SMTs identify street children in their schools

Sub-question: What are the needs of street children that influence the management of their teaching and learning?

Objective: To determine what are the needs of street children which influence their teaching and learning in schools

Sub-question: What are the challenges and problems of street children?

Objective: To determine the challenges and problems faced by SMTs and teachers in managing teaching and learning of street children

Sub-question: What are the key elements of the successful management of teaching and learning of street children?

Objective: To identify successful strategies used by SMTs and teachers in managing teaching and learning of street children

1.9 Research Methodology

A detailed research methodology is discussed in Chapter 3. This section provides a brief summary of the research activities. The research approach in the study is a qualitative approach. Creswell (2003) regards a qualitative approach as the most suitable in studies that seek to understand the subjective nature of social reality while at the same time providing insights from the perspective of the participants. In this study a qualitative approach has been used to understand how the SMTs and teachers manage the teaching and learning of street children in schools that cater for street children. The sample of the study is limited to schools that have street children and are classified as LSEN schools in Gauteng Province, and the case study design has been pursued. The case study design is best suited to a study of a very small group or a single institution for the purpose of obtaining a description of that group or that institution. As such, the case study design allows the researcher to understand the uniqueness and idiosyncrasy of a particular case in all its complexity (Gravetter & Forzano, 2009).

This study has been conducted by involving three schools that cater for street children in Gauteng Province which are located in Johannesburg and Pretoria. Purposive

sampling was used to select 18 participants. However, the actual number of participants was 15, and comprised six teachers, four HoDs, three deputy principals and two principals. The geographical cities that were identified as having a major influx of homeless children are Johannesburg and Pretoria. These areas are regarded as the hub of the South African economy and, as such, they attract learners from other provinces and neighbouring African countries.

The study used three data collection instruments, namely semi-structured interviews, observation and document analysis. Data in this study was analysed by means of a method relevant to each form of data collection instrument. In this regard, the data collected through interviews was analysed using thematic analysis; the data collected through document analysis was analysed through content analysis; and the data collected through observation was analysed by means of observation notes.

1.10 Significance of the Study

The significance of this study was further strengthened by a preliminary review of related literature that was conducted locally and globally. In this literature (Miles & Singal, 2010; Khan & Hesketh, 2010) a great amount of focus was given to the causes of the street children phenomenon, the characteristics of street children and the living habits of street children. However, the studies were not equally informative in terms of how teachers perceive street children, identify street children, assess and assist street children in fulfilling their needs and contextualise their teaching and learning. Similarly, there was a lack of findings and recommendations that seek to understand how teachers and SMTs manage the teaching and learning of street children.

Other studies were helpful in analysing the gravity of the street children phenomenon by providing statistical information. One study by Fernandes and Vaughn (2008) states that the number of street children is estimated to be about 150,000,000 across the world. Of these numbers, approximately 40 per cent are homeless while 60 per cent either work on the streets to support their families or are school dropouts. However, the study does not address the management of teaching and learning of street children. Grundling, De

Jager and De Fourie (2013) in their study also found that the lack of understanding of the street children phenomenon in African countries has in the past hampered the successful integration of street children into formal education programmes. This study also does not inform us about how the lack of understanding of street children influences the management of teaching and learning of street children. However, in literature, Mampane and Bower (2006) point out that, among other things, the lack of clear policy guidelines contributes to the failure to deal with the teaching and learning of vulnerable children in general. Such guidelines are crucial, because they do not only influence the behavioural development of a child, but also extend and enhance their cognitive development, which is crucial for successful teaching and learning (Mampane & Bower, 2006; Martin & Marsh, 2006; Wilson & Peterson, 2006). It is these and other factors that this study undertook to explore.

1.11 Outline of the Chapters

This thesis consists of six chapters. In Chapter 1 the overview of the study is provided to orientate the reader about the study. In Chapter 2, related literature reviewed and discussed in relation to the research theme, with gaps that exists in the body of knowledge on the topic pointed out. Chapter 3 discusses the research methodology followed by the researcher in this study as well as its justification in terms of the decisions made on the methodology. In Chapter 4, the findings of this study are presented. In Chapter 5, the findings are discussed. Finally, in Chapter 6, the summary of the research findings, the conclusion and the recommendations are presented.

1.12 Summary of the Chapter

In this chapter an overview of the study is given to orientate the reader. The researcher highlights the research aims and research questions to be answered in this study. Other aspects that were introduced include the problem statement and the rationale of the

study. The significance of this study places this study at the core of the roles of the teachers in managing the teaching and learning of street children.

In Chapter 2, a review of related literature is undertaken not only to understand what is already known about the teaching and learning of street children but also to identify gaps that exist in literature that will be addressed by the findings of this study.

CHAPTER 2

LITERATURE REVIEW ON THE PHENOMENON OF STREET CHILDREN

2.1 Introduction

In Chapter 1, the researcher presented the outlook and the perspective of the study. Chapter 1 also presented the context within which this study was done. Through the previous chapter the reader was orientated on the preliminary review of literature that has had significance in this study. The studies that explore the street children phenomenon are the focus of this chapter. The purpose is to explore what is already known about street children and identify the gaps that relate to their teaching and learning. The review of related literature forms the basis for all systematic studies and, without doubt, it informs the researcher about the subject at hand. Panter-Brick (2002) concurs that through the review of related literature, a researcher is able to understand what has been done to learn about the depth and diversity of the subject being studied. In this study, the researcher used the review of related literature to understand the local and global trends in the management of teaching and learning of street children. In undertaking the review of literature, the researcher also clarified the concepts that form the basis of this study.

2.2 Vulnerable Groups of Children

The need to extend particular care to street children and other vulnerable groups of children can be traced back to the Geneva Convention of 1924. This convention extended its mandate until the Convention on the Rights of the Child, which was held in 1989. The convention, first of all, sought to define the concept of a child. As such, a child was defined in Article 1 as “every human being below the age of eighteen years unless under the law applicable to the land, majority is attained earlier”. Whereas Article 2 states that:

parties to the Convention shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's his or her parent's legal guardian's race, colour, sex, language, language, religion, political or other opinion, national, ethnic or social origin, property disability, birth or family members.

In Article 28 it was stipulated that children and young people have the right to education no matter who they are, regardless of their race, gender or disability, whether they are in detention or whether they are refugees. Once the definition of a child was agreed upon, physical and mental immaturity was deemed to be important features of vulnerability. Street children, by virtue of their circumstances, were guaranteed special safeguards, including the right to care, the right to legal protection as well as the right to education. The protection of the rights of vulnerable children has since been endorsed by many member countries. In the year 2000, the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2000) recommended that member countries must ensure that vulnerable children, including street children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions, are accommodated in mainstream education systems.

Ouma (2004) refers to the Children's Charter of South Africa, which also recognises the urgency to improve the lives of children and to protect their rights in every region, in particular those regions which are subject to violence, political unrest and poverty. The charter stipulates that: (1) all children have a right to free and equal compulsory education within one department, as education is a right, not a privilege; (2) all children have a right to education, which is – be it formal or informal education – in their interest and which allows them to develop their talents; (3) all children have the right to educational facilities, and those facilities should be made accessible to children in difficult or violent situations. Street children are in many instances subjected to poverty and abuse in their families, which have been identified as causes of the street children phenomenon (Khan & Hesketh, 2010). Cummings (2006) points out that whereas the street children phenomenon is an old problem and the rights of the street children have been protected by different pieces of legislation, the most worrying aspect is the response of policy-makers and education authorities towards the management of the

teaching and learning of street children. Vayrynen (2003) identifies one of the setbacks to protecting the rights of street children as the incapacity to create schooling systems that truly cater for diversity and the unique educational needs of street children. Cummings (2015) corroborates this notion by analysing the rights of street children in Sierra Leone which have been severely harmed by the lack of programmes that seek to address the educational needs of street children at the lower grades of schooling. In South Africa, there has been a lack of understanding of the educational needs of street children, which has had a negative influence on the successful integration of street children into formal education programmes (Grunding, de Jager & de Fourie, 2013). In order to protect the rights of street children, UNESCO (2000) recommended that member countries need to ensure that vulnerable children, including street children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions, must be accommodated in mainstream education system.

2.3 Global and Local Organisations Supporting Street Children

2.3.1 Global organisations

In South Africa, the first media reports about street children started to make the rounds in the 1970s (UNICEF, 2001). However, a number of organisations had already been involved in supporting street children some decades before that period. UNESCO is one of the organisations that advocate the rights of children in need and which is fighting discrimination against children on the basis of their backgrounds. According to the official homepage of the organisation, its aim is to empower children and adults to become active participants in the transformation of their societies. The ethos of the organisation about learning is that it should focus on the values, attitudes and behaviours which enable individuals to learn to live together in a world characterised by diversity and pluralism. The teaching and learning of street children is at the core of UNESCO's mission and has been involved in many countries to improve access to education by street children.

Another organisation involved in the lives of street children is the United Nations Children's Fund (UNICEF). Some of the functions of UNICEF include the provision of

basic education infrastructure around the world, increasing the survival rate in the developing world, and protecting and advocating the rights of children. UNICEF is an old organisation whose history dates back decades. The focus on the education of street children and other groups of vulnerable children has earned UNICEF recognition across European and African countries alike. There is also the World Childhood Foundation (WCF). According to the official website of the organisation, its aim is to help the most marginalised groups of children. The organisation focuses on keeping children off the streets and providing a safe place for them. It also works against the exploitation of children and in helping children to overcome trauma resulting from abuse. Another organisation is Consortium for Street Children (CSC), which is a global network that promote the rights and improves the lives of street children

2.3.2 Local organisations

Locally, the official webpage of the City of Johannesburg listed the following organisations which were supporting street children, abandoned babies, HIV/Aids orphans, HIV-positive children, and others. According to the City of Johannesburg website, the following organisations were registered as shelters for street children: the Christ Church Christian Care Centre based in Berea; Cotlands situated in Turffontein; Eldorado Park Early Development Centre in Eldorado; Elton John Masibambisane Centre also in Eldorado Park; Hearts of Hope in Wendywood; Jesus the Good Shepherd in Berea; Johannesburg Alliance for Street Children, Nkosi's Haven in Berea; Othandweni Family Care Centre in Soweto; Rhema Service Foundation in Betrams; Sparrow Schools Educational Trust in Sophiatown; Themba lethu for Girls Project in Doorfontein; Twilight Children in Hillbrow; Streetwise South Africa in Betrams; Usindiso Shelter in the City Centre; Workers Education Project in the City Centre; and Youth for Christ in Lenasia. Some of these shelters operate as overnight shelters while others offer residential care from birth to the age of 18. It must, however, be noted that there are many more organisations which were not enlisted with the City of Johannesburg. These include, to mention but a few, Kidshaven; Home of Home; Ithubalethu; Ikhaya lethemba; Youth Space; Ndlovu Homes; and Jabulani Kakibos. In the City of Tshwane, at the time of the study there was no register of official shelters. However, a

Homelessness Forum has been established and the forum has subsequently developed a policy for working with shelters in the City of Tshwane.

2.4 Causes of the Street Children Phenomenon

There exists a vast body of literature which relates to the causes of the street children phenomenon. Studies by Kabanow (2008), Khan and Hesketh (2010), Betancourt et al (2008), Neuwirth (2007) and Malindi and Machenjedge(2012) have all identified causes of the street children phenomenon as including poverty, dysfunctional families, urbanisation, the apartheid legacy, the HIV/AIDS pandemic, the migrant labour system and the quest for freedom. There has been very limited debate about the causes of the street children phenomenon in literature. As such, UNICEF (2001) also reports economic stress and poor living conditions that families face due to industrialisation and urbanisation among the causes of the street children phenomenon. In schools that participated in the study, poverty, disintegrated families coupled with unemployment and the labour migration system were identified as the causes of the street children phenomenon.

Even though there were no consistent statistical figures available in literature, the number of street children, as estimated by UNESCO, could be in excess of 150,000, 000 across the globe. Similarly, the Children's Institute (2016) reports that in mid-2014 the population of South Africa was estimated at 53.7 million people, of whom 18.5 million were children under the age of 18. Gauteng Province reported a higher number of street children despite its being a relatively small province, with an estimated 12 per cent of street and orphaned children living in Gauteng. Statistically, Gauteng Province was leading in terms of the numbers of street children who sought abode from all over the country as well as the neighbouring countries.

2.5 Identifying Street Children

In literature, the description of street children has been associated with homelessness, the need for care and supervision as well as poor living conditions. UNICEF (2001) defines a street child as any boy or girl for whom the street has become his or her habitual abode and/or source of livelihood; and who is inadequately protected,

supervised or directed by responsible adults. The living conditions of street children were also characterised by deprivation. The WCF (2016) affirms that street children are found living on the streets for many reasons, including difficult situations at home, unemployment, alcoholism, violence and abuse. Neuwirth (2007) found that the living conditions of street children who were often squatters were characterised by poor structures, such as mud and cardboard dwellings with plastic sheets for roofs, or corrugated iron sheets placed over a stick frame and tied together with twine. In squatter camps, the living conditions were poor with no running water, sewers, sanitation or toilets (Neuwirth, 2007). The lack of water and proper housing reflected on the physical appearance of the street children, who could not access water to prepare for school at times. The means of survival for street children exposed them to negative perceptions and criminal activities. As a result, the street children in South Africa were subjected to beatings by the police, shooting with rubber bullets during service delivery protests and frequent marches to demand some of their rights from authorities (Neuwirth, 2007). Songca (2001) reports that despite the negative perceptions that are associated with squatters and people living in poor conditions, street children still regard schools as the places where they can improve their lives.

2.6 Categories of Street Children

UNICEF (2001) reports that street children consist of a large heterogeneous cluster of vulnerable children which can be distinguished into three separate groups. These groups are, namely, the street living children, the street working children and the children from street families. These categories will be discussed below.

2.6.1 Street living children

The first group is street living children, and they represent those who ran away from their families and live alone on the streets.

2.6.2 Street working children

The second group is street working children, which refers to those children who spend most of their time on the streets, fending for themselves, but return home on a regular basis.

2.6.3 Children from street families

This group consists of children who live on the streets with their families.

UNICEF (2001) further classified street children within the context of the forms of activity that street children engage in. The classification by activity identified two groups of street children. The first group of street children is those street children who are engaged in certain types of economic activity, such as vending and begging and going home at the end of the day to give their income to their families. The second group of street children is those street children who actually live on the streets or outside a normal family home wherein family ties are present but are weak and maintained only gradually.

Similarly, WCF (2016) distinguishes between two different groups of street children by using a slightly different classification. The classification used by the foundation splits the children into street children who live on streets and street children working on the streets. The common aspect of both of these groups of street children is that the street plays a central role. In this regard, street children may either live on the streets because they do not have parents; they can be on the streets during the day but sleep at home during the night; they can live on the streets together with their families; they can move between their homes, the street and institutions; they can live on the streets periodically; or they can be travelling between cities and countries.

In this study, the researcher did not make any particular distinction between the various categories of street children in order to create a balance of views. The criterion that the researcher used was that the street children needed to attend a school which was classified as an LSEN school. The study created a balance between three groups of

street children; those who were living in shelters which were managed by NGOs; those who came from a squatter camp near the school; and those who lived in an abandoned mining village and who worked as illegal miners at times. In essence, therefore, three groups of street children were the focus of this study.

2.7 Educational Needs of Street Children

The complexity of providing education to vulnerable groups of children, such as former soldiers and street children, and the potential challenges that may be associated with their return to school, has not been adequately explored in research (Betancourt et al., 2008). Similarly, Karabanow (2008) points out that the literature has provided an impressive grasp of the causes and consequences of the street children phenomenon but failed to provide details on the education of street children. In this study the researcher undertook to explore the teaching and learning of street children, which the researcher considered to be a gap in literature. The definition and identification of street children qualify them for a form of teaching and learning that considers their background, which is characterised by dysfunctional families, abuse, trauma, exploitation and many other forms of harsh conditions (Karabanow, 2008). In this regard, Reynolds, Vannest and Fletcher-Jenzen (2014) describe special education as teaching and learning which has been modified or adapted such that it meets the particular needs of learners with unusual requirements. The Centre for Studies on Inclusive Education (2002) reports that for special education to be effective, there must be the greatest degree of fit between the needs of different groups of children (inputs) and their long-term goals in life (outputs). In undertaking this study, the researcher evaluated the degree to which the schools with street children have been able or not able to match their teaching and learning with the unique educational needs of street children. The task at hand was a daunting one, considering that there has been no classification of LSEN schools for street children in Gauteng. In literature, Schuelka and Johnstone (2012) found that it had always been difficult to create a schooling system that truly caters for the diversity that exists among the street children while at the same time embracing the unique needs of each child.

Vayrynen (2003) reports that, while special education is ideal, the challenges vary in different countries, particularly owing to the systematic arrangements of the schooling systems. These challenges may include varying teacher-pupil ratios, the level of training of teachers, the availability of and access to supporting services such as psychologists and social workers, the support and monitoring systems, and a host of other factors. In this regard, the educational needs of street children in South Africa need to be evaluated in line with the principles of White Paper 6 of 2001. Miles and Signal (2010) argue that most Southern African countries have seen the exclusion of street children from participating in formal education programmes that may change their lives. Hansen (2012) reports that the form of special education that exists in South Africa may not be beneficial to street children since White Paper 6 of 2001 does not offer a proper classification of street children mainly because street children may not have visible physical or mental disabilities. Ouma (2004) adds that the inclusion of street education in schools needs further research – the kind that seeks to address the pedagogical aspect of street children in countries such as Kenya and South Africa. In Chapter 5 of this study, the researcher reports on the research findings of this research, which could be beneficial in understanding the degree to which schools have been able to meet the educational needs of street children?

2.8 Challenges and Problems Experienced by Street Children

Research by Mampane and Bower (2006), Martin and Marsh (2006) and Wilson and Peterson (2006) shows that the cognitive development of street children has made their teaching and learning a very complex intellectual process. Teachers seem to be expected to be able to creatively perform varying roles and to structure their classrooms for individual as well as group learning activities which are peculiar to the needs of street children. Myburg, Moolla and Poggenpoel (2015) point out that the diverse nature of street children poses challenges in terms of desirable responses that policy-makers and education authorities need to formulate in order to successfully integrate street children into formal education programmes. According to Myburg et al. (2015), one of the challenges of teaching and learning for street children is to understand the cognitive development of street children who may have suffered disruptions in learning while at

the same time understanding the emotional and psychological development of each child. Meddy (2004) points out that some of the challenges with street children is that more often not the street children will have acquired very limited education before turning to the streets and have limited formal education at the time when they resort to make a living on the streets. This limited formal education translates into very unique educational needs which the governments are not capable of handling. Panther and Nxumalo (2012) reports that, apart from the cognitive development of street children, there are challenges that inhibit the management of the teaching and learning of vulnerable children in South Africa. These challenges include the systematic arrangements in schools that are destined to offer specialised education; the attitude of teachers in those schools which has not changed to embrace the diversity of learners; the curriculum which is still very rigid; the lack of teachers with training in vocational subjects; the closure of technical schools; and the very slow pace at which policy is developed to address the specific needs of vulnerable children.

Miles and Singal (2010) report that, apart from the cognitive development of vulnerable groups of learners, the challenge has been to contextualise the learning patterns of street children, which has profound implications for any interventions aimed at improving the quality of life of street children. Despite the challenges facing street children and their learning, the exclusion of street children from accessing formal education programmes has not been an option (Panther & Nxumalo, 2012). Ouma (2004) points out that the challenge has been that the conventional education system in many countries is too rigid to reach the children who, because of gender, ethnicity, social activity or poverty, do not have meaningful access to quality education.

2.9 Teaching and Learning of Street Children

Hay, Smit and Paulsen (2001) conclude that teaching and learning in schools that offer specialised education can best be described as a relatively complex and multi-dimensional process that requires intensive planning and enabling legislation and policies. Prinsloo (2001) describes six principles of White Paper 6 of 2001 which should serve as the cornerstone of the successful management of teaching and learning of all vulnerable groups of children in South Africa. These principles are, namely: (1) all

children and youth can learn and that they need support; (2) there is a need for enabling education structures, systems and learning methodologies to meet the needs of all learners; (3) all learners must be acknowledged and their differences respected whether due to age, gender, ethnicity, language, class, disability or HIV status; (4) there must be an acknowledgement that learning occurs in the home, the community and within formal and informal structures; (5) there must be changes in attitudes, behaviour, teaching methods, curricula and the environment to meet the needs of all learners; and (6) there must be maximising of the participation of all learners in the culture and curriculum of educational institutions, and uncovering and minimising the barriers to learning. However, Gibson and Blandford (2005) assert that the teaching and learning of vulnerable groups of children, such as street children, is not aligned with the principles of White Paper 6 of 2001 and is a very complex process, which is characterised by self-centredness, self-reliance and cultures that differ from one country to another. The authors identified the lack of a specific legislative and policy framework that guides teaching and learning as a gap in the manner in which schools integrate such learners into formal education programmes.

Prinsloo (2001) also acknowledges that there is a need to restructure and broaden the base of schools that offer specialised education in line with the White Paper of 2006. This would entail, among other things, the provision of relevant support services, the adjustment of teaching and learning strategies, the development of teachers through rigorous in-service training programmes and clear legislation and policies that address the management of the teaching and learning of specific groups of vulnerable groups of learners. Hansen (2011) adds that at policy level there has been no clear linkage between the broad vision of legislation and policies and the actual teaching and learning at grassroots level. Hay et al. (2001) are critical of the tendency of policy-makers and education authorities to overlook the management of teaching of street children as an act that may also harm the efficiency and effectiveness of their education systems with time. Mampane and Bower (2006) add that, among other things, the lack of clear policy guidelines may have contributed to the failure of governments and education authorities to deal with the management of the teaching and learning of vulnerable children. In this study I argue that the need for guidelines is not only indispensable in influencing the

access of street children to the schooling system but may also influence the classroom behavioural interactions of teachers with learners and improve the academic performance of street children. In literature, Prinsloo (2001) concurs that, without an enabling conceptual model, teachers may not adequately embrace the diversity and unique educational needs of vulnerable groups of children.

2.10 Role of Teachers in Managing the Teaching and Learning of Street Children

Even though studies have been conducted in the past about the street children phenomenon, there has been no research on the role of teachers in managing the teaching and learning of street children. Therefore, the role of teachers in schools with street children is explored in this study. Pather and Nxumalo (2012) found that the challenges facing teachers in LSEN schools range from systematic arrangements, attitudinal factors, poverty, limited human and material resources or their lack, large numbers of underqualified or unqualified teachers, discriminatory attitudes, inflexible curricula, lack of clear conceptualisation of inclusion, lack of participation of parents and community organisations, right up to the lack of policy development. Lloyd (2014) argues that the role of teachers in LSEN schools could be improved by removing all barriers that impact negatively on teaching and learning regardless of the circumstances. In this regard, Bush and Glover (2009) identify three crucial requirements that should exist, particularly for the role of teachers to improve: first, teachers must be empowered to provide sound classroom practices by becoming specialist educators; second, there should be sufficient learning and teaching materials to facilitate learning; and third, the leadership should be proactive in the management of the teaching and learning of vulnerable groups of children. Pare (2004) found that in Pakistan teachers adjusted their teaching strategies by varying the curriculum such that informal concepts were integrated into formal programmes. This approach was effective in improving basic skills such as reading, writing and numeracy. In essence, teachers ought to have the capacity to align their teaching and learning with the unique needs of learners who are street children. In this study the researcher discusses the role of teachers in managing teaching and learning in Chapter 5.

2.11 Legislation and Policy Framework for Teaching and Learning

There have been various pieces of legislation and policies that are used in schools to guide teaching and learning. In this study I found, among others, that these pieces of legislation and policies were used in schools that participated. They include the South African Schools Act No. 84 of 1996, the National Policy Act 27 of 1996 as amended, the General and Further Education and Training Quality Assurance Act No. 58 of 2001 as amended, the Education Laws Amendment Act No. 31 of 2007, and are some of the Acts that give effect to the constitution and other prescripts, such as the African Charter on the Rights of the Child, the Children's Act 38 of 2005 as well as the Child Protection Act of 1999. As far as the constitution is concerned, Prinsloo (2001) identifies two crucial aspects of the Constitution of the Republic of South Africa of 1996. First, the constitution recognises education as a fundamental right that should be freely accessible by all children. Second, the constitution prescribes that education must meet the needs of all children and allow them an opportunity to actualise their full potential. Section 29(1) (a) states that everyone has a right to a basic education, including adult basic education. The other piece of legislation that seeks to address the teaching and learning of vulnerable children is White Paper 6 of 2001.

Llyod (2008) found that the legislative and policy framework serves to ensure the mere inclusion of street children in mainstream education and was not adequate in addressing the unique nature of the educational needs of some groups of children. The study that was conducted by Ruairc, Ottesen and Precey (2013) in Poland, Norway, Ireland and Spain, found that the legislative and policy framework was oversimplified, which was the main cause for many of the challenges that were experienced. Hay et al. (2001) state that in South Africa, the legislative and policy framework has become an impediment to the inclusion of vulnerable groups of children in mainstream education. In addition, Rouse (2008) states that vulnerable groups of children find themselves further excluded and marginalised by the legislative and policy framework, which mainly caters for normal mainstream education and devotes little attention where there is a diversion from the norm. These findings suggest that the needs of vulnerable children, who also include street children, are not fully addressed in the legislative and policy framework of

South Africa for inclusive education and that it leaves a gap in managing the teaching and learning of such children.

2.12 Conceptual Ideologies about Teaching and Learning of Street Children

Sinclair (2002) points out that the diverse nature of the dynamics involved in managing the teaching and learning of vulnerable children requires a well-researched conceptual model that embodies both internal and external factors that influence the teaching and learning of a specific group of children. According to Sinclair (2002), the wide range of aspects that can be handled by conceptual models include the retention of over-age learners in a schooling system, developing assessment strategies that take into account the prior knowledge of learners gained inside and outside the school, identifying the gaps in knowledge as a result of the disruption of schooling, the flexible school times that facilitate attendance in schools, and, most importantly, the progression requirements which are suitable and relevant to the circumstances of the learners. Muthukrishna and Schoeman (2000) attribute some of the challenges that are faced by teachers in LSEN schools to the non-existence of conceptual models within which the concept of inclusive education could be located in the South African context.

According to Lindsay (2003), the development of a conceptual model could assist the schools in going beyond mere access to schooling to improving the quality of teaching and learning. Hay et al. (2001) point out that a well-structured conceptual model would be instrumental in providing the necessary information required to develop relevant teaching and learning strategies for a specific group of learners. Brownlee and Carrington (2000) state that a well-structured conceptual model is indispensable in influencing the adaptation of the general legislative and policy framework into practical measures to manage teaching and learning of vulnerable groups of learners. A conceptual model would also assist in the adaptation and modification of the physical environment, the development of suitable instructional strategies or teaching methods, inventing innovative classroom management techniques and enhancing educational collaboration, as opposed to different systems of schooling. The contribution of this study was to develop a conceptual model for managing the teaching and learning of street children.

2.13 Critical Findings in Literature

The review of related literature has been significant in exploring the perspectives involved in the education of street children. In literature, there were key findings that were later evaluated against the findings of this study. In the following section I discuss some of the key findings.

2.13.1 Clarification of concepts

The review of related literature clarified the concepts that are used throughout this study. One of these concepts is the concept of street children. The literature clarified the concept of street children, the causes thereof, the characteristics, needs and challenges, and their teaching and learning. Hay et al. (2001) argue that, in order to directly or indirectly enhance the findings of any study, the concepts related to the subject under study must be clarified.

2.13.2 Identity of street children and their moral standing in communities

Through literature review, the study was able to explore the moral and social standing of street children in communities in which they live and in schools where they are enrolled. Le Roux (2001) points out that the education of street children has been globally recognised as a means for social transformation. Article 27 of the Convention on the Rights of the Child states parties recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. Miles and Singal (2010) concur that teaching and learning is not only about imparting knowledge but also involves embracing democratic principles and a set of values and beliefs relating to equality and social justice so that all children can participate as active members in social services. The findings in other studies (Evans & Lunt, 2002; Llyod, 2008) were instrumental in identifying the relationship between the social standing of street children and their academic attainment as well as their career prospects.

2.13.3 Adaptation of teaching strategies to address the challenges of street children

In literature the findings were informative regarding the regular adjustment of teaching strategies to meet the educational needs of street children. Schuelka and Johnstone (2012) observed that in countries such as Denmark, there has been a gradual usage of teaching strategies that were essentially designed for mainstream schools to teach vulnerable groups of children who are in schools that are classified as special schools. Similarly, Toson, Burrello and Knollman (2013) in their study provide evidence that genuine success in managing the teaching and learning of vulnerable groups of children, such as street children, ought to be coupled with some adaptation of the teaching strategies to the unique needs and capabilities of street children, who often face learning barriers which impact negatively on their abilities or talents to learn effectively.

2.13.4 Paradigm shift to meet the educational needs of street children

In literature there was evidence that a paradigm shift was needed to improve the teaching and learning of street children. Daane, Beirne-Smith and Latham (2001) argue that the process of changing from mainstream education to inclusive education, as proposed in White Paper 6 of 2001, raises questions regarding the state of readiness of teachers and SMTs to cater for the diverse needs of children in one classroom. Weeks (2001) argues that the broad nature of existing legislation and policies constrains meaningful inclusion and/or successful teaching and learning of specific groups of vulnerable children. Weeks (2001) argues that the lack of a specific legislative and policy framework for the management of teaching and learning of specific groups of vulnerable children may have contributed to the number of challenges, including a rigid curriculum that does not recognise the learning barriers. Black-Hawkins, Florian and Rouse (2007) concede that mere access to schooling is not adequate if it is not coupled with meaningful participation in which opportunities for achievement and success are presented. This notion is indicative of the need for a paradigm shift from simple access to effective teaching and learning.

2.13.5 Management model

In literature it was evident that schools are organisations. Organisations are managed by carrying out certain functions such as planning, organising, leading and controlling. Through the literature, the role of teachers in performing these functions was evaluated. The influences of internal and external factors in the management process surfaced. Political influence was identified as one of the factors that influenced the management process. According to Llyod (2008), political symbolism in education has had an adverse effect of isolating some groups of vulnerable children in the sense that teachers remain ill-equipped with regard to strategies that could benefit the teaching and learning of vulnerable children. Walker (2014) perceives poor planning as the reason for challenges that exist in teaching and learning in LSEN schools.

2.14 Gaps in the Review of Literature on Street Children

Khan and Hesketh (2010) report that it crucial to strive to understand the nature, causes and characteristics of the street children phenomenon in Pakistan in order to be able to help such children. Through this study an overview of the gravity of the street children phenomenon and statistical figures are provided. The study further provides an understanding of how the street children phenomenon affects different genders and age groups. However, the focus is not on the effects of the street children phenomenon in managing teaching and learning per se. Similarly, the study by Miles and Singal (2010) has been instrumental in clarifying that there is a degree of resilience possessed by street children which serves as a strength in terms of their ability to cope with the harsh conditions which often prevail in the schools that cater for such children. However, the study adds, the level of resilience of the street children is not related to academic performance. The study did not come up with particular findings with regard to the extent to which the resilience and coping skills of street children with harsh conditions can be translated into successful teaching and learning in a school environment. Llyod (2008) reports that the role of governments in the education of vulnerable groups of children is often mainly focused on the notion of normalisation, compensation and mere access to education. The study falls short of describing the finer details of how the management of the teaching and learning of specific groups of children were addressed

by education authorities. The study by Hay et al. (2001) points to numerous challenges faced by teachers in an LSEN environment, which include issues such as teacher training, assessment strategies, promotion requirements, and admission requirements to deal with the teaching and learning of children with barriers to learning, such as street children. Although this study sought to understand the influence of the legislative and policy framework in preparing the teachers for inclusive education, it did not explore the role of teachers and SMTs in managing teaching and learning in schools that cater for street children on a routine basis.

In this study I use the P-O-L-C as the conceptual model to demonstrate various roles and responsibilities that can be executed by the SMT and teachers to manage the teaching and learning of street children. The conceptual model that has been developed in this study demonstrates that there are gaps in literature in terms of what needs to be done to develop the SMTs and teachers in schools with street children, the need to adjust teaching strategies to suit street children, a gap in review of assessment practices, the use of inappropriate progression requirements as well as intervention strategies. In this study I argue that the gaps that have been identified could be improved by performing a skills audit to determine how the generic teaching skills of SMTs and teachers address the management of teaching and learning of street children in such a way that those skills are unique and peculiar to the educational needs of street children. I also advocate for the diagnostic analysis which could be a useful instrument to establish the best teaching strategies that can improve the academic performance of street children. The use of focus groups data collection method could be established to evaluate the relevance of assessment practices in schools with street children. The conceptual model could also be useful to structure the support interventions that are effective for street children. In all these aspects, the P-O-L-C framework becomes an essential tool as it entails the functions that all managers need to perform in order to enhance productivity which are gaps in literature review.

2.15 Theoretical Framework

Pfeffer (2005) argues that once theories are accepted and believed, they tend to affect both public and organisational policies and practices. Therefore, theories have an influence on both the perceptions of the public regarding social issues and the decisions of the management on the operations of the organisations. Ferraro, Pfeffer and Suttan (2005) explored the operational consequences of scientific theories to discover how theories are operationalised to affect the world that we live in. In their findings, the authors concluded that once theories are accepted, they become self-fulfilling when describing or predicting situations that managers encounter. In essence, the authors argue that people see the world through the lens of the theory they believe in and that they have accepted. Even though managers may not always consciously adopt theories, they nevertheless make assumptions about their organisations, people who work for the organisations and the causal relationships that take place (Pfeffer, 2005). In each theory there is a different way in which managers perceive the organisation which, in turn, influences their management style. In this study, I use Henry Fayol's management theory to evaluate how teachers and SMTs manage the teaching and learning of street children in their schools. Henri Fayol lived between 1841 and 1925, and during his tenure as a managing director, he wrote articles about management theories and the division of labour (Lamond, 1997). In his management theories he described the management functions as planning, organising, commanding, controlling and coordinating. Based on the principles of management that are advocated by Fayol's management theory, the P-O-L-C framework was developed. The P-O-L-C framework is underpinned by four functions instead of the initial five functions in Fayol's theory. These functions are planning, organising, leading and controlling. Jurgen, Katie and Martyn (2009) consider the P-O-L-C framework as a summative evaluation exercise in which managers ask four crucial questions about the organisations that they are managing. These questions are: Where are we now? Where do we want to get to? How are we going to get there? How will we know when we have got there? In answering these questions, the managers are influenced by the theoretical assumptions they hold about the organisations they manage. In Chapter 6 of this study the researcher used the

research findings to develop a conceptual model for managing the teaching and learning of learners who are street children based on the P-O-L-C framework.

2.16 Summary of the Chapter

A review of related literature is vital in any systematic study as it assists in creating a deeper understanding of the subject of study. In this regard, in this chapter there was an overview of what studies are salient when it comes to the street children phenomenon, the causes thereof, the identification of street children, the challenges of street children as well the perspectives involved in the management of the teaching and learning of street children. Other aspects included the role of the legislative and policy framework and the role of teachers in relation to the unique needs of street children. In the next chapter the research design for this study is discussed.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

In the previous chapters an overview of this study and a review of the related literature were provided. In this chapter I reconfigure the entire research process in order to reflect on the perspectives that justify the methods that I used for data collection as well as data analysis. This chapter therefore devotes an extensive attention to the justification of idiosyncratic affiliation that connects the theoretical background of this study to the specific philosophical paradigm that informs the relevant research methodologies of this study. In order to achieve this, chapter 3 of this study provides an overview of the formal research design that I used in this study and research design and strategies that were deemed suitable for this study. This chapter also addresses the aspects of the research population, data collection strategies, sampling method, and data collection process and data analysis. The chapter concludes by addressing aspects related to trustworthiness and credibility of the study. The ethical consideration observed in this study is also discussed in this chapter.

3.2 Methodological Assumptions

The first and most important assumption for this study is that the SMTs and teachers possess a thorough understanding of issues related to the management of the teaching and learning of street children in schools that cater for street children. Therefore, this study intended to utilise empirical methods embedded in qualitative studies to acquire data from the teachers and SMTs to collect data that would be useful in making findings. The second assumption is that the teachers and SMTs in schools with street children are able to adapt their teaching strategies to cater for the educational needs of street children. Therefore, using the interviews, observation and document analysis, the researcher intended to explore the use of teaching strategies to address the educational

needs of street children. Gravetter and Forzano (2009) argue that, although two people may be involved in the same phenomenon of study, their understanding of the same phenomenon may be different hence , through interviews, the researcher intended to engage different participants based on their understanding of how the teaching and learning of street children is managed, particularly in the absence of legislation and policy. In this regard, due diligence was taken to enhance the credibility of the study by having a sample that was adequately representative of the phenomenon to be studied. The third assumption relates to data collection methods, particularly document analysis. In the previous chapter the advantages of document analysis were mentioned, and these include the ease with which the researcher is able to access information that could not be accessed through other means. However, the documents also may have some disadvantages, such as the fact that the information contained in them may not be complete, may be absolute or may simply be irrelevant. In this study the researcher, therefore, made an assumption that the documents to be used in this study contained updated and relevant and information that could be used to verify the observation data or data from interviews to increase the trustworthiness of this study.

The fourth and the last assumption relates to the time frame set for this study. Action research, contrary to experimental research which may require repetition of the same experiment for an extended period, at various times and under various conditions, is about finding a solution to a particular practical problem situation in a specific, applied setting (Welman & Kruger, 2001). According to Domegan and Fleming (2007), qualitative research aims to explore and to discover issues about the problem at hand, since very little is known about the phenomenon. Therefore, the assumption in this study is that during the specific time and setting at which this study was conducted, all the internal and external factors were effectively managed to yield valid and reliable findings without the need for repetition while, at the same time, the findings were replicable in other similar situations. An overview of the assumptions made in this study aligns this study with the interpretivist philosophical paradigm. Myers (2009) believes that the interpretivist approach relies heavily on observation and the interpretation of data about the phenomenon being studied. Reeves and Hedberg (2003), on the other

hand, concur that the interpretive paradigm is concerned with understanding the world as it is from the subjective experiences of individuals being studied.

3.3 Qualitative Research Approach

According to Creswell (2003), qualitative approaches serve as links to the subjective nature of social reality and provide insights from the perspective of the participants; and this then enables the researcher to see events in the same way in which the participants do. A qualitative approach is, therefore, based on the premise that individuals are best placed to describe situations and perceptions in their own words. Myers (2009) asserts that a qualitative approach is a strategy of inquiry which moves from underlying assumptions to research design and data collection. This means that in qualitative studies researchers are able to move from the philosophical assumptions, which may be positivist, interpretive or critical postmodernist in nature, to the actual data collection. While, on one the hand, quantitative approaches were originally developed in the natural sciences to study natural phenomena, qualitative approaches, on the other hand, enable the researcher to study social and cultural phenomena (Myers, 2009). As such, the teaching and learning of street children is a social phenomenon which can best be studied through a qualitative approach. Thomas (2010) points out that through a qualitative approach, the researcher is able to gather the narrative description of the group behaviours in their natural setting. In studying the management of the teaching and learning of street children, a qualitative approach is the most appropriate for understanding and interacting with the participants and gaining insight into their perceptions. According to Thomas (2010), it can be argued that although both qualitative and quantitative approaches are often used in education, teaching and learning can best be understood through a qualitative approach based on its ability to produce narrative descriptions of the phenomenon. Using the qualitative approach, this study was able to present a descriptive narration in words about how SMTs go about managing the teaching and learning of street children in schools that cater for street children and, thus, answered the research question of this study.

3.4 Interpretive Paradigm

Henning, Van Rensburg and Smit (2004) regard an interpretivist paradigm as the strategy through which a phenomenon of interest and the events associated with it are understood through the mental process of interpretation, which is influenced by the interaction of the participants in a particular social context. Therefore, the interpretive paradigm is concerned with understanding the phenomenon through the experiences of the participant and their own world. Myers (2009) states that the interpretive research paradigm is fundamentally concerned with meaning and that it seeks to understand social members' definition and understanding of situations. Willis (2007) adds that an interpretivist researcher usually seeks to understand a particular context, and the core belief of the interpretive paradigm is that reality is socially constructed. Therefore, an interpretive researcher uses oriented methodologies such as interviews, document analysis and observation, among other methods that rely on subjective relationship between the researcher and the participants involved in the study. Teaching and learning takes place within a social context and teachers and learners approach this interaction with a certain measure of own beliefs systems, morals and values of the society (Thomas, 2010). Linder and Cantrell (2001) found that the interpretivist paradigm can be successfully used where the researcher wants to understand and interpret students' and teachers' perspectives on the factors that could impact on the successful use of teaching and learning strategies.

According to Cantrell (2001), the researcher in qualitative studies attempts to discover how people make sense of their social world in the natural setting by means of empirical data collection methods, such as interviews, document analysis and observation. Henning et al. (2004) also state that the striking features of the methodology applied in qualitative research are participation, collaboration and engagement. In this study the researcher intended to explore the influence of legislation and policies on the teaching and learning of street children and to develop a conceptual framework for the teaching and learning of street children using an interpretive paradigm.

The ontological assumption in an interpretivist paradigm is that there are different and multiple versions of reality of the phenomenon under study and does not subscribe to

the belief in one objective reality (Flick, 2014). There exist multiple or even conflicting versions reality of a particular issue or problem depending on the context in which the participants are in. My epistemological stance is that in this study I believed that it is the teachers and the SMTs that can shade light on the reality of managing the teaching and learning of street children. While doing this study, I was under the assumption that knowledge construction in interpretivist paradigm is as a result of the interaction between the researcher and the participant. Despite my own reasoning for interpretivist paradigm there are researchers who have criticized the ontology and epistemology that underpins interpretivism.

Angen (2000) argue that in many disciplines there have been a number of reasons that has led to the critic of interpretive approaches. The well-known grounds for the criticism include the relativist ontology which assumes that reality as we know it is based is constructed inter-subjectively through the meanings and understandings developed socially and experientially whereas another criticism emanates from the subjectivist epistemology which assumes that the investigator and the object of investigation are linked such that who we are and how we understand the world is a central part of how we understand ourselves, others and the world. Based on these criticisms, the critics argue that through the interpretive approaches, the through is negotiated through dialogue. In this study, the researcher was careful about the articulation and crafting of the research questions and also thoroughly considered the articulation of the choices and interpretations used during the inquiry process.

3.5 Case Study Research Design

The researcher in this study used the case study research design. Yin (2003) describes the case study design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly defined. The case study design is best suited for studies that seek to answer specific research questions using a range of different types of evidence from the case setting (Gillham, 2000). McMillan and Schumacher (2001) argue that the essence of the case study design is that it examines

a bounded system or a case over time in detail by employing multiple sources of data found in the setting. In this regard, the case study design is significant in assisting the researcher to arrive at the best possible responses to the research questions (Millan & Schumacher, 2001).

The objective of the case study design is to investigate the dynamics of some single bounded systems, typically of a social nature, such as a family, group, community, participants in a project or the institution and its practice (Welman & Kruger, 2001). Gravetter and Forzano (2009) concur that the case study design can be used for the study of a relatively small group of people or a single institution for the purpose of obtaining a description of that group or that institution. In this regard, learners in any school are bound by the ethos, values and culture of that school while, at the same, through interactions with each other and with their teachers, they coalesce as a group or family who share common features. Pennings, Tartwijk, Wubbels, Claessens, van der Want and Brekelmans (2014) once used a case study to understand how student-student interactions and student-teacher interactions influence teaching and learning in a school environment. In their study, the authors were able to understand the influence of interactions between teachers and students on academic achievement. In that study it was found that good relationships between teachers and students are important for student motivation and their academic achievement. On the other hand, poor teacher-student interactions are related to classroom management challenges, low educator morale, high rates of absenteeism and learner dropouts.

According to Kollof (2011), in a classroom setting, student-teacher social interactions happen naturally, as students listen to teachers' comments, get feedback from teachers, ask teachers questions and develop rapport through daily interactions. It is, therefore, important to note that student-teacher interactions are a vital part of any lesson experience. However, in this study the objective is to understand how student-teacher interactions influence teaching and learning within the framework of legislation and policy. Therefore, these interactions may not be established through surveys, but the case study design is the most suitable approach to use as it applies to a relatively small group of participants. Swan (2002) used the case study design to discover that students

who had high levels of interaction with teachers reported high levels of satisfaction and learning and, as a result, they had fewer chances of being absent or of dropping out of school. Therefore, the case study design was deemed to be more suitable for this study as it was intended to be used to understand these interactions within a relatively small group of learners in three schools that cater for street children.

Henning et al. (2004) emphasise that the objective of the case study design is not simply to describe the case for description's sake, but to try and see patterns, relationships and the dynamic that warrants the inquiry. In this study the researcher used the case study design to analyse the relationship between academic achievement and school attendance by learners, age and academic achievement as well as the relationship between teachers and academic achievement. Split, Hughes and Kwok (2012) conducted a qualitative study using the case study design to determine the influence of interpersonal relations between teachers and students. In their study, it was established that cumulative experiences of negative interpersonal relations between teachers and learners have a lasting impact on children's cognitive development and academic achievement. A study of this nature could not have been possible where a large number of learners and teachers were involved. Therefore, according to Henning et al. (2004), the case study design, when used correctly, enables the researcher to embark on a journey, like an explorer would, where there is speculation that there is something waiting to be unravelled at the end of the journey. In this study, the researcher contemplated that there was no specific legislation and policies for managing teaching and learning in schools that cater for street children. Therefore, using the case study design, the researcher intended to embark on a continuous process of comparing empirical data with the theoretical knowledge that exists in literature to identify and close the gaps that might exist. Since the case study design is directed at understanding the uniqueness and idiosyncrasy of a particular case in all its complexity, in this study it was a vital tool through which the researcher attempted to understand how teachers build and link concepts around their subjects, organise knowledge, plan their lessons, use their experience of street children to present lessons and assess the effectiveness of their teaching and learning. In this regard, Henning et al. (2004) associate a case study with a lens through which a researcher can reveal

information that can be captured within the boundaries of a bonded system. Therefore, through the case study, the researcher attempted to find systematic connections among observable behaviours and speculations, and the causes thereof.

Even though the case study research design has been selected by the researcher, there has been a due consideration to its limitations. Critics of the case study research design argue that this design is suited for small groups and small number of cases which limits its ability to offer grounds for establishing its reliability or generalization of findings. Whereas others feel that owing to its intense exposure to the small case under study the findings may be biased. However the extensive use of case study design in many disciplines may serve as an indication of the fact that when case study design is carefully planned, the findings of the study tends to reflect the real-life situations, issues and problems which may be replicated in other settings and other groups.

3.6 Data Collection Instruments

According to Kawulich (2005), in recent years methods of data collection, such as interviewing, observation and document analysis, have been included under the umbrella term of “ethnographic methods”. According to Gravetter and Forzano (2009), ethnographic methods are ways in which researchers can know things or discover answers to questions. These methods include the method of tenacity in which the researcher holds onto ideas and beliefs simply because they have been accepted as facts for a long time or because of superstition. Another method is the method of intuition where information is accepted as true because it “feels” right. Researchers may also use the method of authority which relies on information or answers from an expert in the subject area. Yet another method is the method of faith which is a variant of the method of authority in which people have unquestioning trust in the authority figure and, therefore, accept information from the authority without doubt or challenge. On the other hand, there is the rational method where answers are sought by logical reasoning. However, the empirical method, also known as empiricism, attempts to answer questions by observation and/or direct sensory experience to obtain knowledge. In this study, a combination of empirical methods, namely interview, observation and document analysis, were used to complement each other and to enhance the reliability

of the research findings. In subsequent paragraphs I describe each of these methods to give a detailed explanation of how they were used in this study.

Interviews are regarded as the best method since they consist of a set of predetermined questions that are used to collect data (Thomas, 2010). Semi-structured interviews are preferred for their ability to facilitate direct contact between the researcher and the participants, which enables the researcher to gather detailed information that describes the particular phenomenon which is being studied. The researcher used semi-structured interviews planned to run for between 30 and 45 minutes in order to allow for follow-up questions and follow-up. The responses of the teachers were recorded electronically and were later translated into interview transcripts. The researcher then secured a second interview, to allow the interviewees to verify the authenticity of the interview transcripts and make necessary corrections. The semi-structured interviews were significant not only in providing voice-recorded information but also in affording an opportunity to observe the body language and facial expressions of teachers during the interviews.

3.6.1 Semi-structured interviews

According to Henning et al. (2004), the term “interview” refers a mechanism or a technology. If used methodically in accordance with strict principles of objectivity and neutrality, an interview will yield information that represents reality more or less as it is through the response of an interviewee. Thomas (2010) regards interviews as one of the best methods in which a set of predetermined questions are used to collect data. Welman and Kruger (2001) differentiate between three types of interviews that can be used in qualitative research. These are: structured interviews; unstructured interviews; and semi-structured interviews. According to Kruger and Welman (2001), in structured interviews, the interviewer puts a collection of questions from a previously compiled questionnaire, known as an interview schedule, to a respondent through a face-to-face interaction to which the interviewee responds and the interviewer records the answers. Structured interviews differ from unstructured interviews which are best suited for explorative research where the researcher seeks to identify important variables in that area, thus formulating penetrating questions that are useful in generating a hypotheses

for further investigation. As such, in using unstructured interviews, it is impossible for the researcher to formulate questions beforehand to be used during an interview. The last type of interview is the semi-structured interview, which falls in-between the two extreme ends of the continuum.

In unstructured interviews, instead of the interviewer using an interview schedule, s/he uses a list of topics and aspects that have a bearing on the given theme and that s/he should raise in the course of the interview. Therefore, using semi-structured interviews, the interviewer is able to adapt the formulation of questions, including the terminology, to fit the background and educational level of the respondents (Welman & Kruger, 2001). In this study, semi-structured interviews were used based on their capacity to enable the researcher to understand different experiences, perceptions and views about the management of the teaching and learning of street children. The perceived diverse backgrounds which often emanate from a variety of factors, such as one's upbringing, one's attitude towards the street children phenomenon, one's perceptions about the realities facing the subject as well as the post level held, ensured that there was rigour to the data collected. The identified aspects which were used during the semi-structured interviews are attached to this study as one of the annexures. Gill, Stewart, Treasure and Chadwick (2008) regard semi-structured interviews as a way through which an interviewer provides thorough guidance on what to talk about during the interviews while at the same time allowing both the interviewer and the interviewee to diverge and discuss the topic in greater detail.

3.6.2 Observation

Observation is a vital data collection instrument that allows the researcher to interpret what is seen (Thomas, 2010). Marshall and Rosman (2005) describe observation as "the systematic description of events, behaviours, and artifacts in the social setting chosen for the study". As such, observation enables the researcher to describe existing situations using all the senses. Participant observation allows the researcher to learn through exposure to or involvement in the day-to-day or routine activities in the research setting (Schensul, Schensul & Le Compte, 1989; in Kawulich, 2005). In this study participant observation was used to learn about the teaching and learning practices of

the SMTs and teachers. Henning et al. (2004) add that the guiding principles relating to interviews are also prevalent in observation. However, interviews tend to provide greater detail to what is observed.

In this study, observation was used to note the behaviours, intentions and interactions between teachers and learners as well as among learners during lessons. The researcher observed how teachers and learners interacted in the course of teaching and learning and how legislation and policy influenced such teaching and learning. Observation was intended to take three months and to be done at specific intervals. However, it must be noted that the interactions that were observed were classroom interactions that would assist in answering the research question. Even though in a classroom setting there are a number of observable actions such as facial expressions, feedback, the tone of voice, the body language as well as utterances, in this study the researcher, through participant observation, analysed the actions and behaviours that best describe the teaching and learning of street children. These actions were recorded in a diary which was to contain the date, venue, event, participant details, duration and actions. The diary was updated during each observation session, which was determined by the length of the periods allocated in the school timetable. According to Henning et al. (2004), this strategy allows the researcher to seek to interpret the meaning of what is seen, thus becoming a participant-observer in the process. For this purpose, the researcher intended to break down the aspects to be observed into distinguishable portions which, together, described the teaching and learning of street children. There were aspects that were observed, and these consisted of teaching and learning strategies, the reactions of learners and feedback between teachers and learners. Each of these aspects was allocated weights translated into percentages of 50, 20 and 30 respectively. Below is a sample of an observation schedule adapted from The New Teacher Project website (2011).

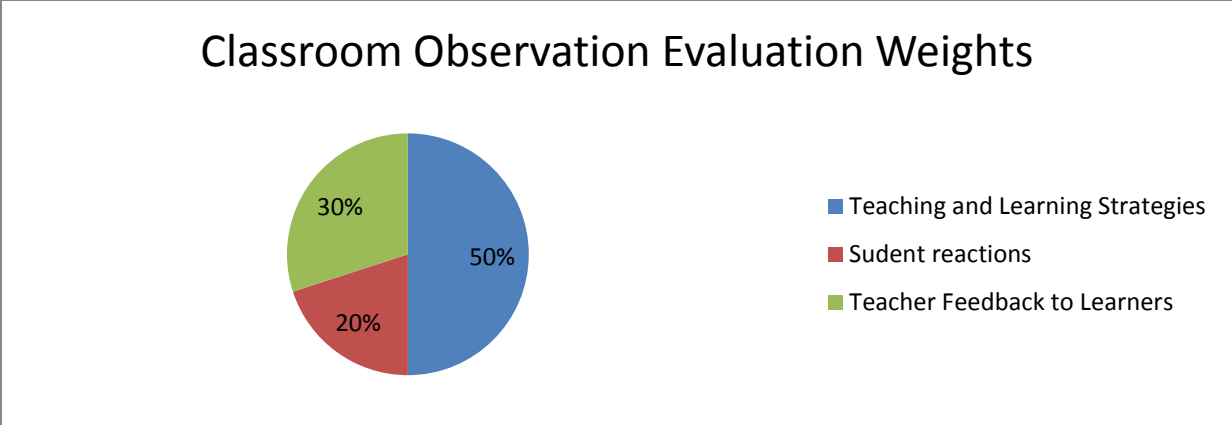


Figure 1: Classroom observation weights. Adapted from: The New Teacher Project (2011)

Thomas (2010) regards participant observation as having the advantage of directly evaluating and interpreting the phenomenon being studied. Even though at times observational methods are criticised for influencing the behaviour of participants when they are aware that they are being observed, observation remains one of the most important instruments used for data collection as they give first-hand experience about the phenomenon. The observation tool is included as an annexure. In this study, teachers were observed in terms of the five crucial aspects: their identification of street children; their involvement in addressing the needs of street children; their responses to the challenges and problems of street children; their interaction with street children; and their coordination of lessons. The observation was valuable in comparing and contrasting the data collected through interviews.

3.6.3 Document analysis

This study utilised formal documents that are part of the school records which serve to guide teaching and learning practices in schools. There were no specific documents that addressed the teaching and learning of street children. The data that was collected was contained in the GDE circulars, memoranda, school assessment policies, internal school memoranda aimed at managing teaching and learning and relevant departmental meetings between teachers and their HoDs. At the time of conducting this study, the use of e-mails and social media was also common among teachers and

education authorities. The researcher did not consider information that could be derived from such sources for inclusion in this study as it was not informed by policy.

According to Love (2003), documents are part and parcel of the fabric that exists in organisations such as schools. Bogdan and Biklen (2007) elaborate that circulars, reports, memoranda and other printed materials are some of the documents that best describe the documented fabric that exists in schools. As such, document analysis is a form of qualitative data collection instrument through which documents are interpreted by the researcher to give voice and meaning around the topic being studied (Bogdan & Biklen, 2007). Documents are, therefore, an important source of legislation and policies in schools that cater for street children and ought to have a direct influence on the core activities of such schools. In public schools, documents such as circulars and memoranda are guidelines issued by the national, provincial and districts authorities to guide the SMTs in executing their duties of managing teaching and learning on a daily basis. In this regard, a government circular is described as a written government policy or letter that is sent to a closed group of people with the intention of being widely circulated and is used to inform their recipients of new policies or other important matters. Therefore, circulars communicate and summarise policies whereas a memorandum reminds the group of people about issues contained in policies. As such, circulars are very important documents in a study that seeks to understand the management of teaching and learning in a particular school located in a particular province. Bogdan and Biklen (2007) make a distinction between two categories of documents, i.e. personal documents and official documents. Personal documents are the documents that are kept by individual teachers and may include lesson plans, teacher assessment plans, working mark sheets, teaching guides and work schedules, whereas official documents include documents provided by the district to schools which may include, among other things, the subject policy guidelines, study guides and workshop materials.

In this study, both official and personal documents were used by following a series of interconnected steps of document analysis. The first step was to evaluate the nature of the document to identify its relevance to the management of teaching and learning. The

second step was to establish the purpose of the document in order to understand its intended usage, for example if the document was meant to guide or to give instructions. The third step entailed assessing the content and message that the document communicated to its recipients. The fourth step was to identify the source and the author of the document in order to determine the authority exercised by the author. The fifth step was to extract from the document the intended recipients, i.e. whether it was subject teachers, the HoDs, principals or the entire SMT. Lastly, the researcher sought to understand the message carried by the document and to establish its relevance to the management of teaching and learning.

Document analysis was preferred for this study as it seeks to provide an additional source of data which could be reliably compared with the data that had been gathered through semi-structured interviews and observations. Among the annexures is a list of documents as well as a sample of the document analysis rubric.

3.7 Sampling

Although the case study design is revered in qualitative studies, identifying and selecting individuals or groups that are especially knowledgeable about or experienced in the phenomenon of interest is the crux of qualitative research (Creswell & Plano Clark, 2011). Therefore, according to Welman and Kruger (2001), the need for correct sampling strategies results from the nature of qualitative studies to understand a phenomenon of interest that has a bearing on a group of people, society or institution in a natural or real setting. In this regard, it is of primary importance that the correct sampling criterion be applied in choosing the correct sampling method (Creswell & Plano Clark, 2011). Morse and Niehaus (2009) argue that whether the methodology is qualitative or quantitative, sampling methods must enhance the efficiency and validity of a study and this simply means that sampling must be consistent with the aims and assumptions inherent in the use of either method. Since each methodology has different criteria for determining the size and heterogeneity or homogeneity of the participants, the need for correct sampling strategy is vital.

In this study the researcher used non-probability sampling technique. The non-probability sampling technique was preferred as it relies on the judgments of the researcher when it comes to selecting the units. According to Patton (2002), purposive sampling is a technique that is widely used in qualitative research for the identification and selection of information-rich cases. This can be ascribed to the ability of purposive sampling to allow researchers to use their experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population (Welman & Kruger, 2001). However, Patton (2002) argues that the purpose of purposive sampling is not to randomly select units from a population to create a sample with the intention of making generalisations, but rather to focus on particular characteristics of a population that are of interest, which will best enable the study to answer the research question at hand.

Patton (2002) states that there are a number of purposive sampling methods, ranging from maximum variation sampling, homogeneous sampling, typical case sampling, extreme or deviant case sampling, critical case sampling, total population sampling as well as expert sampling. In this study, homogeneous sampling is used to select the sample. Patton (2002) describes homogeneous sampling as a technique that aims to identify a sample that shares very similar characteristics or traits. As such, a homogeneous sample is often chosen when the research question that is being addressed is specific to the characteristics of the particular group of interest, which is subsequently examined in detail.

In this regard, the sample for this study comprised three schools that cater for street children in the cities of Johannesburg and Pretoria. The schools were chosen on the basis of the population they represented which learners coming from shelters and informal settlements and those who spent most of their time on the streets. The researcher also considered the recruitment practices of SMT and teachers of these schools where it was evident that there were no specific skills or qualifications that were required for SMTs and teachers to teach in these schools. In each of these schools, three members of the SMTs and three teachers were selected to participate in the

study. The criteria for the selection of the participants were as follows: The first member of the SMT was the principal; another member was the deputy principal responsible for the management of the curriculum; and the third member was a HoD in any stream. Therefore, a total of three members from the SMT of each of the three schools were selected to participate in this study. From among the teachers, three teachers with a minimum of three years of teaching experience in a school that caters for street children were selected. Using this criterion, six members from each of the schools were included in the sample to make a total of 18 participants. Since there are relatively fewer schools that cater for homeless children in Gauteng, it was envisaged that the sample would be relatively homogeneous since the traits of street children are homogeneous across all countries and provinces. Therefore, what was common among the sample was their understanding of the management of the teaching and learning of street children. Gravetter and Forzano (2009) concur that when using homogeneous sampling the target populations should be the group of people or institutions that share common characteristics that are not easily available. In this regard, this study selected a sample that was neither based on the ingenuity of the researcher nor the findings of the previous studies. Rather the selection was made on the basis of the experiences that the participants had with regard to the management of the teaching and learning of street children. According to Yin (2003), homogeneous sampling enables the researcher to understand the phenomenon of interest in multiple settings.

3.7.1 The research sites

The research sites for this study were schools that are in Gauteng and are, therefore, under the jurisdiction of the GDE. These schools fall under the Chief Directorate of School Management, under which there is a Directorate of Inclusions and Special Schools. In terms of further classification, special schools are regarded or commonly referred to as schools for Learners with Special Education Needs (LSEN) schools. However, it must be noted that LSEN schools are public schools that are distinguished from independent schools, which fall under a separate directorate. In 2015, the total number of LSEN schools in Gauteng Province was 111. These schools are spread over 15 districts according to the demarcation of the GDE, with the largest district being

Gauteng West, followed by Gauteng North. All the districts are managed by one head office located in the Johannesburg City Centre. All public schools in the Republic of South Africa are further classified using the Quintiles. The Quintiles are a poverty index used by the National Department of Education (NDE) to denote the poverty ratios among the schools. There are then five quintiles, ranging from Quintile 1 to 5, with Quintile 1 being the poorest schools and Quintile 5 being the richest schools according to the index. Therefore, learners in Quintile 1 to 3 schools receive a higher amount of subsidy than learners in Quintiles 4 to 5. However, this categorisation is about to cease to exist and to be replaced by two categories of schools, i.e. no fee-paying schools and fee-paying schools. By definition, all learners in LSEN schools currently do not pay school fees but they receive a subsidy from the GDE that covers all their school fees.

Gauteng is one of the provinces of South Africa which is relatively small but with the biggest population. It covers 18,178 km² of the total land area. It is further demarcated into three sub-regional areas, namely the Vaal Triangle, East, West and Central Rand and Pretoria. Furthermore, there are three metropolitan municipalities, which are Johannesburg, Ekurhuleni and Tshwane. Within these metros there are two major districts, which are Sedibeng District Municipality and West Rand District Municipality.

From the perspective of the spatial distribution of LSEN schools in the province, the 111 LSEN schools are distributed all over the province and cater for different special needs of learners. Among the 111 LSEN schools, very few cater for street children. It is for this reason that three research sites were sampled as they are adequately representative of the teaching and learning of street children in Gauteng Province. The schools that were sampled are all bound by the policies and monitoring mechanisms of the GDE such that there is a great degree of homogeneity among them. Since there are no schools that are formally registered as “schools for street children” or “schools for homeless children”, the research sites were selected by visiting the home care centres registered with the City of Johannesburg Municipality. In these home care centres the names of the schools where homeless or street children attend schools were identified. Using this criterion a list of schools that cater for street children were compiled and from the list, three schools were selected. The criterion for the selection of these schools was

their popularity among home centres. In other words, the three schools that were chosen by most home care centres were selected. As per the research protocol of the GDE, permission was sought to conduct research in Gauteng schools. Similarly, permission was sought from respective School Governing Bodies (SGBs) through the principal of each school. Letters that were used to seek permission are included hereto as annexures. Once the ethical clearance was obtained from the University of Pretoria the process of data collection was undertaken. The researcher intended to conduct the field study for a period of three months during which the researcher visited the sites during the agreed upon schedule days and times.

Summary of teachers in LSEN schools in Gauteng Province

Category	Males	Females	Total
Educators	864	2,302	3,166
Learners	27,250	14,721	41,971

Source: Adapted from: GDE Annual Report 2015/2016

3.7.2 Sampling of Participants

For the purposes of this study and sampling of participants, there was no particular distinction made between the genders of educators. The participants were selected based on a profile using the following criteria. One criterion was the post level occupied by the respondent. The Personnel Administrative Measures (PAMs) which consolidate the terms and conditions of employment of educators determined in terms of section 4 of the Employment of Educators Act 98 of 1998 makes provision for the allocation of duties and responsibilities to educators employed in public schools. This differs depending on the post level occupied by each educator. In this regard, post level 1 educators would have more teaching responsibilities than HoDs, who are on post

level 2 and have more administrative duties as part of their workloads. This would also differ between deputy principals who are on post level 3 and principals, who occupy post level 4. In profiling the participants for this study, the teachers involved in the study were selected from public LSEN schools with a minimum requirement of Relative Education Qualification Value (REQV) 13. Furthermore, the respondents would have to have been registered with the South African Council of Educators (SACE) as professional educators. This profile deliberately excludes the therapists, social workers and psychologists employed in LSEN schools. The reason for the exclusion of these personnel is that, although they support teaching and learning in LSEN schools, their core duties are different and separate from teaching and learning as such. Therefore, they are not required to be registered with SACE but they register with the professional bodies they represent. The educators or teachers were eligible for selection in this study if they had been employed for at least one year or longer as teachers in public LSEN schools. The HoDs were eligible for selection if they had been employed for three years as teachers, which is a requirement for appointment as teachers either in ordinary public schools or in public LSEN schools. The deputy principals had five years' teaching experience and were responsible for curriculum management in their respective schools. The principals are teachers with a minimum of seven years' teaching experience. For this study, principals were required to have had at least three years of their teaching experience in an LSEN school environment.

A further sampling criterion required that the teachers occupying post level 1 were to be above the age of 25 years. The respondents who were younger than this age were deliberately excluded as they might not have an adequate grasp of social issues surrounding the street children phenomenon. Observation showed that these teachers had difficulty understanding the plight of street children, which then impacted negatively on their attitude towards street children. Other factors that were considered in this study were that younger teachers were on the verge of starting their families and more often tended to be unreliable in terms of voluntary activities such as research studies for which there is no remuneration. The HoDs, on the other hand, are post level educators who have at least three years of teaching experience to qualify for appointment as HoDs. They were regarded as experts in the subjects they manage. They also advise

the principal on the allocation of duties to the teachers. Their responsibilities include supervising and mentoring teachers in their respective departments. In terms of age, they are relatively mature and stable to understand social dynamics such as the street children phenomenon. Generally, streams in schools that offer the National Curriculum Statement (NCS) curriculum are divided into four, i.e. Languages, the General stream (History and Geography), Commercial subjects (Accounting, Economics and Business Studies) and the Science stream (Maths and Physical Sciences and Life Sciences). In this study, no distinction was made between the streams available in each school since the principles for curriculum management underpinned in the NCS are common across the spectrum. In selecting the deputy principals, two criteria were considered: over and above the five years' teaching experience required for appointment as deputy principals, they had to be in charge of curriculum management. In schools where more than one deputy principal is appointed, the schools often separate curriculum management duties from administrative duties and assign each of the deputies to one category of these duties. In this study, the deputy principals responsible for curriculum management were selected because their responsibilities include, among others, the development and monitoring of assessment policies for the school, monitoring completion of the syllabus by teachers and HoDs, monitoring the School Based Assessments (SBAs), analysing the school results per grade per subject, coordinating the activities of the School Based Support Team (SBST) and advising the principal in all matters related to curriculum management or teaching and learning. The job descriptions of deputy principals also involve being in charge of the management of schools in the absence of the principals. In terms of age, deputy principals are relatively mature and stable, with a good comprehension of social issues inside and outside the school environment.

Lastly, principals are required to possess a minimum of seven years of teaching experience to be eligible for appointment as principals. Principals are overall managers of the schools they are in charge of. They have a good understanding of GDE policies and ought to have sound leadership skills. As such, they represent the Head of Department of the province in their schools. The selection of principals in this study was intended to add the rigour based on their experience and expertise in managerial issues. The participants in this study were carefully sampled to adequately reflect the

practices that prevail in schools that cater for street children. The collective combination of the experience, skills and qualifications of the participants would assist this study in understanding the management of teaching and learning in schools that cater for street children.

3.8 Data Analysis

Data loosely refers to distinct pieces of information usually kept in files. However, in research data refers to pieces of information collected, observed or created, for the purposes of analysis to produce original research results or to qualify the findings of previous research studies (www.bu.edu). In this regard, research data consists of plain and raw facts which need to be processed into useful information. When data is processed, organised, structured or presented in a given context so as to make it useful, it then becomes information. Data generated through observations and interviews is usually irreplaceable in research, whereas data generated through document analysis, on the other hand, is relatively replaceable since it can be derived or compiled again from the primary documents. The focus of this research is to analyse the data obtainable mainly through observation and interviews. Such data is irreplaceable and it is, therefore, important to use proper methods to analyse it. In this regard, Henning et al. (2004) regard data analysis as a true test of a researcher's skill to process data that was captured into meaningful information that can be used in understanding the phenomenon. In this study, thematic analysis was used to analyse interview data and observation data whereas content analysis was used for document analysis. These two methods are elaborated on in the following sections.

3.8.1 Thematic analysis

Thematic analysis is a method used for identifying, analysing and reporting patterns, also known as themes, within data (Braun & Clarke, 2006). According to Braun and Clarke (2006), although thematic analysis is widely used, it is one method that is hardly acknowledged in qualitative studies. Meehan, Vermeer and Windsor (2000) concur that while thematic analysis is widely used, it is often confused with other methods, such as discourse analysis, content analysis or grounded theory. The thin line between these

methods is evident when the researcher uses grounded theory and discourse analysis to identify patterns, but using a different approach. In this regard, patterns, the use of language and contexts are easily confused with themes. However, in thematic analysis the aim is to capture themes about the data in relation to the research question and to represent some level of patterned response or meaning, which is not a similar process followed in discourse analysis and grounded theory (Braun & Clarke, 2006). In this regard, Braun and Clarke (2006) state that the use of thematic analysis consists of five phases that need to be followed, which contributes to a great amount of flexibility inherent in using thematic analysis. The phases in thematic analysis are, namely: 1. familiarising oneself with data; 2. generating codes; 3. searching for themes; 4. revising the themes; 5. defining and naming the themes; and 5. producing of the report.

In this study, the researcher anticipated using thematic analysis to analyse the detailed accounts of data collected through the interviews and observation. Through the interviews, the researcher engaged the participants in describing the experiences gained in the teaching and learning of street children, the challenges thereof, their perceptions about the teaching and learning of street children, what they aspired to with regard to the teaching and learning of street children, and all other issues that may be relevant to the management of the teaching and learning of street children. The researcher used predetermined questions as described (interview schedule attached as an annexure) to elicit the responses which he used to compile the interview transcripts. The data contained in the interview transcripts was analysed by comparing it to the data collected through the observation tool. This enabled the researcher to identify common themes and eliminate the variances that may appear in data. The particular themes of interest were the ones that addressed teaching and learning in relation to legislation and policies. Other themes were related to curriculum management, assessment practices, the training and development of teachers, teaching strategies and many more. The themes that were identified were further divided into sub-themes. For example, a theme on the training and development of teachers had sub-themes such as workshops and seminars, professional and development systems such as the Integrated Quality Management System (IQMS), Continuous Professional Teacher Development (CPTD) etc. In using thematic analysis, due diligence was exercised to ensure that the themes

related to and assisted in answering the research question at hand. Delaney, Egan and O'Connell (2011), in their study, used thematic analysis to describe the impact of unemployment on psychological disorders in Ireland. The use of the thematic analysis in this study proved that it is most suited to qualitative studies where the researcher intends to describe a phenomenon that is of interest in a real-life situation.

3.8.2 Content analysis

Hsieh and Shannon (2005) state that content analysis is a procedure for the categorisation of verbal or written data, for the purposes of classification, summarisation and tabulation. Content analysis could be associated with a research method for the subjective interpretation of the content of the text of data through the systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005). The researcher used thematic analysis for data arising from observation and interviews. However, the data collected through document analysis was analysed through content analysis. At the basic level, content analysis provides a descriptive account of the data collected by stressing what is said and by putting less emphasis on why it is said and how it is said. As it progresses, content analysis affords the researcher an opportunity to interpret data by ascribing to the responses what may have been inferred or implied (www.surrey.ac.uk). Zhang and Wildemuth (2009) point out that content analysis is one of the most widely used data analysis techniques in qualitative studies probably because of the flexibility that it provides in data analysis. Hsieh and Shannon (2005) concur that the three approaches that may be used by the researcher when using content analysis make it flexible and, thus, popular. These approaches are the conventional approach, the direct approach or the summative approach.

Hsieh and Shannon (2005) state that the major differences between these approaches are the coding schemes, origins of codes and threats to trustworthiness. In this study, the researcher used the summative approach as opposed to the conventional approach and the direct approach. Summative content analysis involves counting and comparing keywords or content, followed by the interpretation of the underlying context. In the summative approach to qualitative content analysis, data analysis begins with searches

for occurrences of identified words. Then word frequency counts for each identified term are calculated (Hsieh & Shannon, 2005). The summative approach is broadly inductive reasoning by the researcher in which data is examined repeatedly and compared until it is reduced into themes or categories (Hall, 2016).

In this study, the researcher used summative content analysis to identify words and phrases that are frequently used in circulars, memorandum, schools' assessment policies, departmental minutes and other documents, such as Subject Policy Guidelines. Such phrases must best describe teaching and learning in schools that cater for street children. The relevant themes could relate to timetables, notional times, progression requirements etc. and may be used to compile a theory which best describes the phenomenon being studied. The theory thus developed may be used to give a detailed account of respondents with regard to their experiences in managing the teaching and learning of street children. According to Zhang and Wildemuth (2009), in this regard there seems to be no significant difference between what is seen and what is heard by the researcher. In this study, teachers were observed in terms of the five crucial aspects, namely their identification of street children; their involvement in addressing the needs of street children; their responses to the challenges and problems of street children; their interaction with street children; and their coordination of lessons. The observation was valuable in comparing and contrasting the data collected through interviews. The advantage of using the summative approach in data analysis is that it is an unobtrusive and non-reactive way of studying a phenomenon of interest. In this study, it was preferred since it is strictly controlled methodologically and the material is analysed step-by-step. Mayring (2002) argues that when summative content analysis is used properly, the researcher is able to deal systematically with the empirical aspect of the study while, at the same time, ensuring that the analysis is replicable to a certain extent.

3.8.3 Handling data analysis

Mayring (2002) describes data handling as the process of ensuring that research data is stored, archived and disposed of in a safe and secure manner during and after the conclusion of the research. In this study, there were three sources of data which were

processed into information. As the data forms the backbone of every study, it was important to apply measures that would enhance its safe handling. The researcher intended to store the interview transcripts in electronic format in a personal computer to which there would be limited access by other users.

There was also data collected through observation; and such data consisted of field notes that were recorded in a diary. The field notes were later transcribed using thematic analysis. Similarly, the field notes were stored in electronic format for ease of analysis at a later stage. Since all data should culminate in a report at the end of the study, once the report had been compiled and the report submitted for examination, data would be discarded in all electronic formats. The data would be submitted to the University of Pretoria and stored in the library archives at the end of the study.

The last form of data was data collected by means of document analysis. The data was handled using the same process as the data collected in interviews and by observation. In handling the data, the researcher adhered to the strict conditions laid down by the ethics committee of the University of Pretoria.

3.9 Trustworthiness of the Study

Houghton, Casey, Shaw and Murphy (2013) describe qualitative research as an artistic endeavour that requires a soulful and imaginative approach to assessing its quality. In this regard, the quality of the qualitative research cannot be judged comparatively with quantitative research, which emphasises validity and reliability (Carter & Porter, 2000). Qualitative research, on the contrary, emphasises credibility, dependability, conformability and transferability of the findings (Houghton et al., 2013). In this study, the researcher made a considerable effort to enhance the credibility of the findings through prolonged engagements of the participants throughout the research; this is also known as triangulation. This strategy was effective in ensuring that all new data that emerged in the process of research was analysed until there was no new data that emerged. Audit trails were also conducted to enhance the dependability of the findings. Rolfe (2006) describes an audit trail as a transparent description of the research steps taken from the start of the research project to the development and reporting of findings.

As such, the researcher kept a record of all the steps that were involved from the start till the end of research project. In order to enhance the conformability of the findings, the researcher used a diary that reflected the observation of and interactions with teachers during formal and informal encounters. This was important in checking against bias that could have influenced the researcher with regard to the research findings. Lastly, the researcher used thick descriptions from teachers and SMTs to compare and contrast the observations and information contained in the documents he analysed. The researcher also used the field notes and direct quotations to compare the responses of the participants during interviews to confirm the credibility of the data collected.

3.9.1 Dependability

Dependability of a study refers to the stability or consistency of the inquiry process over time (Houghton et al., 2013). A dependable study occurs where the researcher is able to accurately conceptualise the study, collect data, interpret the findings and report results. This can be achieved by having an independent supervisor to review the activities of the researcher in order to determine the extent to which the researcher has been able to go through the process of conducting the study. This may entail verifying and checking the sampling techniques, the data collection instruments, the data analysis process as well as interpreting of results. According to Rolfe (2006), the transparent description of the research steps taken from the start of the research project to the development and reporting of findings is known as an audit trail. In this study, dependability was enhanced by working with the experts in the field and other academics who have an interest in the teaching and learning of street children. They also played a role in ensuring that different methods of verifying findings were used.

3.9.2 Confirmability

Confirmability refers to the quality of the results produced by an inquiry in terms of how well they are supported by the respondents who are involved in the study and by the events that are independent of the researcher (Patton, 2002). In this study, Confirmability of the findings was achieved by providing the transcripts of the interviews to be verified by the respondents against the actual record of the interviews contained in

the voice recordings. Through this process, the respondents were able to match their initial inputs with the transcribed record. In addition to this, the findings of this study were compared with the findings of other studies that had been conducted before.

3.9.3. Transferability

Transferability can be achieved by comparing the findings of the study to the findings of other studies to determine if there are any similarities in the contexts and settings under which two or more studies were carried out and if the findings are transferable. This process requires that the readers to independently evaluate each study and decide how it may apply to different settings (Patton, 2002).

3.9.4 Credibility of the study

Credibility is about making the research findings believable to the readers. Creswell (2014) suggests that accuracy and depth in presenting the research findings contribute to the credibility of the findings. In this study, the researcher used quotations from the interview transcripts to illustrate the research findings. The interview transcripts were generated from recorded interviews which were transcribed verbatim. There was also cross-checking of data from the different data collection methods used in this study (Creswell, 2009).

3.10 Ethical Considerations

In terms of ethical practices, this study had to exercise due diligence in conformity with all the requirements laid down by the ethics committee of the University of Pretoria with which the researcher is a registered student pursuing doctoral studies. In addition, the researcher also spent a reasonable amount of time to master the American Psychological Association Guidelines (2000). In conformity with these guidelines, the researcher has the responsibility to be honest with and respectful towards all individuals who are affected by their research studies. In order to minimise any potential harm and risk to the participants and to ensure that the participants' confidentiality and privacy were not compromised, the supervisor of the researcher kept a track record of all the steps undertaken in the process of data collection, analysis of data, archiving and

storage of data, writing of the report and final submission to the University of Pretoria for archiving. The researcher ensured that all the ethical requirements of this study were adhered to.

Research ethics concerns the responsibility of researchers to be honest with and respectful towards all individuals who are affected by their research studies or the reports of the studies' findings (American Psychological Association, 2000). In this regard, Gravetter and Forzano (2009) identify two basic categories of ethical responsibility that the researcher must attain, i.e. first, the responsibility to ensure the welfare and dignity of the individuals (both human and non-human) that participate in the research study; and second, the responsibility to ensure that public reports of their research are accurate and honest. These two responsibilities, according Gravetter and Forzano (2009), can be achieved by the researcher if three prerequisites are fulfilled. These prerequisites characterise the ethical conduct of a researcher and enhance the trust between the researcher and the respondents. The first prerequisite is to obtain the consent to participate in the study; the second one is to carefully craft the nature of questions to be used to quiz the participants; and the third one is to guarantee the confidentiality of the information shared by the respondents.

In this study the necessary effort was made to conduct a fairly ethical study by considering all aspects that have been mentioned above. Since this study was conducted in order to fulfill some of the requirements for the award of a degree offered by the Faculty of Education, University of Pretoria, ethical rules as determined by the university formed the basis of compliance by this study. This means that consent to be in the field and engage the respondents was sought from the ethics committee of the University of Pretoria. Subsequently, as the study was conducted within the jurisdiction of the GDE, the ethical rules of the GDE were also complied with through seeking the necessary consent to conduct the study in the public schools located within the jurisdiction of the GDE. In this regard, one of the most important aspects considered was to obtain the permission of relevant SGBs to conduct the study in their schools. This is a requirement laid down by the GDE for all studies conducted in Gauteng public schools. In handling, interpreting and storing the data, and then drafting the report, the

identities of the respondents were protected by using pronouns instead of names. The data was kept in electronic files which were stored in a safe place and would be destroyed after the examination process had been conducted. The final report will be accessible through the archives of the University of Pretoria library.

3.11 Summary of the Chapter

In this chapter, the process and steps followed in conducting this study were described. This process entailed describing the design of the study, sampling of the participants, the methods used in collecting data, and data analysis techniques. The data collected through the semi-structured interviews, observation and document analysis was presented. The researcher explained the strategies used to ensure trustworthiness of the findings as well as the ethical issues considered while conducting the study. The next chapter presents the research findings and analysis.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

In Chapter 3 the important aspects of the research methodology used in this study were described. These included the research method, research design, sampling procedures, data collection instruments as well as data analysis methods. This study collected data from three schools and 15 participants. The methods that were used for collecting data were semi-structured interviews, document analysis and observation. The purpose of this chapter is to present data that was collected from the participants and to conduct the narrative descriptions of the major themes and sub-themes that were identified. The profiles of the schools that participated in this study and the demographics of the participants are also presented. The themes and sub-themes are presented and discussed.

4.2 The Profile of Schools That Participated in This Study

Three schools with street children were selected to participate in this study. Predetermined selection criteria were used to select the schools that participated. First, the schools needed to have street children or homeless children as part of the learner population. Second, the location of the schools had to be in Johannesburg and Pretoria. Third, the schools were supposed to be public schools registered with the Gauteng Education Department (GDE). Last, the schools had to be classified as schools for Learners with Special Education Needs (LSEN). Therefore, in order to conduct the study, the necessary permission had to be obtained from the GDE. As part of the ethical considerations, the identities of the schools and those of the participants had to remain confidential and, therefore, codes were assigned to the schools and the participants. For the purposes of this study, the schools are described as School A, B and C, respectively. Below, the researcher presents the profiles of the schools that participated in this study.

4.2.1 Profile of School A

School A is situated in Johannesburg close to the industrial area. The majority of the learners attending the school came from a squatter camp that is adjacent to the school. The school is more than 30 years old. The squatter camp developed as a result of vacant land owned by a private company which had not been utilised for many years. The vacant land and its proximity to the industrial area attracted job seekers to the area, who erected makeshift shelters as they could either not afford to erect proper structures or were not granted permission by the landowners to build permanent structures. The community living in the area is characterised as families who were subjected to poverty and who lacked basic services such as ablution facilities, electricity and tarred roads. Some of the members of the community were employed by the industries in the area to do odd jobs; they are security guards or cleaners or in casual employment. Another fraction of the community were women who earned a living through other means, such as sex work. In the area, there individuals who could be described as immigrants and who earned a living by engaging in informal activities such as running tuck shops and hawking merchandise. These members of the community were regarded as better-off by other members of the community as they had a steady and regular flow of income.

School A was the only one found in that area and it had temporary structures, which were mobile classrooms. The mobile classrooms had been donated to the school by a non-profit organisation (NPO). The facilities within the school were old and in disrepair. In the area there was also a huge temporary structure which was used as a church by community members. The church was also very old but was very useful to the school as it served the purpose of a school hall when the school had functions. A few metres away from the school, there was a vacant piece of land which was occupied by trucks which delivered goods to the industrial area and also parked there overnight. This was another factor that attracted sex workers to the vicinity of the school.

Children attending School A came from this community and were mainly lived by themselves with no adult supervision. The other group of children attending this school lived in nearby shelters. The shelters did not have electricity, running water, ablution facilities and proper roads. The living conditions of the learners in this area were below

average and the children survived through begging and scavenging for leftovers in the industrial area nearby. The total number of children attending this school was 500. Among the 500 learners, 200 were street children.

4.2.2 Profile of School B

School B was situated in the northern part of Johannesburg. The school came into existence because of the mines that used to be in the area in the 1800s. The mine owners had erected a village for the workers and, as such, there was a mine village that surrounded the school at that time. The school was also an initiative of the mining plant, built for the exclusive use of the children of the mine workers. With time, the mines closed down as there were no more minerals to extract and other mines, too, closed down owing to changes in the political landscape in South Africa. Some of the workers left the area when the mines closed down, but a fraction of mine workers remained in the area with the hope that one day the mines might reopen. In the meantime, the means of survival became illegal mining where mine workers would go down the mine shaft and dig gold pieces that they would sell on the black market. The activities were deemed illegal as the miners did not have a license to own a mine or to operate mining activities. The area had attracted dozens of young and old people from within and beyond Gauteng as a result of the illegal mining activities. Adults as well as children came into this area to seek income and some of them got employed by the illegal miners.

The social workers and the law enforcement agencies did visit the area from time to time to effect arrests and sometimes to persuade the children who were vagrants to attend the school in the area. The school had survived for many years and had now been registered by the GDE. The school offered meals during the day as part of the Gauteng Nutrition Scheme. The meals had been another incentive that had attracted the street children to attend school. NGOs were also involved in the area, and they provided shelters to the community that mostly lived in run-down buildings that were dilapidated and severely battered. The children in this area were regarded as street children and they attended School B while at the same time pursuing their means of survival by working part-time as illegal miners. The common denominator among all

members of this community was poverty and the lack of amenities, including recreational facilities. The enrolment of the school was estimated at 640 learners, of whom 352 were street children.

4.2.3 Profile of School C

School C was a well-established facility with “state-of-the-art” buildings and boarding facilities. It was a largely modernised building of modest architectural design, constructed with modest materials and marked by a modest finish. The first impression that one got was that the building was a former model C school. However, upon closer examination of the school, a different story would emerge. The school was a government facility meant for learners who were in trouble with the law, learners who were offenders and, owing to their being minors, were given a chance to be rehabilitated through formal schooling. The facility was home to young offenders who were in need of a place of safety. Teachers in this school shared the space with social workers, psychologists, nurses and parole officers who were in charge of monitoring the behaviour of the children. Street children formed a large percentage of the learners who ended up in this facility as street children. Most of these offenders had no parents or guardians to take custody during their period of trial. Behavioural problems were the order of the day for the learners in this facility and the teachers understood that the profile of their learners was unique. At the time this study was conducted, enrolment in the school was 800 learners, of whom 240 were street children.

4.3 The Demographics of the Participants

The study had proposed to collect data from 18 participants. This would have included six participants from each of the three schools. The composition of the population would have included one principal, one deputy principal, two HoDs and two teachers in each of the schools. However, the actual data collection process managed to secure 15 participants, whereas the remaining three target respondents were either no longer willing to participate in the study or had competing priorities which prevented them from taking part. The target respondents who did not participate in the study included one HoD from School A, another HoD from School C and one principal from School C. Since

participation was voluntary, the researcher accepted their reasons for not participating. Among the 15 who participated, two were principals, three were deputy principals, four were HoDs and six were ordinary post level 1 teachers. The table below presents the data in terms of the number of participants.

No.	Post level	Number of participants
1.	Teachers	6
2.	HoDs	4
3.	Deputy principals	3
4.	Principals	2
	Total	15

Table 4.1: The number of participants and the positions held

In order to maintain anonymity, which was a precondition for participation in this study, each of the participants was given a code which would be used in the presentation of the data. The table 4.2 below is a summary of the codes that were assigned to the participants.

Participants	Position	Code
Teachers	Teacher 1 (School A)	T1
	Teacher 2 (School A)	T2
	Teacher 3 (School B)	T3
	Teacher 4 (School B)	T4
	Teacher 5 (School C)	T5
	Teacher 6 (School C)	T6
Heads of Departments	HoDs	

	Head of Department 1 (School A)	HoD1
	Head of Department 2 (School B)	HoD2
	Head of Department 3 (School C)	HoD3
	Head of Department 4 (School C)	HoD4
Deputy Principals	Deputy Principal 1 (School A)	DP1
	Deputy Principal 2 (School B)	DP2
	Deputy Principal 3 (School C)	DP3
Principals	Principal 1 (School A)	P1
	Principal 2 (School B)	P2

Table 4.2: Summary of codes assigned to the participants

4.3.1 Gender of the participants

In terms of gender, eight of the participants were males while seven were females. Therefore, males constituted the majority of the participants even though the disparity between the genders of the participants was not great. This factor was manipulated by the researcher to create the necessary balance of genders and reduce the risk that would have resulted from gender bias.

4.3.2 Age of the participants

The age of the participants ranged from 26 to 62 years. Among the participants, two were between the ages of 26-30, two others were between the ages of 30-39, another six were between the ages of 40-50, four were between the ages of 51-60 and only one participant was over the age of 60. The age of the participants was considered to be an important factor in understanding the learners who were street children and their teaching and learning.

4.3.3. Experience of the participants

The experience that was considered in this study was relevant experience, which was the number of years the participant had taught in schools with learners who were street children. This deliberately excluded experience gained in schools without learners who were street children. Among the six teachers, one teacher had one year of relevant experience, three teachers had three years of relevant experience, one teacher had six years of relevant experience and another one teacher had more than 10 years of relevant experience. The experience of the HoDs was considered to be an important factor in this study as HoDs are regarded as subject experts in the fields they manage. Among the four HoDs that participated, three had more than 10 years of relevant experience and one had three years of relevant experience. The deputy principals who were considered in this study were those who were in charge of curriculum delivery in their schools. This meant that all deputy principals who were not responsible for managing curriculum delivery in their schools were deliberately excluded to enhance the validity of the findings. Using this criterion, three deputy principals that participated in this study had five years' relevant experience; while the other two deputy principals had more than 15 years of relevant experience. The total number of principals who participated in this study was two. One of the principals had 16 years of relevant experience whereas the other principal had 20 years of relevant experience. Once more the researcher considered the experience of participants to be important in enhancing the reliability of the findings of this study.

4.3.4. The qualifications of the participants

The qualifications of the participants played an important role in the study. There was one participant with a teacher's diploma, 10 participants had a degree in education, another one participant had a non-teaching degree plus an Advanced Certificate in Education (ACE), two participants had honours degrees and one had a master's degree in education management and leadership. In Table 4.3 the researcher presents a summary of the participants' ages, teaching experience as well as their qualifications.

Participant	Age	Teaching experience (years)	Qualification
Teacher 1	39	1	Non-teaching degree + ACE
Teacher 2	26	3	Teaching degree
Teacher 3	43	10	Teaching degree
Teacher 4	30	3	Teaching degree
Teacher 5	27	3	Teaching degree
Teacher 6	51	6	Teaching degree
HoD 1	62	13	Teaching degree
HoD 2	50	16	Diploma
HoD 3	45	11	Master's degree
HoD 4	47	3	Teaching degree
DP1	46	15	Honours degree
DP2	56	8	Teaching degree
DP3	48	7	Teaching degree
P1	44	16	Honours degree
P2	57	20	Teaching degree

Table 4.3: The participants, position they held, their age, experience and qualification.

4.4 Themes and Sub-themes from Data Analysis

Through the process of data analysis, there were five themes and sub-themes that emerged. The table below is a summary of the themes and sub-themes that emerged.

Themes	Sub-themes
Theme 1: Identifying and conceptualising learners who are street children	<p>Sub-theme 1: The physical appearance of street children</p> <p>Sub-theme 2: The behavioural patterns of street children</p> <p>Sub-theme 3: The need for supervision and care of street children</p> <p>Sub-theme 4: The need for a place to call home and living conditions</p>
Theme 2 : The perceptions of the SMTs and teachers regarding the needs of learners who are street children	<p>Sub-theme 1: The educational needs of street children</p> <p>Sub-theme 2: The general welfare needs of street children</p> <p>Sub-theme 3: The strategies to address the needs of street children by teachers and SMTs</p>
Theme 3: Managing the teaching and learning of learners who are street children	<p>Sub-theme 1: The perceived roles and responsibilities of managing teaching and learning of learners who are street children</p> <p>Sub-theme 2: Experiences of teaching in a school with learners who are street children</p> <p>Sub-theme 3: The views of teachers and</p>

	<p>SMTs about academic performance of street children</p> <p>Sub-theme 4: Internal measures to support the teaching and learning of learners who are street children</p>
<p>Theme 4: Problems or challenges experienced in the teaching and learning of learners who are street children</p>	<p>Sub-theme 1: Challenges experienced by teachers and SMTs teaching learners who are street children</p> <p>Sub-theme 2: External factors</p> <p>Sub-theme 3: Strategies used to address the challenges experienced in teaching the learners who are street children</p>
<p>Theme 5: Successful management of the teaching and learning of learners who are street children</p>	<p>Sub-theme 1</p> <p>Collaboration between role players</p> <p>Sub-theme 2: Interventions to enhance the teaching and learning of learners who are street children</p>

Table 4.4: Summary of themes and sub-themes

4.4.1 Theme 1: Identifying and conceptualising learners who are street children

In conducting interviews, the researcher sought to understand how the teachers and SMTs describe learners who are street children in their schools. The aim was to enable the researcher to understand the concept of street children as perceived by the participants involved in the study. In this regard, during the interviews the participants were asked to describe the features of the learners that they regard as street children in their schools. The responses of the participants were analysed and it became evident that the concept of street children was a theme that needed to be explored. Through the descriptions that were given by the participants, it became evident that the participants construct the concept of learners who are street children based on their physical appearance, their behavioural patterns, the care and supervision of the learners as well as their living conditions. These four sub-themes are described in the following paragraphs.

4.4.1.1 Sub-theme 1: The physical appearance of learners who are street children

The participants regarded learners who are street children as children who are not appealing in terms of their physical appearance. The participants described the physical appearance of learners who are street children as follows:

Learners who are street children are dirty and smelly...I teach and just go out at the end of the period. (T1)

They look anxious and isolate themselves; more often they are always bullying others. Some do not dress properly or wear school uniform. (HoD 4)

Another description of learners who are street children is a combination of different attributes:

...sometimes I find it challenging to conceptualise learners who are street children. They don't complete schoolwork, have learning difficulties, do not adjust easily to classroom rules, they are ashamed of themselves, dirty, poor communication skills, poor organisation of schoolwork, look physically unhealthy, and sometimes mentally and physically underdeveloped. (DP 3)

The findings of this study show that, even though the participants could not be certain about the mental and physical well-being of learners who were street children, their appearance was used as a point of reference in identifying and isolating learners that are considered to be street children from other learners in their schools. There was an assumption that the unusual living conditions had contributed to the impoverished physical appearance, which had a negative effect on the learners who were street children, thus distinguishing them from other learners who are not street children. Similarly, through the observation of lessons, it was evident that the teachers were reluctant to adhere to the notional contact times which were reflected on their timetables. During observation most teachers attended classes without all the resources they needed to conduct lessons. There were prevalent incidents where teachers left their teaching materials in the staffrooms and often had to go out to collect what was needed for effective teaching and learning. This was a sign to the fact that the teaching experience was not pleasant experience for teachers owing to what they perceived as. On the other hand, the delays by the teachers in adhering to the allocated teaching time made it difficult for the SMT members to monitor effectiveness of teaching and learning. In terms of the Personnel Administrative Measures (PAM) document which was analysed by the researcher, the SMT members were in charge of managing the effective use of allocated times for teaching and learning. Therefore the researcher found that the physical appearance of learners who are street children has an influence on teacher-student interactions which also influenced management of teaching and learning in schools with street children.

In this regard, the physical appearance and living conditions were used as the distinguishing features through which the socio-economic background of learners who are street children within schools are determined. Learners who are street children are perceived to represent the less privileged and marginalised members of society whose access to and participation in schools pose an identity challenge where living conditions and appearance determine the socio-economic class of learners who are street children.

4.4.1.2 Sub-theme 2: The behavioural patterns of learners who are street children

According to the participants, learners who were street children could be identified through their behaviour at school. The behaviour of learners who were street children was perceived negatively in terms of not abiding by school rules, disruptive behaviour and poor academic performance. The following quotations illustrate the findings on the behaviour patterns of the learners who were street children:

My description of learners who are street children is that they are destructive in class, hardly pay attention, always have a problem that need the attention of the teacher or the principal. (T2)

...sometimes I find it challenging to be conceptualised. They don't complete schoolwork, have learning difficulties, do not adjust easily to classroom rules, they are ashamed of themselves, dirty, poor communication skills, poor organisation of schoolwork, look physically unhealthy, and sometimes mentally and physically underdeveloped. (DP2)

Learners who are street children are bullies, always tired and very short-tempered, and that is what makes teaching them very difficult. As a teacher you need to know very well how to deal with those situations. (P2)

Other descriptions of the behaviour of learners who were street children were linked to criminal activities. The participants said:

Street children normally are those who are awaiting trial and then you have those that are here because they were placed for safety reasons either by courts or by social workers. In that you can also tell that homeless children are often not in conflict with the law whereas street children are in conflict with the law. (T6)

Most of the street children are either traumatised emotionally or physically. Many are affected or involved in drug abuse. They do not have a place to stay. And they have violent behaviour. (HoD 3)

The participants perceived the behaviour of the learners who were street children as a management challenge that required specialised skills to address their social and psychological needs. This implies that the teachers did not have the relevant skills and were not prepared to address some of the needs of the learners who were street

children. The perceived conduct of learners who were street children seemed to have a negative influence in classroom management, teaching and learning. The description of the behaviour of the learners who were street children shows that they were viewed as children who did not fit in the norms of the school and whose behaviour needed to be monitored by teachers as it could be due to emotional and psychological issues. In this regard the researcher also analysed the school correction book for learners used by the SMT in particular the principals where street children were involved. The purpose of the school correction book was to record the incidents of non-adherence to the school rules by the learners. The incident book captured the date of the incident, the nature of offence and the sanction that was applicable. In most instances, teachers left classes to refer learners who are street children to be recorded on the school incident book. Through observation, it was noted that a fraction of time required for teaching and learning was used by teachers either for referrals of learners who are street children to the principal or in instilling discipline in classrooms. The frequency of referrals to the principals and other members of the SMT by teachers was an indication that teachers were on adequately skilled to deal with the behavior of learners who are street children in schools. Similarly, the researcher analysed the Personal Growth Plans (PGPs) of teachers which were documents in which teachers indicated on their own the areas in which they wanted to be developed. In most PGPs, teachers expressed the desire to be developed in classroom management which was about discipline in classroom. In addition the School Improvement Plans (SIPs) of schools where street children were involved often reflected the need for workshops on classroom management which was an expression of what most teachers needed in schools with street children to be able to manage teaching and learning

4.4.1.3 Sub-theme 3: The need for supervision and care of learners who are street children

Another way in which the participants conceptualised learners who were street children was through the supervision and care that the children needed or were not receiving. The participants expressed the following views:

In our case the street children are in need of care and those that are in conflict with the law for which there is no responsible parent or guardian to provide a supervisory role or to take custody of the child while the trial is before the courts. (T5)

They are also street children because they don't have parents who really care or have the means to look after them... Yes, they are squatter camp children who are staying with their parents, who are sometimes sex workers and cannot take care of them. (DP1)

Supervision and care of street children makes teaching and learning very difficult because you expect the parent to supervise the child at home and ensure that the schoolwork gets priority. (T3)

Another participant seemed to have observed that the lack of proper supervision had a negative influence on managing the teaching and learning of learners who were street children. The participant said:

If you are hungry you can't learn. If you feel unsecured [insecure] you don't trust anyone, even your teachers. If you were violated before or you witnessed someone being violated, you become emotionally stressed. (P1)

The gap in care-giving seemed to play a part in the identity formation of learners who were street children as perceived by the participants in this study. Given the fact that the learners who were street children did not have proper and stable homes, their appearance and behaviour did not meet the expectations of the schools. The findings of this sub-theme also suggest that the situation of vulnerability created by the lack of parental supervision, care and support seemed to play a role in the survival behaviour adopted by learners who were street children, which constitutes a characteristic used in constructing their identity. The lack of supervision, care and support was perceived as the condition that affected the social life and education of the learners who were street children. The researcher observed that teachers sought to understand the learners who are street children outside the classroom environment by probing questions that were not part of their lessons plans. In most cases teachers directed learners who are street children to reflect on their personal feelings about the realities of life they were facing and how they responded to the challenges they were facing. The level of empathy exercised by the teachers during the lessons contributed to the findings of this study

that teachers in schools with street children complimented their teaching strategies with pastoral care rather than strict adherence to their teaching plans. In this regard, the researcher found that the pace of teaching and learning which was reflected in pace – setter documents was often not adhered to. The SMTs and teachers perceived themselves as substitute parents who had a responsibility to support learners who are street children in their schools. Therefore the finding was made that more teaching time was involved in teaching learners who are street children since the SMTs and teachers often deviated from their pace setters and Teacher Assessment Plans (TAPs).

4.4.1.4 Sub-theme 4: The need for a place to call home and living conditions

The participants identified homelessness and living conditions as a unique characteristic that defines learners who are street children. These contextual factors also affect teaching and learning. The following opinions of the participants encapsulate the significance of homelessness and poor living conditions to which learners who are street children are exposed:

Street children include children who are not staying with their parents and who are housed at informal settlements without proper adult supervision. Street children depend on social welfare and income they get from their own means. (T3).

Street children are mainly characterised by not staying with biological parents and are in the care of foster parents but you still find those that are not in foster care and prefer to live in groups. (T4)

Street children are learners who are not living with their parents or family members at their homes. These learners are staying in places of safety assigned to them by the social workers and courts... street children would see streets as a place where they can make a living instead of staying with friends and relatives. (T6)

Street children are immigrant learners, learners coming from squatter camps, and learners who are coming from the child-headed families and those who are not affording better life... Yes, I can say that there is no one but many boys who are staying under the bridge and that they have been there for many years. These are the learners who for one reason or the other stay in shelters managed by NGOs but later they find their relatives and then they move to stay with them. (DP1)

Part of the conceptualisation of learners who are street children appears to be the absence of family attachment and a sense of belonging. The above quotations seem to conceptualise “a home” not just as a place or shelter but one where there is parental care and support, which often lead to attachment. It means that the definition of a home is incomplete without a sense of attachment as a result of parental care and support. Learners living in other forms of shelters in the absence of parental care are regarded as learners who are street children in this study. The researcher used the files of the schools where street children were involved to analyse the pattern the indemnity forms that were recorded. The indemnity form was a document prescribed by GDE to monitor the movement of learners outside the schools they attended when they attended trips, tours and excursions. In schools where learners who are street children are involved, it was a common practice for those schools to arrange trips and tours where learners who are street children would be socialized rather learning in contrast to what was intended by indemnity forms. The SMTs and teachers in schools with street children regarded the trips and tours as the vital instrument through learners who are street children could be embraced and feel loved and protected. The researcher observed that learners who are street children were more assertive to the SMT members and teachers who were involved in organizing school trips and tours in schools where street children attended. The assertiveness improved the management of teaching and learning in schools with street children. Therefore the finding was that the SMT members and teachers regarded trips and tours as a tool through which the void of homelessness could be addressed.

From the findings of this theme, there is evidence that, although all learners (whether they are street children or not) are born with the potential to learn, the participants used the socio-economic backgrounds of learners to categorise them in their schools. This subconscious process of categorisation of learners influenced how learners who are street children are socialised and integrated in schools while, at the same time, it also influenced the reception they are likely to get in schools. In this regard, factors such as behavioural problems, homelessness, poor living conditions, lack of proper supervision and appearance played a role in formulating theories in the minds of the participants which either supported or negated the stereotypes they held about learners who are street children.

4.4.2 Theme 2: The perceptions of the SMTs and teachers regarding the needs of learners who are street children

During the data collection process, the perceptions of participants were evaluated in terms of what they considered as the needs of learners who were street children. The purpose of this question was to assess the extent to which satisfying or not satisfying the needs of learners who are street children influenced the management of the teaching and learning of such children. The participants considered the needs of learners who were street children to vary from basic physiological needs that are important for human survival to those needs that are educational and which are vital for the management of teaching and learning. In the following paragraphs, three sub-themes were identified and discussed, namely: the educational needs of learners who are street children; the general welfare of learners who are street children; and the strategies that the teachers and SMTs use to address the needs of learners who are street children.

4.4.2.1 Sub-theme 1: The educational needs of learners who are street children

The participants considered the role of parents and guardians as crucial in guidance and monitoring the academic performance of learners who are street children. This view was expressed by the participants thus:

Street children need to be assisted with their schoolwork, they need to be involved in extra-mural activities ...they need to develop their natural skills, and they need someone to monitor their schoolwork because without such monitoring they cannot do it on their own. Street children are not disabled but they have natural abilities that can be enhanced if they are supported properly. (T4)

Street children need support in the form of specialists who are able to address their other problems. For example, specialists who can get to the causes of them leaving their families and ending up in streets and resolve those problems. Say a child was abused by a father who is alcoholic – that problem can be addressed at home. (T3)

Street children often need the care that they don't get from parents and that makes them fragile but very loving as well. (HoD1)

In the light of the guidance and monitoring of schoolwork that was deemed to be crucial, the participants perceived themselves as lacking the capacity required to ensure proper guidance and monitoring of learners who were street children outside the school environment. These views were articulated by the participants as follows:

The academic performance of children is poor probably because they don't have a support at home and they are not monitored if they do their work but, most importantly, it is the CAPS that always needs parents to assist their children in doing their schoolwork. So in the case of street children it becomes difficult to do that. (T5)

Street children perform poorly because nobody monitors the performance outside school. (HoD2)

...we are unfortunately lacking in that area. Even though we have [an] induction process that one has to follow when joining the school, our induction does not cover the aspects of guidance and monitoring of schoolwork outside the school precinct. (T5)

Curriculum design calls for parental support in the academic work of learners, which is not realistic and achievable for children who lack a family structure to fulfil the academic support role. The above quotations imply that teaching and learning is a shared responsibility between teachers and caregivers, who may be parents or other responsible adults. Learners who are street children live without parents and caregivers to provide the support they need to perform well academically. This finding implies that the teaching and learning of learners who are street children may require a curriculum that is flexible and that accommodates the lifestyle and challenges of learners who are street children. A clear boundary between the work done at school and the work to be done at home is evident from the above quotation and yet teachers seem reluctant to carry out academic support beyond school hours and premises. This is likely to create a gap in learning and may have an effect on the academic performance of learners who are street children compared to children who receive parental support and guidance in doing schoolwork. There is also a need to create a conducive climate for learning by addressing social and psychological problems that might hinder the teaching and learning of such learners. The social and psychological problems could be due to the living conditions of the learners.

The other view of the participants was that schools with learners who were street children were perceived as not being properly resourced to support and sustain the educational needs of those children. This view was evident through the following remarks:

Schools children are not sustainable in the sense that street children often drop out of school if their needs are not met, such that being a street child is not a permanent condition. It comes and goes with time and what would happen to the school children if, for example, the social development is so efficient that street children are properly managed and proper places are created for them? They will collapse. (T3)

Exceptional learners tend to forget about their poor background and just learn as if there is no tomorrow. But if the child is not exceptional, the background plays a major role and that learner will never achieve academically but will at least perform. (DP1)

The view shared by these participants was an indication that teachers and SMTs needed specialised skills and training that would enhance their capacity to manage the teaching and learning of learners who were street children. Besides, additional support was required to ensure that learners who were street children were monitored and guided even when they were not at school. In one of the schools that participated in this study, there was an integrated model that was used which involved the school counsellors, the school social workers, the psychologists and parole officers. In that particular school, there were referral forms which were used by the SMT members and teachers to refer learners who are street children in to specialized services available in the school. The researcher found that there was a high prevalence of referral of learners who are street children than those who were not. The finding was that the SMTs and teachers relied on specialized services to refer learners for specialized services with the hope of understanding the educational needs of learners who were street children. The SMTs and teachers perceived specialized services as the platform where the educational needs of learners who are street children could be properly identified and appropriate support intervention be structured. However the researcher observed that, specialized services had unintended consequences for learners who were attending the specialized services in that they were perceived by the school community as weak or

inadequate. In classrooms, the researcher observed that the learners who were referred for specialized services demonstrated poor socialisation skills and low self-esteem and poor student-student interactions. In schools where there were no specialized services, learners who were street children spent most of their time away from school to access social services which increased their rate of absenteeism in school registers and increased their chances of poor academic performance.

4.4.2.2. Sub-theme 2: The general welfare of learners who are street children

The general well-being of learners who were street children was reported to be below standard and the participants had to perform multiple roles and responsibilities that go beyond their expected roles as teachers to fulfil the needs of such learners. These views are expressed through the following sentiments:

Street children need more support than teaching and learning. For example, teaching and learning cannot happen if a child does not have accommodation. (HoD2)

Street children need food, clothes, accommodation, support, love and guidance. More effort needs to be put in place, such as psychologists and social workers to be allocated to school to assist with social and emotional problems. (HoD1)

Street children need to be accepted the way they are – continuous support, not to be judged, understanding of what they are going through, and sympathy. (DP3)

Street children need food, clothing, counselling, safety, love, health facilities, preventative measures against the use of drugs, but most importantly, decent education, education that will improve their lives. (P1)

Street children need shelter, food and love. The ability to cater for the needs of street children is important because once they are hungry we can't teach them. (T1)

The findings in this theme show that the participants related the non-fulfilment of the needs of learners who were street children with a negative influence on teaching and learning and emphasised the need to cater for the identified needs to ensure that teaching and learning took place. The participants also acknowledged that special and expert knowledge and skills were needed to fulfil the diverse non-academic needs of

these children, which impact negatively on teaching and learning. This implies that team effort is essential in ensuring that the needs of learners who are street children are fulfilled to avoid the deprivation status that limits the ability of such learners to perform well in schoolwork. The other concern expressed by some of the participants regarding the welfare of the learners who were street children was the lack of empathy from some of the teachers and understanding of the background of these learners, which could have an effect on the support that the teacher might be able or willing to give to the learners who were street children. The researcher observed that among the SMT and teachers who participated in this study, there was a difference in terms of the degree of care for the learners who are street children which could be attributed to the number of years spent in schools with learners who are street children. In this regard, the SMT members and teachers who were more experienced demonstrated deeper understanding of the needs of learners who are street children and were thus more emphatic towards them. The more experienced SMT members and the teachers often engaged in guiding exercises during their lessons as opposed to the less experienced colleagues who often exercised harsh forms of punishment as they expected all learners to behave in an orderly manner. The researcher corroborated this observation by analyzing the school profile document where the qualifications, ages and experience of teachers was recorded. It was evident that the qualifications no little or no influence on how the SMT members and teachers handled the general welfare of learners who are street children which had an influence on the management of teaching and learning.

4.4.2.3 Sub-theme 3: The strategies used to address the needs of learners who are street children by teachers and SMTs

The participants also narrated how the identified needs of learners who were street children were fulfilled. The actions that were taken are expressed in the following manner:

School uniform and food parcels are given to street children to take along with them after school. (DP1)

The school provides food not only to the street children but all others in the school. Sometimes the donations are received from the sponsors for clothing and uniforms. (T2)

Food is provided daily and once in a while donations are received by the school from companies that have heard about the school. Even though what we do cannot be enough in the sense that the food is just one part of one's life, there are other needs like clothing, like accommodation which remains a challenge despite the fact that you ate while at school. (T3)

It should be noted that the participants only talked about fulfilling the need for food and school uniform. It is possible that they were only able to meet and know about meeting the physiological needs. Other social and emotion needs seemed not to be addressed although they were identified as needs that were crucial. The inability of the participants to fulfill these needs created a gap in managing the teaching and learning of learners who were street children. There seemed to be a void with regard to policy guidelines which could be used by schools in managing the needs of such learners. In this regard the researcher analysed the school donation book to identify what the school donors regarded as needs of learners who are street children. It was evident that the donors also put emphasis on physiological needs of street children. The schools with learners who are street children received most donations in the form of food parcels and school uniforms. This was evidence to the fact that a multi-pronged approach was needed to manage teaching and learning of learners who are street children. The observation in this regard was that on the days where donors were coming to school, the attendance significantly improved which was evidence that learners who are street children can learn better where there is adequate support to address their needs.

Another finding is the perception of the participants that there was a positive relationship between the capacity of the school to support learners who were street children and their academic performance. The following quotations denote this interconnection:

The school we are in is very different and provides a protective layer that tends to protect and cushion learners against everything that they have gone through. When street children come to our school, they are emotionally distressed, physically abused, needing care and very fragile and insecure. Then when they are accepted here and with time some of these signs will start to disappear and they adjust and become normal because of the type of counselling they get and the support around them. The school

provides accommodation, food, shelter, education and health facilities, so there can't be anything that disturbs normal teaching and learning. (T5)

With support and cooperation [they will] be able to achieve under difficult circumstances they find themselves in and need more extra classes. (HoD3)

Our school provides an opportunity to perform such that you don't need to be exceptional in order to achieve academically. (DP1)

The findings of this theme are indicative of the fact that, while the learners who are street children have different needs which influence the management of their teaching and learning, schools are not only places to learn but also centres where the well-being of children is addressed. Therefore, schools contribute to the upbringing of the child as a member of society. Schools where most of the child's needs were catered for were also most likely to contribute towards the upbringing of a child. The ability or lack thereof to address the needs of the child depended on the training and skills of teachers and SMTs. Participants who possessed specialised training and skills to deal with learners with vulnerable backgrounds were in a better position to nurture the children, thus improving their chances of learning. On the other hand, learners who were supported by the schools in terms of their needs were likely to overcome barriers to learning and realise their full potential. The school admission book was evidence of the high drop-out rate among learners who are street children where their needs were not properly addressed. During the time of the research project, the researcher was able to identify that during the cold and winter months, majority of learners who are street children failed to attend school regularly which was evidence to the fact that the need for clothing and food was high during winter which influenced teaching and learning of learners who are street children. The observation was also that during winter months, schools with street children were not able to start their day on time as most of the learners came late to school.

Other views expressed by the participants suggested that there was a need for collaboration between different stakeholders to improve the teaching and learning of learners who were street children in schools. This view was expressed as follows:

I think the government must assist us. In my view, the social grants must be split into two. A certain portion must be paid to foster caregivers and another portion paid to the school with learners who are street children directly. (T2)

Through the support given to our children by various role players, street children in this school are not disadvantaged because all their needs are given priority and street children are not judged in terms of what they have done or what reasons or factors brought them here. (T5)

This school is well supported by psychologists, school nurses, a speech therapist, social workers, parole officers – you name it. So all these specialists work together to support the teachers and that makes things easier for us. (T6)

The involvement of the different stakeholders in ensuring that the needs of learners who were street children were met seemed to be a unique characteristic that was expected in schools with such learners. The function of the school is thus redefined to reflect a hybrid school with structures that are put in place to meet the needs of learners who are street children in a holistic manner. It implies that schools without such a support system may not adequately and effectively manage the teaching and learning of learners who are street children owing to their diverse needs, some of which the teachers are not able to fulfil. In one of the schools that participated, there were boarding facilities inside the school where learners who are street children were accommodated and their needs taken care of. In terms of the school schedules, in that school the academic performance of learners was much better in comparison with the other two schools where such facilities were not available. It is therefore evidence to the fact that the collaboration of different government departments may improve the management of teaching and learning of learners who are street children

According to the participants, the deprivation of learners who were street children negatively influenced their academic performance, which seemed to be lower than the performance of the learners who are not street children. The participants expressed this view thus:

Concentration is important for academic achievement and affects many aspects of learning, in my view. So things like hunger affect one's concentration. Motivation

depends on if you have role models. So for street children there are no role models in their families, which drives them to streets, so this affects the academic achievement of street children. (T2)

The academic performance of street children is poor because they have limited resources to help them study and that puts them at a disadvantaged position and [they] cannot compete with their peers who are not street children. (P2)

Academically the street children do not have chances to succeed. Very few of them complete school because their basic needs force them to fend for themselves. (P1)

Street children do not achieve like others because they are not motivated and do not know where they are going with their lives and also don't have money to further their studies after matric so to them it is pointless to study hard. (T1)

The poor performance of learners who were street children, compared with other learners, was related to multiple factors, such as the inability to satisfy physiological needs as well as the lack of educational resources and emotional support. The holistic well-being of learners who were street children appeared to be considered as a crucial factor that affected their academic achievement. Despite the identified deprivation, the participants expressed the belief that learners who were street children to a large extent demonstrated a great amount of resilience, which was perceived as a positive attribute that was necessary for teaching and learning. The following quotations bear out this notion:

Street children are always eager to learn and participate outstandingly in their schoolwork. They always work tirelessly. Most of the street children go to tertiary institutions and become successful and anxiously strive to better their lives. (HoD4)

Street children in my view can do better in an adapted curriculum but not a curriculum like CAPS without any variation....Curriculum forms part and parcel of systematic constraints that makes teaching and learning of street children to be difficult. (HoD3)

The contextual factors that street children encounter do affect them but they still perform in class. Just that they cannot maybe perform as good as the other learners who are not having so many problems to deal with. (HoD1)

Despite all the challenges that street children are facing, their academic achievement is good and is very comparable to the rest of the learners. (T5)

The participants also identified some learners who were street children as having attributes such as being optimistic, hardworking and ambitious. Although such learners were experiencing multiple deprivations they were still able to perform as well as the other learners, whose circumstances were better. This shows that some learners who are street children are resilient to the living conditions and are still able to do well in school. The curriculum was perceived as rigid and not adaptable to learners in different situations, such as street children. While resilience was a positive attribute of learners who were street children, schools could play a role in minimising the number of contextual factors that these learners were already facing by adapting the curriculum to their needs. The rigid nature of the curriculum was not only hindering the academic performance of learners who were street children each academic year but also influenced their chances of graduating in the long run and of enrolling in higher education institutions.

According to the participants, the complexity of the needs of learners who were street children could be better managed by the use of a combination of internal and external strategies by schools. The participants expressed this view thus:

This school gives learners support in terms of life skills, food and clothing sometimes and also engage social workers who come and address the challenges of street children from time to time to time. (P2)

Social workers are our first point of entry in that they are the ones who help us by engaging the learner and make appropriate decisions as to whether the learner needs a parole officer to be brought or the learner needs to be referred to a psychiatrist or a psychologist. But from the teacher the most important point of reference are the social workers. (T5)

Social workers come sometimes and we are able to refer cases to them, but the difference is that when they come we have to prioritise learners and only refer those learners that require urgent attention. Some learners then remain unattended and, in doing so, we are very much reactive because we refer children when there have been

incidents that have been reported and we cannot prevent them before they happen.
(HoD2)

The findings of this study show that participants alluded to the lack of specialised training and skills as being among the factors which negatively influenced the management of the teaching and learning of learners who were street children. Through collaboration with other stakeholders, the participants were not only able to identify the social needs of learners who were street children but closed this gap by embracing the expertise of other stakeholders. This finding is significant in substantiating the earlier assertion that schools with learners who are street children need collaboration with other stakeholders to address their diverse needs. In addition, it is important to note that none of the strategies were sufficient to single-handedly address the needs of learners who are street children. Internal strategies revealed gaps that were addressed by engaging a combination of internal and external strategies.

Other views of the participants demonstrated that, without the integration of internal strategies and external strategies, the teaching and learning of learners who were street children was less likely to be managed successfully. The participants expressed this view through thus:

Our school has partnerships with NGOs, churches, big companies that want to plough back, SAPS, Social Development and many more interested parties. (P1)

The school is well supported by psychologists, school nurses, a speech therapist, social workers, parole officers, you name it. (HoD2)

We outsource help from institutions of higher learning to receive services that are not readily available to us. (DP1)

In view of the diverse needs of learners who were street children, the participants expressed the belief that it was not only the role of teachers and their SMTs to address the needs of street children. The lack of parental involvement in the teaching and learning of learners who were street children created a gap which could be addressed through the collaboration of different stakeholders. Therefore, managing the teaching and learning of such learners would be a collaborative effort whose efficiency influenced

the success of learning. In this collaboration, each role player would have a specific role to perform towards achieving a strategy that could either be internal or external. While internal strategies were devised by the teachers and SMTs, external strategies complemented the efforts where churches offered social services like counselling and some big companies donated food parcels to schools. The schools with learners who were street children in this regard were not only places of learning but centres where the diverse needs of children could be addressed. In schools where teachers and SMTs possessed specialised training and skills to deal with learners from vulnerable backgrounds, not only did the academic performance of learners improve on a year-to-year basis but also their chances to access further education opportunities were enhanced. The documents that were analysed by the researcher in this regard included school log-book where external stakeholders reported their visits. In schools with learners who are street children there was a noticeable trend and pattern of the officials from other government departments visiting the school than the education authorities. These visits included the members of the SAPS, the social workers, the councilors and the clergy. In an ideal situation, it would have been expected of the education authorities to pay regular visits to schools with learners who are street. The evidence uncovered by the researcher was that the role of education authorities in schools with learners who are street children is overshadowed by the need for auxiliary services which were more significant in managing teaching and learning of learners who are street children.

4.4.3 Theme 3: Managing the teaching and learning of learners who are street children

The management of the teaching and learning of learners who were street children emerged as a theme during the data collection process. The participants reflected on their roles and responsibilities towards the management of the teaching and learning of such children. The views that were evaluated to analyse the perceptions of participants related to the inclusion of learners who were street children in their schools and how the democratic and equity principles influenced the decision to include or exclude such learners. Furthermore, perceptions about the desire to educate learners who were

street children as opposed to excluding them were also investigated. The participants reflected on their roles and responsibilities connected to managing the teaching and learning of learners who were street children, their experiences in teaching in schools with such learners, their views about the academic performance of such learners, as well as internal measures at their disposal to manage the teaching and learning of such learners. These sub-themes are detailed under this theme.

4.4.3.1 Sub-theme 1: The perceived roles and responsibilities of the managing teaching and learning of learners who are street children

The participants perceived themselves as agents of change with regard to the roles and responsibilities entrusted upon them in the management of the teaching and learning of learners who were street children. In this regard, their roles and responsibilities were perceived to provide the framework through which democratic and equity principles could be implemented. Their roles and responsibilities were perceived to be a key factor in ensuring that learners who were street children were given an education. The following quotations from the participants express their roles and responsibilities:

My role as a teacher in this school is to guide and nurture all learners but with more emphasis to street children who are under-privileged and prone to street life or homelessness. For street children there is no one else to guide and nurture them, if the teachers have no time to nurture them properly. (T3)

My role is first of all to help learners who are street children in this school understand the world they live in. That starts by making street children understand themselves as individuals, their strengths and weaknesses, and then from there understand other people they live with, such as the family members, and teach them to respect other people and then to understand themselves within a larger group of people like [the] school and teach them to be responsible and accountable. (T5)

I teach learners who are street children in such a way that the dignity of these learners is restored, they are empowered, they love school, they don't feel isolated. I solve their problems, I become a counsellor, I inspire them, and I act in "loco parentis". So, yes, my role in teaching these learners is something unique from what I would do in any other school. (P1)

It must be noted that the participants did not regard themselves only as teachers and members of the SMTs who were performing their professional duties as detailed in their job descriptions. They also regarded themselves as members of society who had a responsibility to contribute to the upbringing of the child. The participants did not only seek to make learners understand themselves by addressing issues of respect and self-esteem, but they also made learners understand their immediate environment where a family structure exists within a wider society. The role and responsibilities of the participants in this study towards learners who were street children were perceived to extend beyond imparting academic knowledge to developing social and life skills that were perhaps needed by the learners for survival. There was also concern about the gap in accountability and the absence of an adult figure to ensure that the right to education of learners who were street children was exercised. This self-understanding and the understanding of the learners' environment laid a foundation for a higher level of commitment and a higher level of academic achievement that the participants expected of the learners. Even though the PAM document which was analysed, reflected on the roles and responsibilities of teachers, the teachers regarded it as a mere guideline which required more of the teachers initiative and assertiveness. Also the minutes of staff meetings reflected that in most meetings, teachers were concerned about the roles and responsibilities which were crucial in managing teaching and learning of street children. The teacher's attitude towards learners who were street children was assertive and also contributed to conducive teaching and learning environment. The following quotations indicate how the participants expected the learners who were street children to conduct themselves in class:

My role is to encourage street children to work hard and not to allow their backgrounds to determine their future – that is one. (T4)

My role is to teach street children to achieve academically and expose them to other opportunities available to them. (T1)

There is nothing wrong with teaching street children together with the rest of other learners. When you get into class, you don't have to see two groups of learners, but you have to see learners who are on [an] equal footing and equal status. It is a good idea to

include them in the education because they deserve to be educated for them to change their lives. (HoD2)

The participants perceived the relevant experience gained while teaching learners who were street children as being complementary to the lack of relevant training and skills to manage the teaching and learning of such learners. This gap was addressed by relying on abilities deriving from the experience gained while working with the learners who were street children and making sacrifices in terms of extended hours of teaching and assuming the roles of professional stakeholders. One participant stated:

I have used my skills obtained during my inclusive education course to understand in terms of teaching and learning. I have learnt to teach children in totality by not overlooking or underestimating the emotional, physical or spiritual needs of the learners. I bridge this gap by teaching children in totality and encouraging them to be open about what troubles them and where they need help. I have also learnt that street children need a lot of attention in the sense that, as a teacher, you need to get to their level. Street children sometimes have behavioural problems which they display in the normal course of teaching and learning. (T5)

I am teaching street children to the best of my ability. I stay here till late at times just making sure that I give each learner more time and attention. I sometimes have to forget that I am a teacher and be a mother, be a counsellor, though I am not a professional counsellor. (HoD1)

The participants in managerial positions neither possessed distinguished training nor a distinguished skill that enabled them to perform their roles and responsibilities differently from ordinary teachers. As such, there was a very close link between the roles and responsibilities of ordinary teachers and the roles and responsibilities of the SMTs. This close relationship meant that the approach used by the teachers and their SMTs to deal with the social challenges of learners who were street children was similar. The SMTs alluded to this finding through thus:

My role in teaching and learning of street children is very broad and very important. First of all, it starts by being a teacher who understands street children and the support they need for them to learn with success; and then it comes to me being an HoD that is

supposed to a pillar of strength to the teachers under my department. I need to support them as well for them to be able to teach street children. (HoD2)

I take a role as a father and support learners who are street children by motivating and giving them advice to some of the problems that transpire in their daily lives. I sometimes give them old clothes to wear. (HoD4)

My role is, first of all, personal where I need to care and love children as a mother and a woman in society. (DP3)

My role is to be a parent, to guide and give moral support to teachers and learners and also to seek ways and means through which we can motivate these learners to see the importance of education in their lives going forward and how it can change their futures. (P2)

The lack of distinguished and specialised training by the SMTs and teachers influenced the development of internal strategies that were required to support learners who were street children. This gap was addressed by the involvement of outside stakeholders who also used the information provided to them by the SMTs. The accuracy or inaccuracy of this information determined the effectiveness or non-effectiveness of the external strategies.

In performing their roles and responsibilities, the participants identified a gap that was caused by the lack of parental involvement in the teaching and learning of learners who were street children. The lack of parental involvement changed the nature and scope of the roles and responsibilities of the participants in the schools with such learners in the sense that the teachers in those schools did not perceive their roles as limited to teaching and learning; rather, they assumed a role that included being a parent (acting *in loco parentis*). While some participants who were in managerial positions, such as SMT members, performed this role directly, others supported the teachers to take up the expected role of parents. This became evident when the participants expressed themselves through the following statements:

Teachers act like parents, offer counselling to deal with emotional disturbance observed in street children. (T1)

My role is to act like a parent, to counsel if they show emotional disturbance and teach them since they lack education. (T2)

I guide street children by acting like a parent and I make them understand that the illegal mining and other activities will come to an end one day and that will be the time for street children to be able to use their skills and be on their own. (T3)

My role is to assist street children and other children by guiding them through all challenges that make learning difficult for them as any responsible parent would do. (T6)

It seems from the responses of the participants that the driving force behind the successful management of teaching and learning in schools with learners who are street children is the desire to realise the potential that such learners bring to schools. In the absence of the parent, teachers strive to find alternative methods by which the potential of learners who are street children could be realised. The role that a parent could play in supporting the teaching and learning of a child is overwhelming and may not be easily substituted by having teachers and SMTs act *in loco parentis*. The extent to which the teachers and SMTs were successful or were failing to substitute for the parent was not the focus of this study and, as such, it was not evaluated. However, the desire to represent parents to make the teaching and learning of learners who are street children successful redefines the roles and responsibilities of the participants in this study. According to the participants, the added roles and responsibilities had negative effects on their general well-being due to the extra support required to teach learners who are street children. The following quotations by participants support this finding:

To give children support, to teach them and assess them and give them proper feedback on their leaning and monitor their progress as well as making referrals if there is a need is a huge responsibility on us. (HoD3)

My role is very difficult because it is the one that gives direction to the teaching and learning in this school which is not easy. (DP1)

I have learnt to detach my emotions from teaching. I have learnt the skill of emotional intelligence which you sometimes learn unconsciously. So my experiences have been to respect the differences in learners and infuse the tolerance and respect in my lessons. (T5)

What I have observed over time is that street children lack motivation and have no sense of purpose. They normally lack role models and where they do happen to choose role models, it becomes wrong role models. (T6)

This school is not good for my health. I came here without diabetes, but now I have. It's not easy to come to work and always be subjected to horrible stories that learners come and tell you about their lives. At the end of the day you are a human being, you get affected. (P1)

The extra support required in the teaching and learning of learners who were street children affected the participants' general well-being as they had to broaden their professional roles. From the professional perspective, teaching learners who were street children was associated with a higher level of commitment to teach the learners in addition to managing their challenging lifestyle. While at personal level, some of the participants felt emotionally drained and struggled to cope with the emotional needs of the learners in the absence of a support system. Despite the challenges, it seems that the participants made personal sacrifices, devoted more time, attempted to the best of their ability to represent the parents, and collaborated with other stakeholders to create an environment in which such learners could benefit academically.

In executing their roles and responsibilities, the participants embraced the democratic and equity principles and perceived their roles as being catalysts in protecting and promoting the constitutional right of learners who were street children to have access to quality education. The combination of moral, democratic and constitutional imperatives guided the effort of the participants in managing the teaching and learning of such learners. This finding is supported by the following quotations:

Street children need education regardless of their backgrounds, or circumstances they are going through and they have a right to basic education. Their need for education is regardless of their backgrounds, or circumstances they are going through and they have a right to basic education which may include skills training. (T2)

Street children need to be included in schools to give them a better future, and to minimise poverty. (T1)

Including street children is quite a good thing to have happened in our country in our democracy. Teaching and learning is a powerful tool for rehabilitation even though teaching and learning is a complex process but it empowers a person to know the things that he or she did not know before. (T5)

Street children should not be treated as the outcast of the society. They need to be embraced and protected to realise their dreams. Schools are important places where this objective can be achieved. (T6)

Like any other children, street children must learn. That is the only way they can change their lives. So to discriminate among learners won't help can make things worse for them. (HoD1)

The desire to improve the quality of education that learners who are street children are entitled to access has been a driving force behind the inclusion of such learners in schools. The participants were optimistic about education as a mechanism through which such learners could get access to opportunities that could improve their career prospects later in life. Education was perceived by the participants as a means through which learners who were street children would be afforded an opportunity to acquire knowledge and skills that could enhance their lives later on. The participants had this to say when analysing the current living conditions of learners who were street children and the benefits that they were likely to enjoy later on in their lives:

To educate street children helps them to become better citizens rather than ending up in streets. (HoD3)

To create equality and for other children to accept learners who are street children as normal human beings so that they can feel that they are accepted in the society. (HoD4)

A school resembles the setting of a community. In a community you have rich people, poor people, and average people. But you don't wake up and say poor people must have their churches, or rich people must go to other churches. People choose where they want to worship. Same thing applies with schools because you can't prescribe for learners what they must eat and how they must eat it. (DP1)

Learners who are street children need to be included in the school. That is the only way their future can be changed for the better. And without them being educated they will be left behind without a better future. But there are certain aspects that need to be checked in terms of whether the schools are well equipped to teach them and how do they handle their behaviour without acting against the law or being too harsh such that they end up dropping out of school again. (P2)

In this study, a finding was made that the moral ethics and democratic values that a society shares are expressed in the vision statements of the schools. In communities where learners who are street children are regarded as a nuisance, the vision of the schools is less likely to support and embrace the inclusion of such learners in schools. This finding resonates with the feeding area policy, which often excludes children with vulnerable backgrounds in urban schools. However, the constitution seeks to ensure that all children, regardless of their socio-economic backgrounds, are included in schools. The participants expressed this view in the following manner:

The constitution and essential social processes compel the school to include street children for them to realise their full potential. Also, education is the right of all children in this country, whether street children or not, they don't need to be discriminated [against] by anyone, as they form part of the larger society. The child's background should not be a determining factor to what a child can become. Through education, street children can become anything they ever wanted to become. (DP3)

All children have a right to education according to the constitution. So as a school we see nothing wrong about that. It's not easy to teach them, which sometimes gets them frustrated and drop out of school. (P1)

I think street children deserve to be taught like all other children. They must be treated in the same way like other children and be given quality education like any other child. The fact that they are regarded as street children doesn't mean they are not capable to perform better. They are also having abilities and strengths which may not be academic at times. (T3)

Even though learners who are street children are perceived as members of society who are disruptive and badly behaved, it seems that the participants did not treat them as

outcasts in schools but rather embraced them. While society could have diverse views about the need to educate street children, the participants did not overlook the need to educate learners who were street children. It appears that there was lack of trust between the participants in this study and learners who were street children owing to anticipated disruptive behaviour which occurred frequently in class. The expectation of wrongdoing by such learners kept the educators alert and they seemed to have established precautionary measures to manage any form of disruption. The extraordinary precautions that the participants embarked upon when interacting with the learners served to determine the reaction of the participants towards the learners in the case of any form of misconduct that they might display during teaching and learning. As such, the interactions between the participants and the learners were implicitly influenced by the perceptions that the participants held about learners who were street children. Interestingly, the participants reacted and exercised authority in a manner that was non-discriminatory among learners who were street children and those who were not. This implies that, even though stereotypes exist in communities, these are superseded by moral values and the constitutional obligation to include learners who are street children in schools. The documents that were analysed included the workshop records where there were entries of the workshops conducted within and outside the schools that participated. In these records, there was a lack of records of workshops where the roles and responsibilities of SMT members and teachers involved in managing teaching and learning of street children were conducted. However it was evidenced that the SMT members and teachers strive to enhance their skills through teacher-learner engagements to perform their professional duties and beyond. The influence of self-empowerment exercises was reflective on the flexibility through which teachers were able to vary their teaching strategies during lessons. In this regard, the learners who are street children were perceived as valuable contributors in shaping their own teaching and learning which was beyond what was contained in the constitution and policy framework. Similarly the sick leave records supported the notion that managing teaching and learning of learners who are street children was having an influence on the health of teachers.

4.4.3.2 Sub-theme 2: Experiences of teaching in a school with learners who are street children

The experiences of the participants when teaching learners who were street children were evaluated. The aim was to analyse how the participants interacted with such learners and how the learners interacted with the participants during teaching and learning. Through this analysis, the researcher developed a detailed account of the reactions observed during learner-teacher interactions and the measures that were used to restore discipline during teaching and learning.

The perceptions of the participants regarding the learner-teacher interactions during lessons were that the behaviour of the learners who were street children was characterised by restlessness and a short attention span, which needed greater attention to be managed. The participants used the following statements in expressing their experiences of this finding:

Street children can be disruptive but they are not criminals. They are just learners who need attention of the teachers. They steal from each other and then as a teacher you have to spend time solving those petty issues, which is time-consuming. (T2)

Attention-seeking is an attribute of street children in general and as a teacher you cannot be worried by attention-seeking because that is what you need, after all. You just have to manage that attention to be fruitful to the teaching and learning and that is basically classroom management. (T3)

The above quotation implies that, much as the participants were adamant in defending their actions in interacting with learners who were street children, they still seriously reflected on the actions of such learners. The researcher found it necessary to validate the information provided by teachers and SMTs by means of lesson observation. During this process it became evident that the participants were not discriminating between learners who were street children and those who were not and appeared to exercise their authority in a fair and consistent manner. This finding concurs with the assertion that in schools where learners who were street children were included, they were

accepted as normal members of the school community who needed more attention from the participants. The participants presented this finding in this way:

Every situation is characterised by a unique challenge but at the end of the day as the teacher you have to exercise your authority, and be fair and consistent because once the street children notice that how you deal with them is different from the rest of the class, they will challenge you again and again. So my strategy is just to be calm and give them individual attention and that has helped me in many instances. Other teachers get frustrated and report to the school management which in my view erodes their authority and makes the school management the place where learners don't see it helpful instead as a place of punishment. Behavioural problems make it difficult for street children to adjust in the environment where there are other learners who are not. (T3)

The exercise of authority defined the nature of the relationship between learners who were street children and the participants. The involvement of such learners in class required the participants to be more vigilant and cautious, and to pre-empt what the street children were likely to do or not to do, which characterised how the participants and learners interacted. These participants had this to say:

I have learnt that as a teacher I must focus. The street children are likely to accept and follow rules. My experience has been that the rules need not infringe on their freedom; for example there cannot be rules that deprive them [of the] time to play and be jovial. (HoD2)

My experience is that some of the street children have a tendency of stealing, so you always have to guard your things. Some of them are good learners, therefore when you teach you must not simply judge them based on their backgrounds. (DP2)

Teaching and learning of street children is a complicated process because you have to adapt your teaching strategies to suit them and if you don't do that they will likely fail. (T4)

The use of the term "street children" was perceived to be derogatory and to harm the dignity of learners who were street children. The participants who were exposed to the teaching and learning of such learners were in a better position to counteract the negative connotations of such a label. However, in the absence of policy guidelines that

could serve as a measure of acceptable standards, learners who were street children were occasionally harmed by their peers who used labels to refer to them. The experiences of SMTs and teachers in schools with learners who are street children varied from one teacher to the other. However in the Integrated Quality Management System (IQMS) which is the system used to evaluate the performance of SMTs and teachers, reflected that the scores of teachers and SMTs were relatively high in content delivery than they were on discipline or creating a positive teaching and learning environment which meant that the teacher training was adequate in subjects they were teaching but lacking in capacitating teachers with skills required to manage teaching and learning of street children. This finding was also evident during lesson observations where the learners who were street children displayed higher levels of a bullying behavior when compared to those learners who were not street children. Therefore the lack of policy guidelines required for managing teaching and learning of street children had a severe negative impact on how teachers encounter and reflect on their experiences of teaching learners who are street children.

4.4.3.3 Sub-theme 3: The views of teachers and SMTs about academic performance of learners who are street children

The concept of academic performance in the context of learners who are street children was perceived to be riddled with contextual challenges. This prompted the participants to seek a more constructive concept which could be used to describe the academic performance of such learners. As such, the concept of academic performance or academic achievement was perceived to be misplaced when evaluating how such learners performed in schools. The following remarks were made by the participants in this regard:

Street children are not good at understanding complex concepts and analysing difficult questions. It's more about the language. They have a good command of spoken language but not written language. If you go around here, you will find that most of them communicate in English, but when you want to assess what they are writing then it's a different story. (HoD1)

Street children are not disabled but schools must be well resourced to support them to learn with success. So, in my view, the barriers to teaching and learning of street children are inherent in schools and not in street children. Street children are less likely to learn at the same pace as the other learners who are not regarded as street children, but that could be caused by many things, which may not necessarily mean being disabled. For example, it can be caused by being admitted late during the academic year, being absent for many days, or dropping out from school and rejoining the system again, which all contributes to the teaching and learning challenges which as teachers we sometimes fail to properly diagnose the problem precisely. (HOD2)

I don't know about other teachers but to me ability to listen is important in teaching and learning. In my entire experience I have never had a situation where teaching and learning becomes successful without the ability to listen attentively. Street children are not settled in class when compared to other children and to me a learner that fails to sit and listen finds it difficult to learn. (T3)

It seems that the participants in this study did not use the mental abilities or the lack thereof as a criterion to measure the academic performance of learners who were street children. The academic performance of such learners was perceived to be misleading when used without considering the number of other factors which have an influence on successful learning. This means that the perception of participants about the use of the concept of academic performance is inappropriate owing to the many elements that the term encompasses. To illustrate this notion, the participants used the example of English as both the spoken and written language of teaching and learning in schools with learners who were street children. Whereas these learners were able to master the spoken language, they struggled to write in English. The academic performance of such learners could not be measured in a similar manner to that of other learners because of the unique and difficult circumstances in which learners who were street children found themselves. The participants drew a distinction between the two groups of learners, suggesting that measuring the academic performance of learners who are street children should not only be based on their mental abilities but other factors that affect the learners' ability to learn successfully. This is evident in the following quotations:

...Let me talk about the lack of transport. Without transport it means that street children have to walk long distances to school and that is not good because by the time they get to school it's late and they are tired so they cannot learn properly. (T4)

If, for example, a learner who is regarded as a street child is provided with the necessary support such as accommodation, food, clothing and all that is needed to lead a normal life, then there would be no reason to fail to attend school and achieve academically. (T6)

Other participants perceived the exposure to street life experiences as counter-productive to successful integration into formal learning programmes. The following quotations bear this out:

Street children are not that cognitively good based on their past experiences, and sometimes they develop serious problems like ADHD which is, in essence, a problem that can be managed by teachers as the approach may differ. But one thing for sure is that the pace is very slow to all teachers because of the impaired learning abilities of children. (T2)

Street children are less likely capable of performing in the same way as other learners because of their street life experiences but that can be useful in class. Remember for street children, street life has taught them to compete among themselves. They compete for everything they have and they don't want to lose out. Same thing in class; they want to be seen as being winners and that helps them to be good in class as long as the teacher is able to channel their attributes correctly. (T3)

It is clear that the participants acknowledge the effect of the living conditions of the learners who are street children on their mental health as well as social skills and physiological needs, which all seem to contribute to the poor academic performance of these learners. The hardships as well as circumstances of learners who were street children were also perceived to have made these learners develop resilience and the ability to compete for survival, which was later used in learning experiences. Such adaptations between street life experiences and classroom experiences seem to have a positive effect on their academic performance. The other perceptions among other participants demonstrated that the concept of academic performance in the context of

learners who were street children had another dimension, which depended on the quality of the teaching and learning that they received in their schools. This view discounted all other factors but attributed the academic performance of learners who were street children to the extent to which schools were able to support such learners.

Academic performance of street children may not be on [a] par with other learners. It requires more time for the content to sink in but they can eventually learn and produce good results if the teacher gives them ample time and also tries to break the learning content into small and practical, manageable chunks. (T5)

Street children are creative; and if the learner is that creative, he can solve problems even when it's not academic problems. (T4)

These views show empathy and self-reflection regarding what the participants could do to improve the academic performance of learners who are street children. Therefore, personal attributes such as patience and care towards learners who are street children were perceived as additional attributes that helped to fulfil the physiological and social needs of such children.

Another view was that the concept of academic performance was subjective and differed from learner to learner. One participant said:

The backgrounds of street children may differ depending on their exposure to street life which puts them in different social classes, but when it comes to learning they are at the same level and all of them come to class with the same expectation – to be taught by understanding teachers. It would depend on the experience of working with learners who are street children. For the first years being exposed to teaching such learners, the teacher may have different expectations from them. But once the teacher has worked with street children long enough that changes and he starts to understand them as learners who are pretty much the same as the other children. (HoD2).

The participants perceived the concept of academic performance of street children as being broader than mental abilities. The contextual factors as well as the quality of teaching and learning were perceived and considered to be important in measuring the academic performance of such learners. According to the participants, in order for the

learner to perform academically, there should be a balance between the various components that constitute a child as a human being. In instances where the learner has high mental abilities and is exposed to harsh conditions, the academic performance seems likely to be affected. Also in instances where the child has high mental abilities and minimal contextual factors to support learning, compounded by poor quality of teaching and learning, the child's academic performance is similarly likely to be affected. Therefore, in defining academic performance in the context of learners who are street children, the concept became complex owing to the many dimensions that it entails. This became evident when all the participants attempted to conceptualise academic performance and expressed different views on the concept. This led to differences in how the participants understood and defined the academic performance of street children. In this regard the award ceremonies documents that were analysed in the schools that participated indicated that there were fewer learners who were street children who qualified for academic excellence. As such the concept of academic performance in schools with street children proved to be displaced and needed to be reviewed to reflect the contextual realities of schools with learners who are street children.

4.4.3.4 Sub-theme 4: Internal measures to support the teaching and learning of learners who are street children

The role of the teachers and SMTs is to conduct lessons in such a manner that learners benefit from the lessons. Where a teacher fails to plan and present lessons without the assistance of their colleagues and other stakeholders, the implication is that the teacher needs further training. The participants in this study perceived their generic teaching skills, experience and expertise as inadequate for managing the teaching and learning of learners who were street children. There are different strategies that need to be applied in managing the teaching and learning of such children owing to the contextual factors, which are challenging. The following quotations bear out this finding:

Teachers must be able to, first of all, identify the strengths and weaknesses of the street children. I think the experience helps you as a teacher to diagnose the learning problems in the first place. If you are not experienced, you fail to diagnose if teaching and learning

is effective. With experience you are able to see that the learner is gaining from your lessons and be able to vary your teaching style until the learners understand your subject. (T6)

My other strategy is to consult teachers who are experienced to assist me. In that way I get their views on how I need to handle some of the challenges. I sometimes have to use other strategies if my first plan doesn't work. (T2)

Teachers who are experienced are able to identify topics that are not easy for children to understand and that they always fail in tests and exams. That is where you will spend more time. But that is not happening as a result of the learners you are teaching. It's the content. (HoD2)

The participants were aware that their generic training was inadequate for managing the teaching and learning of learners who were street children. It seemed necessary to get to know each learner and identify the learner's needs and use such knowledge to adapt the teaching approach to fulfil the needs of the individual learner. Although this could be a good strategy, it could be a challenge in a class with many learners with different needs. There was also the possibility that the teacher had a heavy workload, which would reduce the amount of time available to give individual attention to such learners. Another strategy identified in this theme is collaborative effort in teaching learners who are street children in which more experienced teachers act as mentors of other teachers with regard to managing the teaching and learning of the learners. The implication was, therefore, that SMTs should have received the training needed to support the teachers. The amount of support differed among the participants, with teachers getting more support than members of the SMTs. The role of the participants who were members of SMTs in schools with learners who were street children was, therefore, reduced to maintaining discipline. This role was not, however, instrumental in managing teaching and learning.

Other participants perceived legislation and policy as hindering the effective management of teaching and learning of learners who were street children. The following quotations express this notion:

Teachers have to help learners in reading and explaining to the learners what each topic is all about. However, the language policy says the LOLT is English but that is just not possible because the dynamics of the school have changed drastically. (HoD1)

Some learners choose subjects that are too difficult for them. But remember there is no policy that allows a school to choose the subjects for the learners who are either regarded as street children or not. The policy says it is the prerogative of the learner to choose subjects. (DP1)

The role of legislators is to create a broader framework within which different settings may be accommodated. It is, therefore, virtually impossible to have legislation and policies for each and every scenario in our society. However, the required flexibility is vested in the managers in a particular environment to adapt the policies to suit their circumstances. In the case of the teaching and learning of learners who are street children, the adaptation of policies remains a challenging terrain in the sense that such learners may not be associated with any form of disability or learning barrier; rather, it is their socio-economic environment that poses learning difficulties. Therefore, the participants in schools with learners who are street children adapt the policies of mainstream schools to manage the teaching and learning of such children.

In summary, the participants perceived themselves on the basis of their roles and responsibilities as agents of change through whom a framework for managing teaching and learning of learners who were street children could be implemented. However, the roles and responsibilities of the participants might not be separated from the roles of the members of society where elders guide the young in their upbringing. The lack of specialised training to manage the teaching and learning of learners who were street children had a negative influence on how the participants performed their professional roles but they were, nevertheless, instrumental in guiding and supporting the street children as members of society.

The academic performance of learners who were street children was considered to be a misplaced concept as such academic performance depended on the dimension used to evaluate the success or failure of such learners. This included identifying and understanding the needs of such learners and improving the quality of teaching and

learning that the participants were capable of offering to them. In this regard, it was generally agreed that up-skilling of the participants was necessary for the development of internal teaching and learning strategies. In the context of schools where there are learners who are street children, generic skills and experience gained in other schools were inadequate. There was a need for tailor-made in-service training to improve the skills of teachers. The document analysis in schools that participated did not reflect the initiatives aimed at strengthening internal measures aimed at improving the management of teaching and learning of learners who are street children which then supported the finding that the SMTs had to lead the initiatives of developing internal teaching and learning strategies in their schools.

4.4.4. Theme 4: Problems or challenges experienced in the teaching and learning of learners who are street children

During the data collection process, the participants were required to reflect on the challenges they experienced in teaching in schools with learners who were street children and also to state how they went about addressing such challenges. The aim was to evaluate the perceptions of the participants with regard to the learning abilities of street children, the expectations of teachers and SMTs regarding the academic performance of learners who were street children as well the cognitive abilities of such learners. Other aspects included the influence of homelessness and deprivation on teaching and learning and the authority of the participants. The sub-themes identified from the data are: the challenges experienced by participants teaching learners who are street children, external factors that influence teaching and learning of learners who are street children as well as strategies to be used to address challenges in the management of teaching and learning of such learners. These sub-themes are described in the following paragraphs.

4.4.4.1 Sub-theme 1: Challenges experienced by teachers and SMT teaching learners who are street children

The learning abilities of learners who were street children depended on a number of factors. These included exposure to street life, homelessness, poor living conditions and

deprivation. The perceptions of the participants were that there was consistency between the behaviour that learners who were street children were exposed to outside the school premises and the behaviour that they demonstrated in formal settings, such as in the classrooms and in the schools. It seems that the behaviour of learners who were street children did not conform to the school rules and expectations. The participants expressed their opinions thus:

Street children are not predictable and you cannot tell with certainty that you understand them. On one occasion they are receptive and very cooperative and at another moment they have changed the tune. This makes it difficult to trace their academic performance. In terms of support, you need to vary the strategies from time to time because there cannot be one-size-fits-all approach. (T3)

Street children do not have time management, [are] destructive in class, no concentration and irresponsible. They lose every resource that the school gives them – the textbooks, the pens, calculators and stationery – and vandalise the school property. (T2).

The problem is that the support strategy that you devise to teach street children gets frustrated when the street children refuse to cooperate. If, for example, you think you will give easier work to the struggling who are street children to bring them on par, they will ask for the work given to others. (T3)

Street children don't forget where they come from and that poses a problem in their learning and which end up pushing them out of school. (DP1)

It takes longer to get street children comfortable, teaching and learning takes long as they are slow in understanding the content, have hardship in spelling and grammar, and need to adjust [the] curriculum approach they don't concentrate or they have short concentration spell. The cause can be hunger or not having enough time to sleep in their shelters. (T1)

The unpredictable behaviour was probably caused by external conditions in which the learners who are street children operated. The participants acknowledged the mood swings and admitted to finding it challenging to predict the learners' behaviour and thus ensure that effective teaching and learning took place. Individual learners who are street

children need support that is based on their identified needs at a specific time. Such supports requires close interpersonal relationships with the participants and involves extra time and commitment. The inability to manage time and learning resources could be as a result of an unstable living environment and the lack of caregivers to ensure that the learners are responsible for their learning. It appears from the findings that some learners who are street children reject differential treatment despite the challenges they experience simply because they want to be treated like the other learners. A possible reason for such a reaction towards differential treatment could be that the learners do not want to be victimised and want to show their resilience. The findings also suggest that probably the teachers did not perceive their strategy of treating learners who were street children differently from other children as something negative and that could result in the alienation such learners. Emotional issues that were not resolved or which the participants were unable to resolve were also identified as one reason for the dropout of learners who were street children. It should be noted that teaching and learning is a formal and structured process that is guided by rules, order and discipline. During this process, teachers and learners subject themselves to written and unwritten rules. This entails adjustment from one's behaviour and adapting to a common ethos. In the case of learners who were street children, this necessary adjustment was not spontaneous and this implies that an induction programme was necessary to prepare such learners for formal learning programmes. The analysis of the school sick leave records was evidence that most of the SMT members and the teachers were often booked off in schools with learners who are street children. Therefore there was evidence to the fact that the challenges encountered in managing teaching and learning in schools with street children affected the well-being of the SMT members and the teachers in those schools. Even though the researcher was not equipped to identify what could be signs of fatigue and job burn-out, the gestures displayed by some of the teachers were likely to be associated with high stress levels. During the lessons observations, some of the teachers seemed to be short tempered and easily irritated during teacher-learner interactions which were interpreted as signs of psychological effects they were going through which they also expressed during interviews.

In the absence of such induction, teachers were on the receiving end of the learners' negative experiences and had to infuse teaching and learning, even though it was an emotional experience. These following quotations bear out this perception:

Well, I have been traumatised by the experiences of street children and by listening to their stories. Whether I like it or not, I get my emotions in it and I feel for them and I have somewhat imagined myself in their situations and wondered if I would be able to overcome the challenges they go through. (T5)

Teaching street children is way far different than teaching other children. For example, there are many instances where if you are in a mainstream setting you don't get yourself involved, you understand your role as a teacher, you know there is a parent to look to and sort out what disturbs teaching and learning. But in teaching street children you cannot do that. You have to be very involved and very mindful of who you are dealing with and sometimes that means overstretching yourself to perform other roles. (T6)

Challenges with teaching in a school with street children are that you do not do the topic with them once because some of these learners were emotionally disturbed in the past. Then to win them you ought to move at a slow pace and never be in a hurry to finish the syllabus. (HoD3)

Challenges in teaching street children are numerous but what has been more destructive to me it's when you realise that the learner cannot concentrate because maybe is under the influence of something like drugs, or is hungry, or is being bullied or is tired because of part-time jobs that they do. In that case, you just realise that your teaching is a fruitless exercise. (T2)

Some of the participants seemed to be vulnerable to the experiences that the street children shared with them and became involved and empathetic. This led to a situation in which the participants needed therapy to deal with their own emotions as well as to be able to manage the emotions of the learners who were street children. Other participants seemed to adopt the surrogate parent role in meeting some of the academic needs of the learners in the absence of parental care and commitment. The participants also adjusted their teaching style to accommodate the pace at which the learners who were street children learnt. They had a close and caring relationship with

the learners. While some of the participants tried to understand the effect of the living conditions of the street children on their academic achievement and to devise strategies of helping them, others seemed to despair. Such participants were not optimistic about the education of learners who were street children. This study found no evidence of support aimed at assisting the participants in coping with the emotional burden they endured in teaching learners who were street children.

As opposed to the lack of formal support to teachers and SMTs, the participants regarded the need for proper support to street children as a pillar on the basis of which irregular attendance and subsequent dropout from school could be managed. These participants had this to say about the support street children needed:

The school must have psychologists and remedial teachers. My personal observation has been that street children need not be taught like normal children. Teachers cannot ignore their background. Their lifestyle and experiences need to be incorporated into classroom teaching and learning. Emphasis must be given to the fact that they are not necessarily disabled and have the potential to achieve good results. (T3)

What I want to say is that the Department of Education needs to look at subsidising the shelters where street children stay because in most cases shelters do not have enough funds to operate and provide for all the needs of street children and that leads to them closing down and street children dropping out of school before they can finish their studies and go back to streets again. (T2)

Psychologists are trained to understand the mind of the person and are better able to deal with them. And then if the school has remedial teachers we as teachers we can refer learners who are struggling academically. (T1)

The findings of this sub-theme show that schools with learners who were street children had not been able to extend educational services beyond the school normal teaching and learning times. The provision of specialised personnel services would help to better manage the emotions of learners who were street children and to reduce the participants' workload. This would include the possibility of giving the learners individual attention, which seems crucial. The participants also perceived the living conditions of learners who were street children as having an influence on managing the teaching and

learning of such learners. They also perceived the role of the education authorities as being crucial in improving the living conditions of the learners.

In instances where learners who are street children fail to attend school, teaching and learning time is lost. The following quotations indicate that learners who were street children were prone to absent themselves from school and that the perception of the participants was that schools with such learners were ineffective in resolving the challenges that contributed to non-attendance of such learners. The participants said:

The most common problem of street children is absenteeism and lack of concentration in class. These factors make teaching and learning difficult because as teachers we have to ensure that learners who are street children benefit from lessons. For example, if a teacher goes to class and finds 10 learners absent, the next day those 10 learners are present but another 12 are absent from class, it disrupts the teaching and learning process. (HoD3).

The most common problem is that street children are often absent, so if a learner is absent for few days without any report I inform the principal so that he can make a follow-up. (DP1)

The perception of the participants was that the internal school policies were not effective in dealing with the absenteeism of learners who were street children, which had a negative influence on managing teaching and learning in schools. In the light of the poor living conditions that were the lot of learners who were street children, the schools with such learners were deemed to be centres where the adverse effects of their living conditions were mitigated. However, the participants perceived the schools with learners who were street children as lacking in this regard. The following quotations support this finding:

Teaching street children is like walking in a jungle without road signs. You try and fail until you get the working method. I talk to colleagues, use my experience, sit back and reflect on what I think could be examples of similar situations in the school. I mean there are no policies to teach learners who are street children. So teachers have to manage teaching and learning without guidelines to help them accomplish the task at hand. (T3)

Street children need not to be separated from other learners but there should be policies for managing their teaching and learning and teachers to try and implement those policies. (T5)

The participants in schools with learners who were street children, therefore, perceived themselves as being disempowered with respect to effectively dealing with the challenges they encountered while managing teaching and learning in schools with such learners. The exposure to street life was understood to be characterised by many challenges, such as bullying and being bullied, as well as the lack of rules. The harsh conditions to which learners who were street children got exposed were perceived to trigger behavioural patterns related to the development of defence mechanisms and resilience as a means of survival. These traits which were learnt on the street defined the character of learners who are street children. The subsequent registration and integration into formal learning programmes was not a spontaneous mechanism that changed the character of such learners. Although the learners were perceived to be resilient, the participants considered themselves as not being skilled enough to deal with the challenges that they posed. As such, the reaction of the participants towards the learners varied from one teacher to another. The lack of policy guidelines was considered to disempower participants, who were uncertain as to how to go about managing teaching and learning in schools with learners who were street children. The school policies were regarded to be too broad and general and to lack detail on how learners who were street children should be integrated in schools, given their unique educational needs. The lesson observations were also vital in proving that there was always a lack of trust between teachers and learners who were street children. In this regard teachers developed extra-ordinary measures to monitor the movement of learners who were street children in their classrooms. In other instances, the teachers used permission slips to allow the learners who wanted to consult bathrooms during lessons. This was an indication that there was a lack of trust on how the learners who were street children intended to utilize any of the chances that was available to them. The use of permission slips to visit bathrooms was not a policy prescript of GDE and was merely an internal control measure designed to control the movement of street

children who were perceived as trouble-makers who were capable of doing anything to avoid lessons.

4.4.4.2. Sub-theme 2: External factors

The findings of this study suggest that a home is not only a place where the physiological needs of a child are catered for, but is also a place where the child gets supported. The support can range from health, spiritual or educational needs of the child. The participants held the perception that the extent to which learners who were street children got exposed to street life and the duration of such exposure detached the child from home support and determined the extent of successful teaching and learning once they were integrated into formal programmes. The participants made the following remarks in this regard:

Street children always feel like [they are] rejected and isolated. Then it means as teachers we need to show them that there is hope, there is life as long as you are willing to learn from mistakes. (T1)

Other participants recognised the lack of a home by the street children as a centre of support and hence varied the nature of teaching and learning to extend the support needed by the learners who were street children. These assertions by the participants support this notion:

I give all learners work to be done in class, not homework, because learners who are street children may not be able to write homework in shelters. I don't have high expectations for learners who are street children, but I allow them to bring their culture of street life in class; I encourage them to express their feelings. Before I embark on teaching, I attempt to address their challenges to the best of my ability. I don't make assumptions about what they do or fail to do but I try to understand the underlying causes of their problems. I create an environment that is accommodating of individual differences. (DP1)

In my case, I simplify the projects. At times I develop worksheets that have got questions that would serve as a guideline instead of just giving them a project which may be difficult to complete where they live. (T3)

...in my view the solution could be turning the schools into boarding facilities where the needs of these learners could be addressed occasionally, unlike with the current set-up found in shelters. The plight of street children has not been something that has drawn the attention of education authorities that much. It is often the NGOs that are more involved in supporting the plight of learners who are regarded as street children. (T1)

The findings presented in this sub-theme show that the participants acknowledged the value and power of education as a means of working towards a better future for learners who are regarded as street children. The quotations suggest that some of the participants were optimistic about and viewed education as a means to improve the future prospects of such learners. The school was also presented by the participants as an emotional outlet for the learners who were street children under the assumption that such learners had to deal with their emotions to be able to focus on learning at school. It implies that some of the participants made an effort to understand the effect of emotions on the ability of such learners to concentrate in class and perform well academically. The responses of the participants show that they took into account the after-school learning environment of learners who were street children and that some of the participants had different expectations of such learners compared with other learners. There seem to be some strategies involving the inclusion of the learners who were street children in follow-up work after the lessons to make up for the absence of parental support. The findings also highlight the perception that the education authorities were silent and unresponsive, and that this was possibly caused by lack of knowledge of or lack of interest in the experiences of learners who are street children and the teachers regarding educational achievement. This indicates the existence of a gap regarding who is to be held responsible and accountable for ensuring that the right to the education of such learners is protected and promoted.

4.4.4.3 Sub-theme 3: Strategies used to address the challenges experienced in teaching learners who are street children

Teaching and learning thrives in an orderly environment. Rules and authority provide the framework within which order can be created. The participants were of the opinion that, in managing the teaching and learning of all learners and those who are street

children, the authority at their disposal became a barrier that drove those learners who were street children away from school instead of encouraging them to thrive and succeed academically. The following quotations support this finding:

When we teach we appreciate every attempt learners who are street children make. We refrain from judging them, we offer them expanded opportunities to prove themselves. But we occasionally have to adjust our teaching strategies as long as the quality of teaching and learning is not compromised. (T4)

We give street children more and more opportunities while at the same time persuading them to write and practise until they master the learning content. (HoD1)

Teachers “adapt” to learners to guide on a one-on-one basis on educational matters. Working with the surrounding community also assists in dealing with drug abuse; police also come to conduct motivational talks to learners who are street children. (HoD3)

In this study some of the participants were reluctant to use authority in a manner that would be perceived as hostile towards the learners who are regarded as street children. The persuasive manner in which the participants dealt with such learners was reflective of the need to create an environment in which the learners could feel safe and could learn. The participants showed that they varied the teaching approaches to accommodate the gaps in the abilities of learners who were street children in the teaching and learning process without compromising the quality of pedagogy. The process of teaching such learners seemed to require an understanding of their needs and patience in getting the best out of what they were able to do when they were integrated into formal education programmes.

Other participants used the members of the SMTs as the “referent sources of authority” as well as “expert authority” in the subjects they were managing. These measures were construed to be coercive and punitive. The participants had this to say:

The challenges are similar to all of us, but in my case it has been the passion for the learners and their education that keeps me going. I persist and guide street children and give them more time until they demonstrate the mastery of the subject content. Yes, since there is no corporal punishment and there is a lack of parental involvement to

assist us, we don't have many options but to persuade the learners to work with us. We try to understand the underlying causes of their problems and try to refer when we are not sure what to do. (T6)

I refer to my HoD to get some support and advice on how to deal with street children. I also use my experience as a point of reference on how to deal with their challenges that I encounter and I also talk to the other teachers who are more experienced in the teaching of learners who are street children. (T4)

My approach is to refer the child to one of the teachers that I know is very patient with learners. (DP2)

I always repeat some of the topics twice or three times until they understand them. (HoD3)

I use referrals, motivation and guidance, also doing remedial classes and putting camps to make sure they stay focused. (HoD2)

In a learning environment, teachers ideally set the standards to be achieved by the learners. The achievement of the set standards depends on the conduciveness of the environment that teachers and learners create for themselves. Discipline is a mechanism through which a conducive teaching and learning environment can be created. Although the schools have been known to instill discipline, it is important to note that in schools with learners who are street children discipline is restored through measures that were aligned with the expectations that the participants set for such learners. The expectations of the participants in schools with learners who are street children included the creation of a support base for such learners. The attitudes of the participants towards learners who are street children in this study included patience, empathy, caring through motivation and providing guidance and sharing experiences, among others. Sound interpersonal relationships between the participants and such learners and among the teachers seemed to be a factor that contributed to creating a school environment that accommodated and encouraged the learners who were street children to attend school regularly. Thus, such participants assumed more persuasive power as an appropriate means to manage the behaviour of the learners who were street children in the classrooms and in the schools. The practice of being

accommodative of the lack of academic skills by learners who are street children was also evident in the number of formal and informal activities that were recorded by teachers in their mark sheets that were analysed. The SMTs encouraged expanded opportunities to be granted to learners who are street children which meant that the assessment practices of teachers in these schools were different such that teachers were encouraged to assess learners who are street children more frequently than they would do to the learners who were street children. However during lesson observations it was evident that more time was required to conduct regular assessment which was considered to be time-consuming and strenuous by teachers.

4.4.5. Theme 5: Successful management of the teaching and learning of street children

The core function of teachers and SMTs is to manage teaching and learning in their schools. Teachers are in charge of their classrooms whereas the SMT has an added responsibility to manage the school and interact with external stakeholders. In schools with learners who are street children, a unique challenge is presented and probably a different approach is required to successfully manage teaching and learning. During data collection, the researcher evaluated the perceptions of teachers and SMTs in terms of the existence or lack of the unique approach that is utilised to successfully manage teaching and learning where learners who are street children are involved. The perceptions gave rise to two sub-themes, which are collaboration between role players and interventions to enhance teaching and learning of learners who are street children. These sub-themes are described as follows:

4.4.5.1 Sub-theme 1: Collaboration between role players

The challenges of learners who are street children are wide-ranging and vary from one learner to the other. The diversity of such challenges poses a threat to the successful management of the teaching and learning of learners who are street children. The participants perceived their roles as mutually dependent on collaboration with other stakeholders to make the teaching and learning of learners who were street children successful. The quotations below support this finding:

The key element for me is just about the teamwork that needs to exist between teachers and those who are performing the auxiliary services. Ideally it would be very good to work with parents as teachers together with the social workers but in case of street children there a lack of parental involvement and there is a limit to what teachers can do about it. It's a situation that is likely to persist, and teachers have a limited role to play to change the situation. (T6)

The key elements for the successful management of teaching and learning of street children in my view involve teamwork and a bit extra work that the teacher needs to do in order to understand that the street children are different from those who are not regarded as street children. (T3)

The expressed need for collaboration between the school and external sources shows that the participants were struggling to cope with the demands imposed by the educational needs of learners who were street children. This often prompted the participants to seek other forms of support from those who might possess specialised training to make teaching and learning effective. The participants were able to identify and differentiate the educational needs of learners who were street children and offer them the empathy to enhance the management of their teaching and learning.

Other participants believed that it was not only collaboration that could improve the teaching and learning of learners who were street children but that it was more important to develop a collaboration framework where the principles of engagement were clearly defined. One of the participants remarked:

There is need to have mutual respect, first of all, among members of the team. Each party needs to recognise each member of the team as a valuable contributor to the teaching and learning of the street children and, secondly, there needs to be a common goal to be pursued by all stakeholders to achieve and, thirdly, there needs to be a plan of action in how this common goal is to be achieved. (T5)

The perception of the participants was that the right to educate learners who were street children was entrenched in the constitution of the country but lacks measures on how to execute it. Therefore, the participants needed clarity on measures to support the rights that are in the constitution. The collaborative efforts desired by some of the participants

ought to embrace the structure of the curriculum to be applied in teaching learners who are street children. Some of the participants were able to diagnose the challenges that could have occasioned the lack of success among stakeholders to protect and promote the right to education of learners who were street children. The participants said:

Better communication between teachers and school management team is necessary to ensure that both parties strive to improve the teaching and learning of learners who are street children. (DP1)

... the understanding of the background of learners who are street children and the ability to adapt teaching and learning strategies to suit their unique needs is crucial if teaching and learning were to improve. (P1)

In public organisations such as schools, partnerships are mechanisms through which a particular goal is pursued by different stakeholders. The participants regarded the goal of improving the teaching and learning of learners who were street children as the goal that defined collaboration between the schools with such children and other stakeholders. Since such learners have unique educational needs that are diverse, the participants collaborated with other stakeholders.

The finding under this theme was that the unique educational needs of learners who were street children and the desire to improve pedagogy prompted collaboration between schools with such children and other experts. The skills deficit identified among the participants was the major reason for the participants to collaborate with other stakeholders. The lack of collaboration had influenced the manner in which teaching and learning was managed, resulting in unfulfilled psychological and physiological needs of learners who were street children. Therefore, collaboration between stakeholders was perceived as a vital mechanism for addressing the diverse needs of learners who are of street children. It must be noted that the participants were adamant that a structure related to how collaborative efforts could be undertaken was needed. In this regard the schools with street children were keen to be assisted by other role players and expressed this desire through the number of Memorandum of Understanding (MOU) that existed between schools with learners who are street children and other stakeholders. The researcher analysed the MOUs to investigate

what the other external stakeholders had to offer to schools with learners who are street children. The analysis of documents proved that there was a dire need for team-building and conflict resolution support services that were expressed by schools with learners who are street children. These services were not offered by GDE which prompted the schools to engage other stakeholders to access such services.

4.4.5.2 Sub-theme 2: Interventions to enhance teaching and learning of learners who are street children

In this study the researcher sought to understand how teachers and SMTs managed the teaching and learning of learners who are street children. Therefore, the perceptions of the participants in describing the interventions that were used to teach learners who were street children are important. In the data analysis, the participants perceived adherence to the guiding principles of the teaching profession as a foundation upon which the teaching of street children would be based. The following remarks by the participants bear this out:

Dedication by teachers who are willing to go an extra mile, assist in discipline, planning and preparations on a daily basis, forms key elements. (HoD3)

I think teachers will learn how to approach topics in their subjects which could be different from the way they would should there be no training at all. With training, they won't teach as if they were in a mainstream school. (HoD2)

Since street children lack parents to support them in their schooling careers, assigning teachers who understand their background to act as guardians can serve as a very strong support base because those learners could be monitored by the teacher and will be able to liaise between the school management in addressing the challenges of such a learner. (T4)

Other participants regarded the management style of the members of the SMTs as irrelevant and in need of a review to align it with the educational needs of learners who are street children. These participants stated:

The school with street children requires good management structures within the school [and] could plan how [the] curriculum needs to be delivered specifically to cater for such

learners. Without the specialised training, some of the most important differences between street children and those who are not are overlooked. Learners who are street children learn better where the barriers to learning are given attention. (HoD2)

We need a structure within the school that can assist teachers and learners to learn successfully. Such [a] structure may consist of teachers and other specialists from outside the school. The role of specialists would be to support the teachers and learners. (HoD1)

There is a general need for the development of pedagogical and management skills required in schools with learners who are street children. The needs of such learners are unique and different from those of learners from other family settings. Both the class teachers and the SMTs are aware of the needs of street children and the influence of the unfulfilled needs on the learners' ability to actively participate in the learning process. The role of the SMTs in schools is to guide teachers, learners and parents on strategies that are likely to enhance teaching and learning. In performing this role, the participants consider the inputs of all the stakeholders to achieve the desired outcomes. In schools where some of the stakeholders, such as parents, are not actively involved, the participants have the additional responsibility to make up for the role of the inactive stakeholder.

The participants, therefore, perceived the lack of the authority to make decisions aimed at correcting the behaviour of street children as hindering teaching and learning. One participant remarked:

We need strict management, which is management that does not tolerate nonsense. For example if you are always absent, you must be dismissed from school. (T1)

The SMTs perceived their roles as lacking the required authority to effectively exercise managerial roles in a manner consistent with the challenges experienced in a school where learners who were street children were involved. A possible reason for the laxity could be that the SMTs were empathetic with the situation of such learners and tried to downplay the gravity of the challenges even though the behaviour of some of the

learners went against the school code of conduct. Another member of the SMT expressed himself thus:

I think the education authorities should treat this school differently from other schools where learners who are street children are not involved. We cannot be ranked like any other school. If we get 30 per cent pass, or 40 per cent pass, to us it's a huge achievement but with the department they will say you are the underperforming school. It's not correct. We compete with all other schools as if we are similar and [yet] we are not. We need people who understand the school in the district who will support us. (DP1)

There must be always be room for diversity among schools and how they manage their difficulties. Constant monitoring of subject educators and making sure that they plan their lessons with the learners who are street children in mind is important, which means that when you teach street children you have to try and attend to each and every learner in the class and consider his or different background; but if you do that, you will find that you won't finish your work on time. So schools with street children should be managed differently. (HoD4)

The measure through which successful management of teaching and learning is determined may be difficult to define in schools with learners who are street children. The expectation of such schools in competing with other schools with learners from stable homes and who have access to parental care may not be fairly justified. The guidelines that have been used in the past are regarded as norms for success regardless of the context of the schools and the background situation of the learners. One of these norms has been the progression of learners from one grade to another. Although the progression may be a measure of knowledge gained or that the learner has been able to recall, it remains a challenge for learners who are street children to achieve such educational outcomes.

With regard to the perceptions of the participants in this study, it is evident that teaching and learning of learners who are street children requires a structured form of interventions. The successful implementation of such interventions depends on the capacity of the teachers and the SMTs to develop implement and sustain such interventions. A limiting factor is that the participants perceive themselves as being not

competent in terms of having the skills needed in supporting learners who are street children to achieve educational goals. The feeling of inadequacy arises from factors that are inherent in the policy and legislation framework and the organisation of schools with learners who are street children and has a negative influence on how the teachers and SMTs manage teaching and learning in such schools. The researcher analysed the school records with the list of members that were serving in the SGBs of schools that participated. The GDE policy imperative was that schools where Learners with Special Education Needs are involved should co-opt members with relevant skills. In terms of records, there was a lack of participation of skilled members in the SGBs who could enhance the ability of the SMTS and teachers to manage teaching and learning of learners who are street children. The observation was teachers often struggled to outsource people who were willing to act as parents to street children.

4.5 Summary of the Chapter

In this chapter the data that was collected from the participants was presented, analysed and interpreted. In the course of analysing the data five themes that emerged, namely: the identification and conceptualisation of street children; the perceptions of teachers regarding the needs of street children; managing the teaching and learning of street children; the problems and challenges experienced in teaching street children; and the successful management of the teaching and learning of learners who are street children. The themes were further characterised by sub-themes which served to describe them. Through the data, it became evident that teachers used physical appearance, their behaviour, the need for care and poor living conditions to contextualise street children. Whereas the needs of street children were considered to be physiological, emotional and material, the participants' challenges included the lack of parents, teacher skills, curriculum and legislation. In the next chapter the findings of this study are presented and discussed and compared with the literature.

CHAPTER 5

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

In the previous chapter, the research findings and analysis were presented. In the process of data analysis, major themes and sub-themes that answered the research questions were identified. In this chapter, the findings of this study are discussed in relation to the literature on the topic. The researcher engages in a discussion of the themes by making cross-references to the literature to support or negate the findings. The researcher concludes this chapter by presenting the conceptual model for managing the teaching and learning of learners who are street children. The conceptual model developed from the findings of this study adds to the body of knowledge on the management of teaching and learning of vulnerable children.

5.2 Research Aim and Questions

The research aim of this study was to develop a conceptual framework for managing teaching and learning in schools with learners who are street children.

In conducting this study, the following research question was posed:

How do SMTs and teachers manage teaching and learning in schools that cater for learners who are street children?

Whereas the sub-questions were as follows:

- How do teachers and SMTs identify street children in their schools?
- What are the needs of street children?
- What are the challenges and problems of street children?
- What are the key elements of the successful management of teaching and learning of street children?

5.3 Discussion of Research Findings

The discussion of findings is conducted to address the questions of this study. Comparison is made between the findings of this study and other studies on the same topic. The approach adopted in this chapter is to present the discussion according to the major findings of the study. These findings are, namely: Identifying and conceptualising learners who are street children; The needs of learners who are street children; Managing the teaching and learning of learners who are street children; The problems or challenges experienced in the teaching and learning of learners who are street children; and Key elements of the successful management of the teaching and learning of learners who are street children.

5.3.1 Identifying and conceptualising learners who are street children

There were four aspects of the concept of street children identified in this study, i.e. physical appearance, behavioural patterns, care and supervision, as well as poor living conditions. These characteristics are discussed in the following paragraphs.

In this study, the teachers and SMTs constructed the concept of learners who are street children based on their physical appearance. In this regard, the teachers and SMTs regarded learners who are street children as children who are not appealing in terms of their appearance. Physical appearance seems to be a distinguishing feature by which the socio-economic background of such learners within schools was determined and by which negative perceptions were triggered. The study that was conducted by Songca (2001) alludes to the fact that learners who are street children are the subjects of negative perceptions in the communities they live in and in the schools they attend. Teachers and SMTs, that are also members of the community, find it difficult to dissociate themselves from the conceptualisation of learners who are street children by using their appearance.

The second aspect of the conceptualisation of learners who are street is related to their behaviour at school. The behaviour of learners who are street children is perceived negatively in terms of not abiding by school rules, exhibiting disruptive behaviour and committing frequent transgressions of the learners' code of conduct. In this regard, the

teachers and SMTs considered the behaviour of the learners who were street children as a management challenge that required specialised skills to address. Such influence is expressed by behaviour patterns which include bullying, the use of vulgar language and being disruptive during teaching and learning. The study by Khan and Hesketh (2010) describes street children as a group of learners whose behaviour is associated with a culture that lacks morals and values. Such attributes result in undesirable and unacceptable behaviour.

The third aspect of the conceptualisation of learners who are street children is the gap in their care and supervision. The lack of supervision, care and support is perceived as the circumstances that affect the learners who are street children in terms of their social life and education. In literature, UNCHS (2000) describes the living conditions of street children as characterised by homelessness in which urban streets turn into the children's source of livelihood. Life on the streets detaches street children from their families and deprives them of proper care and supervision. The lack of proper care and supervision constructs a meaning that is used by teachers to describe street children.

The fourth aspect that the teachers talked about as part of their conceptualisation of learners who are street children is homelessness and the living conditions of learners who are street children. The teachers used homelessness and poor living conditions to formulate concepts about the street children (Hay, Smith & Paulsen, 2001). Homelessness and poor living conditions often serve as a barrier to the inclusion of street children in schools (Llyod, 2008). Street children live in very poor conditions, with most them living under the care and supervision of shelter care workers in facilities run by NGOs. The NGOs are dependent for their funding on foster care grants and fundraising initiatives. The teachers regarded the care and supervision offered by shelters as inadequate and as falling far short of the quality of care available in a home. The teachers used homelessness to conceptualise street children. In this regard, the homelessness and poor living conditions played a role in the formulation of theories in the minds of the teachers about street children. These theories either supported or negated the stereotypes they held about learners who are street children.

5.3.2 The needs of learners who are street children

Six aspects are ascribed to the needs of learners who are street children and these were used to describe what is necessary for their successful teaching and learning. These aspects are parental involvement, deprivation, the nature of the curriculum, the availability of resources, and gaps in the legislative and policy framework. In the subsequent paragraphs, these aspects are discussed in relation to the related review of literature.

The first aspect was the role that parents could fulfil in the teaching and learning of learners who are street children. The study found that the learners who were street children lacked parents who could ensure that they attended school regularly and that they wrote the necessary projects and that their schoolwork was assessed by teachers on a daily basis (Vayrynen, 2003). The parents and guardians have a moral and legitimate duty to protect and support the child, in line with the Geneva Convention of 1924. The lack of parental involvement posed a challenge that the schools with learners who were street children were not adequately prepared to manage. This finding is in line with Schuelka and Johnstone (2012), who found that the lack of diversified strategies to deal with absent parents was responsible for a high rate of absenteeism, failure to write and submit assignments, lack of preparation for the following day, uncontrolled truancy, as well as a slow pace of reinforcement of subject matter among the learners. The role of parents was considered to be broader than just supporting the educational needs of a child. The lack of parental involvement was also a challenge exacerbated by the lack of specialised classrooms where learners who were street children could be supported individually. This finding supports Hansen (2012), who observes that in Denmark special classes were created to support learners with special educational needs. Since learners who were street children were taught alongside those who were not, there was always comparisons and a high prevalence of challenges that were experienced among these learners. These challenges included lack of continuity of learning, gaps in learning, lack of self-study to enhance reinforcement of the subject matter, loss of school books and lack of preparation for subsequent lessons.

The second aspect that characterised the needs of learners who were street children was the deprivation of their physiological needs. This study found that learners who were street children lived in poverty, which deprived them of basic necessities such as food, clothing, school uniforms, school books, accommodation and other basic necessities that could enhance their academic performance. This finding concurs with Prinsloo (2001), who identifies poverty as one of the factors that serve to discourage learners who are street children from attending school. Similarly, Evans and Lunt (2002) argue that there is a positive relationship between academic performance and poverty. In this study it was confirmed that deprivation negatively influenced the academic performance of learners who were street children, which was relatively poorer than that of learners who are not street children. Since this study was underpinned by a management theory in which the researcher sought to evaluate the process of managing the teaching and learning of street children, it was confirmed that indeed planning, organising, leading and controlling was central to the management of the teaching and learning of street children. The finding of this study supports the notion that learners who are street children are victims of social injustice, which systematically disadvantages them in terms of academic performance. Songca (2001) found that the inclusion of street children in formal schooling could be improved by aligning social services with the needs of learners who are vulnerable. This study confirmed that social services were not aligned with the needs of learners who were street children.

The third aspect relating to the needs of learners who were street children was the nature of the curriculum. The study found that there was no provision for the adaptation of the curriculum in the legislative and policy framework to suit the needs of learners who were street children. As such, the Curriculum Assessment Policy Statement (CAPS) was considered to be rigid by setting the same standards indiscriminately for all learners. This finding supports Toson, Burrello and Knollman (2013), who found that the adaptation of the curriculum according to the needs of learners is made difficult by the legislative and policy framework. Toson et al. (2013) argue that an enabling legislative and policy framework is instrumental in adapting the curriculum to suit the needs and capabilities of learners who are street children, who often encounter gaps in learning. Along with this discussion, it was evident that the educational needs of learners who

were street children were ignored by imposing a curriculum that was rigid in the sense that all learners had to achieve similar outcomes. As a result of CAPS, the academic performance of learners who were street children ended up being poor and there was a high school dropout rate. The inclusion of learners who were street children in schools without the adaptation of the curriculum did not yield positive results (Lloyd, 2008). Similarly, Hay, Smith and Paulsen (2007) found that for the curriculum to be relevant, it must facilitate the acquisition of knowledge without causing discomfort to the learner. This study found that learners who were street children experienced a lot of anxiety and distress as a result of CAPS, which was inappropriate to their educational needs. Pare (2004) proposed a model in which gaps in learning could be addressed by designing the curriculum such that informal concepts are used in the formal setting.

The fourth aspect was linked to the availability of resources to support the needs of learners who were street children in schools. The needs of the learners who were street children were broader than the predetermined set of criteria used to allocate funds to schools. Vayrynen (2003) found that the current schooling system is characterised by the lack of supporting services that are needed for specialised education. This study found that, although schools with such learners were classified as LSEN schools and were allocated relatively higher budgets, such budgets could not be utilised to satisfy the diverse needs of street children. The ring-fenced budgets could only be used to procure items that were aligned with the predetermined broad categories. The budgets were ring-fenced according to three broad categories, namely the Learning Teaching and Support Materials (LTSM), the maintenance of the school buildings and municipal services. The view of the researcher is that there has been a lack of understanding of the needs of the learners who are street children. Ouma (2004) argues that there is need for further research to understand the pedagogical needs of the learners who are street children in countries like Kenya and South Africa. The GDE report of 2015/2016 provides evidence in terms of measures that are in place to support learners with special education needs in Gauteng Province. These measures include the establishment of 15 additional full-service schools to provide support programmes to learners with autism, severe intellectual disability and pre-vocational skills programmes. There has been a lack of measures to support learners who are street children. Other

setbacks in schools with street children were the lack of support services, such as social workers and psychologists.

The fifth aspect was related to the gaps in the legislative and policy framework that has not been geared towards the needs of learners who were street children. The finding of this study is in line with Smith and Paulsen's (2001) finding that the legislative and policy framework in South Africa had become an obstacle to the provision of quality special needs education. As such, this study found that there was no policy and legislative framework to manage the teaching and learning of learners who were street children. Such learners were found to have access to schools without the enabling legislative and policy framework to guide their teaching and learning (Meddy, 2004). The principle of equity and moral standing was the driving force behind the inclusion of learners who were street children (Songca, 2001). In this study the finding was that the slow pace at which policy reforms were taking place constrained the process of restructuring of schools, the review of the curriculum, and the provision of guidelines on how differentiated teaching and learning could be managed (Prinsloo, 2001). The finding in relation to this aspect was that, in the absence of a relevant legislative and policy framework, the needs of learners who were street children were addressed by adapting mainstream strategies to suit the unique needs of such learners. Grunding, de Jager and de Fourie (2013) consider the lack of understanding of the educational needs of street children in most African countries as a factor that had hampered the successful integration of street children into formal education programmes.

5.3.3 Managing the teaching and learning of learners who are street children

There were six aspects that described the management of teaching and learning of learners who were street children. These aspects were: the role of teachers in managing the teaching and learning of learners who are street children; the interactions between teachers and learners who are street children; the role of democratic and equity principles in managing teaching and learning; the behaviour of learners who are street children; contextualisation of academic performance; and the appropriateness of intervention strategies used to improve the academic performance of learners who are street children.

The first aspect was the role of teachers in managing the teaching and learning of learners who were street children. The finding of this study was that the roles of teachers and SMTs in schools with such learners were deemed to be constrained by the lack of the necessary training and skills required to teach the learners. In their study, Panther and Nxumalo (2012) found that the teaching and learning of vulnerable groups of learners was characterised by systematic arrangements that deprived schools of the access to teachers with adequate training and skills. This study found that teachers and members of SMTs lacked the qualifications and skills that were required to teach learners who were street children. White Paper 6 of 2001 proposed the development of teachers through vigorous in-service training programmes that are geared towards specific groups of vulnerable learners. Engelbrecht (2006) found that the development of teachers and members of the SMTs was achievable, given the size of the budget allocation towards the education sector. This study found that teachers and members of the SMTs were relying more on experience than on qualifications or training. The use of experience was not adequate for the management of the teaching and learning of learners who were street children as it took time to gain such experience. The entry-level teachers lacked the experience and found their roles cumbersome, and they had to rely on more experienced teachers or members of the SMTs who were deemed to be learning area experts. Panter and Nxumalo (2012) argue that the large numbers of teachers who are underqualified has been one of the challenges to the successful inclusion of learners who are vulnerable.

The second aspect of managing teaching and learning was the interactions between teachers and learners who were street children. The teachers and members of the SMTs interacted with learners who were street children in a manner that sought to instil moral values and enforce discipline. This finding was expressed by Mampane and Bower (2006), who argue that the interactions among teachers and learners are significant in developing positive attitudes that enhance successful participation in formal learning programmes. In cases where the interactions were characterised by hostility towards the vulnerable groups of learners, a high prevalence of absconding from school was recorded. In this study, the interactions between teachers and learners were characterised by lack of trust by teachers, who anticipated transgressions from

time to time. The behaviour of learners who were street children was associated with criminal activities, which prompted the teachers to safeguard their possessions while in class. The adverse effect of this was the lack of trust and hostile classroom environment. This finding is supported by what Bush and Bower (2009) describe as proactive leadership which requires schools to develop a learners' code of conduct that embraces diversity. Even though instilling moral values is what children learn at home, in the case of learners who were street children these moral values were lacking and the teachers deemed it necessary to instil them as a means of managing the behaviour of the learners. Both teachers and members of SMTs complained about high stress levels emanating from managing the discipline of learners who were street children.

The third aspect was the role of the democratic and equity principles in including learners who were street children in schools. In this study the desire to include such learners in schools was informed by the democratic and equity principles rather than by a conceptual model. Muthukrishna and Schoeman (2000) report that the conceptual model may serve as a point of reference in undertaking any project that has many perspectives that are involved. The inclusion of street children in schools was informed by the constitutional rights of all learners to access education and to be afforded equal opportunities. Educating street children was considered to be a means of social transformation (Le Roux, 2001).

The development of a conceptual model could assist in ensuring access to education by learners who were street children as well as in determining suitable teaching and learning strategies (Carrington, 2000). Using democratic and equity principles, the schools accepted the responsibility to include learners who were street children to improve their career prospects. The state of preparedness to integrate such learners is still lagging behind (Beirne-Smith & Latham, 2001). As such, the process of changing from mainstream education to inclusive education raises concerns about the capacity of schools to cater for the diverse needs of street children.

The fourth aspect was the contextualisation of the academic performance in relation to learners who were street children. There were three perspectives with regard to the academic performance as a concept. The first perspective was that the concept of

academic performance should be considered as being a long-term goal which can only be measured by the successful completion of the school career. The second perspective was that academic performance should be measured by the ability of the learner to progress from one grade to another. The third perspective was that the academic performance concept is about the ability of the learner to grasp, analyse and interpret terms and concepts in each lesson.

The concept of academic performance was defined by Miles and Singal (2010) as a broad concept that is not limited to the mere imparting of knowledge and skills but as one which includes the ability of the learner to successfully comprehend such knowledge and skills. The ability of learners who were street children to comprehend knowledge and skills was found to be relatively low when compared to the learners who are not street children. Therefore, the concept of academic performance is considered to be inappropriate when used in relation to learners who were street children for a number of reasons (Bower & Marsh, 2006). In this study, the cognitive development of learners who were street children was found to be impaired by their exposure to street life. The living conditions of the learners made it difficult for them to achieve academically and their learning process lacked parental involvement, which is crucial for academic achievement. The researcher in this study considers the concept of academic performance as subjective and argues that it should not be used. A closely related concept which was deemed to be appropriate was the level of achievement. In literature the two concepts were used interchangeably without the meanings of the two concepts being differentiated.

The sixth aspect in relation to the management of the teaching and learning of learners who were street children was the appropriateness of the intervention strategies used to improve academic performance of such learners. The study found that the academic performance of such learners was poor in comparison to other learners. According to the literature, there has been a lack of knowledge about the academic performance of street children. Several studies that were reviewed by the researcher in this study centred on the causes and characteristics of street children. The lack of studies on the

academic performance of such learners can be traced to the systematic exclusion of these learners from formal education programmes.

The exclusion of street children in schools is widely documented in literature (Miles & Signal, 2010; Ouma, 2004; Cummings, 2015). This study found that the poor academic performance of learners who were street children prompted schools to develop intervention strategies which mainly constituted of extra classes in order to reinforce the curriculum. The response of the learners who were street children towards these extra classes was negative since they viewed them as a form of punishment meted out by the teachers. These extra classes served to perpetuate negative attitudes towards school and deprived the learners of the time they needed to earn extra income. Malindi and Machenjedze (2012) found that learners who are street children are characterised by, among other things, the quest for freedom. The extra classes and extra work deprived such learners of their freedom and triggered undesirable responses (Myburg, Moola & Poggenpoel, 2015). The challenge was to understand the profound implications of the strategies used to improve the academic performance of such learners (Myburg et al., 2015).

5.3.4 Problems or challenges experienced in the teaching and learning of learners who are street children

There were three aspects that were related to the problems and challenges experienced in the teaching and learning of learners who were street children. These aspects were learners' conduct, absenteeism, truancy and class-bunking as well as collaboration between stakeholders.

The conduct of the learners who were street children was found to be problematic and to require more attention from the teachers. The teachers spent a relatively higher amount of time on creating order and discipline in schools and classrooms where learners who were street children were involved. Moola and Poggenpoel (2015) attest to the fact that the period of time spent by street children on the street instigates behaviours that require structured responses. The researcher in this study proposes that the responses could include understanding the emotional and psychological

development of the child, which may be distorted. Learners who were street children were prone to use drugs and other intoxicating substances, which had an influence on their conduct in schools. The teaching and learning of learners who were street children thus became a complex intellectual process which required teachers and members of the SMTs to be able to perform varying roles and to embrace individual as well as group learning activities properly (Peterson, 2006). The dynamics involved in varying roles included the ability to balance between the role of being a parent, a teacher, a pastor, a social worker and a psychologist at the same time.

The rate of absenteeism, truancy and class-bunking was linked to the problems and challenges associated with managing the teaching and learning of learners who were street children. Even though the three forms of learners' conduct were not taking place within the classroom, they had an adverse influence on managing teaching and learning. The learners' involvement in economic activities while attending school has been documented in literature as one principal reason for absenteeism, truancy and class-bunking among learners who were street children. UNICEF (2001) documented evidence to the effect that there is a group of street children who are engaged in certain types of economic activity to make a living. The tendency of these street children was to remain steadfast to the economic activities they were involved and continue with them even when they had been enrolled in schools owing poverty.

Malindi and Machenjedze (2012) found poverty to be one of the causes of the street children phenomenon. In instances where there was a lack of measures to address poverty, learners who were street children continued to source income through odd jobs and other means. In this study, the teachers and the members of the SMT were found to be aware of the participation of such learners in economic activities and attempted to assist these learners by providing for some of their needs. However, the ring-fenced budgets constrained the extent to which schools could intervene in helping such learners.

Another challenge identified in this study was the collaboration between schools and stakeholders in supporting learners who were street children. The collaboration took place between schools and NGOs, social workers, psychologists and members of the

community. This was based on the fact that the teaching and learning of street children involved some form of a normalisation process (Llyod, 2008). The collaborations were necessary to complement the lack of qualifications and skills among teachers and members of the SMTs to manage the teaching and learning of street children (Pather & Nxumalo, 2012). In literature, the number of organisations that are involved in helping street children were mentioned (City of Johannesburg home page). The nature and scope of collaborations included offering counselling and therapy to street children. The involvement of stakeholders such as social workers served to maximise participation in schools and to minimise barriers to learning (White Paper 6 of 2001). The model of collaboration was necessary to improve the quality of teaching and learning of vulnerable groups of learners (Lindsay, 2000). The collaboration of stakeholders was considered to be a measure through which learners who were street children were afforded special education which had been modified or adapted to their needs (Reynolds, Vannest & Fletcher-Jenzen, 2014).

5.3.5 Key elements of successful management of the teaching and learning of learners who are street children

The aspects that related to the successful management of the teaching and learning of learners who were street children were identified as the alignment of teaching and learning strategies, the development of appropriate support interventions and the adaptation of assessment practices. These aspects are discussed next.

The alignment of teaching and learning strategies where vulnerable groups of learners are involved minimises the adverse effects of learning barriers (Sinclair, 2002). The management of the teaching and learning of street children could be improved by removing all the barriers that impact negatively on teaching and learning (Llyod, 2008). One of the ways in which this could be achieved is by providing all learners with measures and mechanisms for their successful inclusion in formal education programmes (Williams, 2000). However, one of the challenges with learners who are street children is that they do not demonstrate any form of disability; rather it is the socio-economic dynamics that are at play. Therefore, adjustment and alignment of teaching strategies without the use of the conceptual model remains problematic. There

has been no documented evidence in literature of how teaching strategies could be aligned with the needs of learners who are street children. However, there has been widespread reporting in reviews of related literature on the need for inclusion and the benefits thereof.

Another strategy was the development of appropriate support intervention strategies. In order to address the unique educational needs of street children, systematic challenges such as large teacher-pupil ratios, reskilling of teachers and access to supporting services need to be addressed (Vayrynen, 2003). The study found that these challenges were not adequately addressed in schools that participated in the said study. The intervention programmes were similar to those used in mainstream schools that were not classified as LSEN schools. There was no adaptation of the curriculum, the support intervention strategies were not structured and there was little evidence that the diverse needs of street children had been catered for. The support given to learners who were street children was minimal. One of the principles of White Paper 6 of 2001 is that all children can learn where there is adequate support. The researcher in this study argues that the lack of implementation of White Paper 6 of 2001 has not improved the support given to learners who are street children.

The learner assessment practices used in schools was another aspect of managing the teaching and learning of learners who were street children that needed attention. CAPS was being implemented in schools as an assessment policy. One of the elements of CAPS is the completion of School Based Assessment (SBA). In order for learners to complete the SBA, they were required to attend school on a regular basis so as to be able to take part in both informal and formal activities. The learners who were street children recorded a high rate of absenteeism, which deprived them of the opportunity to complete SBA. The other constraint with regard to SBA was the admission policy of LSEN schools which allowed admissions throughout the year. The open admission system disadvantaged street children who were admitted during the course of the year as they could not complete SBA and, as a result, failed the subjects or the grade they were doing. The lack of sound assessment practices is considered to be a challenge in managing the teaching and learning of vulnerable groups of learners (Bush & Glover,

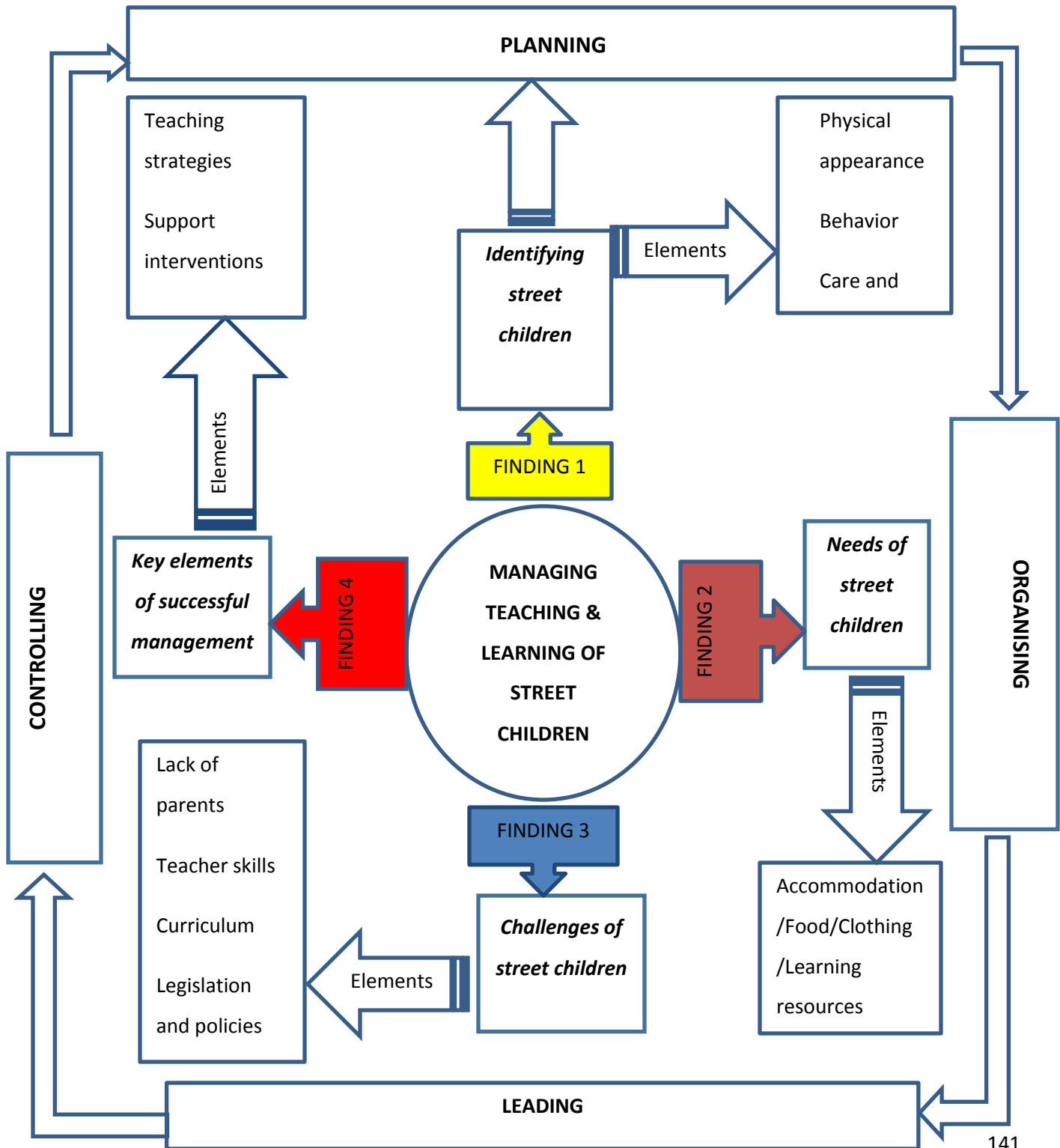
2009). Learners who are street children often turn to streets to avoid repeating grades (Meddy, 2004). The assessment practices that are inappropriate contribute to the prevalence of high dropout rates of learners who are street children.

5.4 Contribution of the Study

The aim of this study was to evaluate the role of teachers in managing the teaching and learning of street children. In related literature, Ferraro, Pfeffer and Suttan (2005) report that managers see the organisations through the lens of the theories they have accepted and hold within themselves. Similarly, the perceptions that teachers hold about street children become a lens through which they see their roles in managing teaching and learning. In other words, their actions are largely influenced by the assumptions they hold about street children (Pfeffer, 2005). In Chapter 2 of this study, Henry Fayol's (1949) theoretical framework was discussed. In Henry Fayol's theory it was evident that once managers accept theories, they tend to rely on such theories to formulate policies and direct the operations of organisations (Pfeffer, 2005). The theoretical framework of this study (as discussed in Chapter 2) was the P-O-L-C framework. Henry Fayol (1949) argues that managers plan, organise, lead and control the operations of organisations on a routine basis. The four functions became to be popularly known as the P-O-L-C framework in which each of the functions is important and links to the next function in a linear process. Fayol (1949) discovered that managers need to develop strategies for their organisations through the planning process. The strategies would entail goals to be achieved in the short run as well as in the long run. The resources required to execute strategies would have to be combined through organising processes. Fayol then goes on to argue that the strategies and the resources on their own would not be adequate if the human resources were not influenced to strive towards the goals of the organisation which is leading. Once all the three processes are carried out, managers would have to evaluate the achievement of goals by exercising control (Lamond, 1997). The contribution of this study is based on the findings that were made about the perceptions of teachers when they are planning, organising, leading and controlling the teaching and learning of street children. The analysis and assessment of the phenomena culminated in the development of the

conceptual model for managing the teaching and learning of street children (which was the aim of this study). In figure 5.1 below, a conceptual model for managing the teaching and learning of learners who are street children is presented.

Figure 5.1: Conceptual model for managing teaching and learning



The conceptual model that was developed is based on the management process of the teaching and learning of street children. At the core of the model are key findings of the study which are linked to different elements. The elements inform what is required for planning, organising, leading and controlling, which are the functions of the management process. These elements and their implications for managing teaching and learning will be discussed in subsequent paragraphs. The study contributed to knowledge, policy and practice which is included in the model.

The conceptual model that has been developed in this study demonstrates the need for teacher development, the adjustment of teaching strategies, a review of assessment practices, progression requirements as well as intervention strategies. The aspects identified could be improved by performing a skills audit to determine how the generic teaching skills can be developed into specific and unique skills that teachers working with street children need. Similarly, diagnostic analysis could be a useful instrument to establish the best teaching strategies that can improve the academic performance of street children. Focus groups could be established to evaluate the relevance of assessment practices in schools with street children. The conceptual model could also be useful to structure the support interventions that are effective for street children. In all these aspects, the P-O-L-C framework becomes an essential tool as it entails the functions that all managers need to perform in order to enhance productivity.

5.4.1 Planning

In terms of planning, four aspects were identified. The first element was teaching strategies; the second aspect was the support interventions required for effective teaching and learning; the third was the structure of the curriculum and its delivery to meet the needs of street children; and the fourth aspect was legislation and policies. These elements of planning are discussed below.

5.4.1.1 Teaching strategies

In managing the teaching and learning of street children, teachers adjusted their teaching strategies to accommodate learners who were street children. This included adjusting the pace at which the lessons were delivered, choosing tasks that were

manageable to be completed during the school day and avoiding homework, and compiling worksheets in order to simplify projects. Since this was a deviation from the norm, the study found planning to be too broad and that it failed to recognise the learning needs of street children. In terms of planning, teaching strategies could be streamlined so that completion of syllabuses would not be compulsory in schools with street children. As such, such schools might not be required to use pace-setters with specific dates on which topics are to be completed. This would allow the flexibility that teachers need and assist in managing the pressure that is exerted on street children to master the subject content at a pace which would be detrimental to their learning. Through flexible planning, teachers would be able to develop their own learning resources instead of using standardised working templates with predetermined standards to be met.

5.4.1.2 Support interventions

The support interventions used by teachers included varying the Language of Teaching and Learning (LOLT), repeating lessons for thorough reinforcement of content, providing extra lessons and assuming the role of parents to complement the lack of parental involvement. In terms of planning, choice of LOLT should be a requirement in schools with street children. The use of LOLT influences the pass requirements in that learners were required to pass LOLT. This study proposes that instead of using the principle of a home language, street children could be allowed to choose the language they prefer to be their LOLT. Repeating lessons was found to be time-consuming and strenuous to teachers. In terms of planning, subjects could be delivered through the use of modules that are to be completed in each semester. The use of the semester system could allow for manageable chunks of the subject content to be mastered in each semester instead of a year. The lack of parents was detrimental to the support that street children needed to learn successfully. This role could not be shifted to teachers in schools with street children; rather, auxiliary services needed to be provided to guide and support street children.

5.4.1.3 Structure of the curriculum

The curriculum was found to be rigid and strictly academic. There was no adaptation of the curriculum to accommodate learners who were street children. Planning was based on the premise that all learners are academically inclined whereas, in case of street children, a vocational as well as technical curriculum would be most appropriate. When the curriculum is being planned, street children should be given a choice between an academic stream, a vocational stream and a technical stream. In this regard, planning of the curriculum could accommodate gaps in learning, cognitive challenges as well as the age cohort that is currently applicable in legislation.

5.4.1.4 Legislation and policies

Legislation and policies to manage the teaching and learning of street children were non-existent and a broad policy framework adapted from mainstream schools was used. This posed challenges in terms of admissions, assessment practices, progression to the next grades, the training of teachers and a host of other matters. The development of tailor-made legislation and policies for managing teaching and learning is a cornerstone of planning for the inclusion of street children in schools. The current legislation and policies imposed CAPS as a curriculum to be followed by all learners in public schools. The pass requirements stipulated in CAPS were not easily attainable for street children. On the other hand, legislation allowed for the admissions of street children to remain open throughout the year, and there was no waiver of the SBA. Street children with missing components were likely to be retained in the same grade. The development of specific legislation and policies for street children would facilitate their learning instead of being a barrier to learning.

5.4.2 Organising

Organising is the function of management that concerns itself with the distribution of resources. In this study, the elements that were linked to organising are providing the physiological needs of street children, the care and supervision of street children, as well as the distribution of learning resources and other support services.

5.4.2.1 The physiological needs of street children

The physiological needs of street children included food, accommodation and clothing. The provision of food in schools was done through the nutrition scheme of GDE. In terms of food distribution, the amount of food distributed to each school was determined by the enrolment of each school. The enrolment was not aligned with the poverty line. As a result, in all schools only one meal was provided each day. In the case of street children, there was need for meals after school hours which they could not access. The proposal is provide food parcels that could assist street children with food after school.

The accommodation of street children was also problematic. The street children who were not accommodated in shelters owing to age restrictions struggled to secure accommodation. The proposal is to have accommodation provided within the schools which street children attend. This would also reduce the cost of transportation and improve the care and supervision of such children.

In terms of clothing, schools with street children were using school uniforms. The use of school uniforms was the best method of ensuring that all learners attended school and improved their identification with schools. However, the lack of uniform could be addressed by fostering partnerships with textile industries to ensure that, as an act of social responsibility, the industries provided uniforms to street children.

5.4.2.2 Care and supervision of street children

Care and supervision of street children was mainly done by NGOs that provided shelters to street children. The shelters were managed independently from the schools which street children attended. The sources of income of the shelters included the foster care grant from the Department of Social Welfare, donors and fundraising initiatives. In terms of distribution of resources, there was a disparity in the distribution of resources. Some of the shelters were better resourced than others with resources such as social workers, trained caregivers and nurses. In some of the shelters, these resources were not available. In terms of care and supervision, street children were not exposed to standardised facilities to care for and supervise them. This study proposes the allocation of norms and standards by GDE as well as post-provisioning norms which

would enable shelters to employ qualified personnel to ensure that the care and supervision of street children is professionally managed.

5.4.2.3 Distribution of learning and other support services

The schools with street children received an allocation of Learning Teaching and Support Materials (LTSM). The LTSM was made up of four components, which are stationery, textbooks, library resources and office supplies. The schools with street children were regarded as LSEN schools and were not allocated ICT facilities such as smart boards, tablets and laptops for teachers. Teaching and learning was predominantly traditional with printed textbooks. The absence of e-learning facilities in schools with street children showed that there was an inequitable distribution of resources. The inequitable distribution of resources deprived street children of access to modern technology and made their teaching and learning difficult to manage. The distribution of e-learning facilities in all schools should be the norm to ensure that all learners are afforded quality education.

5.4.3 Leading

Leading is the third step in the management process, and is achieved by communication, motivating, inspiring and encouraging employees towards a higher level of productivity. In this model, leading was linked to two aspects. These aspects are the role of parents in supporting street children and the development of teacher skills. These two aspects are discussed below.

5.4.3.1 Role of parents

The absence of the role that parents could play in supporting the teaching and learning of street children destabilized the academic performance of the children. The role of parents is not limited to ensuring that a child attends school regularly but also includes the supervision of schoolwork. The lack of parental involvement in the teaching and learning of street children was seen as being responsible for the high rate of absenteeism, truancy and class-bunking in school. In terms of leading, the parent would be a crucial stakeholder through whom the academic performance of the child is

monitored and the necessary support and motivation is given. The lack of parents negatively influenced the academic performance of street children in the sense that there was a lack of communication between the teachers and the caregivers of the street children. As far as leading was concerned, street children were not inspired to learn and achieve good marks and their academic performance was low. The role of a parent may not be substituted by anyone in the life of a child but in as far as teaching and learning is concerned qualified teachers could be allocated to shelters to monitor, support and supervise the schoolwork of street children after hours.

5.4.3.2 Development of teacher skills

The teachers and the SMTs in schools with street children lacked the qualifications and training to teach street children. There was also a lack of in-service training to develop the generic skills of teachers. In terms of leading, the lack of required skills reduced the productivity levels of the teachers. The use of generic skills was not always adequate to deal with the challenges that street children faced in class. The teachers lacked the mechanisms to control disruptions in class, attention-seeking behaviour, the lack of concentration, bullying, as well as other petty forms of behaviour, such as failure to cooperate with teachers. The lack of training could be mitigated by offering intensive in-service training and specialised Advanced Certificate in Education (ACE) programmes that focus on street children and other juvenile delinquents. In Gauteng these programmes could be delivered through Mathew Goniwe School of Leadership that supports SMT development.

5.4.4 Controlling

In controlling, the system is evaluated in terms of its ability to achieve the goals that were set in the planning process. In this model, there were two aspects related to controlling. The first aspect is the review of assessment practices, and the second aspect is the learner code of conduct which deals with the behaviour and appearance of street children while at school. These aspects are discussed below.

5.4.4.1 Review of assessment practices

The assessment practices that were used in schools with street children were cumbersome in terms of their successful achievement. The street children were assessed through CAPS assessment practices which required learners to accumulate a year mark through School Based Assessment (SBA). The learners needed to have a complete SBA to improve their chances of passing a subject. In the case of street children, it was highly unlikely that they would be able to complete SBA owing to the challenges they were facing, which contributed to late admission and a high rate of absenteeism. In terms of controlling, the street children could not achieve the required pass mark, which resulted in their retention. The effects of cumbersome assessment practices could be mitigated by distributing SBA and examination marks equally and using the higher mark as a pass mark instead of treating the two as two separate components. In this regard, a street child would have equal chances of progression through consideration of either the SBA or the examination mark since the weighting would be equal.

5.4.4.2 Learners' code of conduct

The learners' code of conduct is the set of rules which often seeks to preserve a particular decorum expected in a schooling environment. The acceptable decorum detailed the appearance of learners in terms of their neatness while at school. The learners' code of conduct imposed strict rules to be adhered to by street children and the associated forms of punishment for the transgression of school rules. In terms of controlling, street children often transgressed the learners' code of conduct. The transgressions were punishable offences which could vary from detention to expulsion in extreme cases. The exposure to street life posed challenges in terms of controlling the behaviour and appearance of street children. Even though the learners' code of conduct is important in instilling discipline, in schools where learners who were street children were involved learner discipline could be embedded in the subject of Life Orientation to ensure that discipline becomes the norm rather than waiting for transgressions to occur. The teaching of discipline as part of a subject taught in school

could minimise the prevalence of ill-discipline by street children and enhance controlling of teaching and learning.

5.5 Summary of the Chapter

In this chapter, the findings of the study were discussed. It was evident that physical appearance, behaviour, poor living conditions and the need for care are used by teachers to identify street children. This chapter also demonstrated that street children have physiological, emotional and material needs which were not catered for in policies. The role of teachers in addressing the needs was also evident in this regard. The challenges facing street children made their teaching and learning a complicated process, which was characterised by lack of parental involvement, a curriculum as well as a legislative and policy framework that were not accommodative of the unique needs of street children. The teachers identify and remedy the challenges they experience while performing their tasks and devise internal processes to manage teaching and learning. The availability of the conceptual model to manage teaching and learning could improve the learning of street children. The next chapter presents a summary of the research findings, draws conclusions and makes recommendations from the findings of the study.

CHAPTER 6

SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In Chapter 5 the findings of this study were discussed and the conceptual model for the management of the teaching and learning of street children was developed. The discussion of the findings highlighted the need for recommendations and suggestions for future research. In this chapter, conclusions of this study are made by summarising the main findings of the study and pointing out the limitations that the researcher has identified. In the following paragraphs are discussed the summary of the findings; the limitations of the study; the delimitations of the study; and suggestions for future research. The purpose of this study was to develop a conceptual model for managing the teaching and learning of street children. The conceptual model developed in this study was based on the P-O-L-C framework which coordinates management functions. The research question that this study sought to answer is as follows: How do SMTs and teachers manage the teaching and learning of street children in schools that cater for street children? Whereas the sub-questions are as follows: How do teachers and SMTs identify street children in their schools? What are the needs of street children? What are the challenges and problems of street children? What are the key elements of the successful management of the teaching and learning of street children? The research questions and sub-questions for this study were answered through the findings that were made and discussed in the subsequent paragraphs.

6.2 Summary of Research Findings

In the following discussion the researcher presents a summary of each of the findings made under each of the themes that answer the research questions which were discussed in the previous chapter.

6.2.1 Identifying the street children

In identifying the street children, the teachers relied on four aspects, namely physical appearance, behaviour, homelessness and living conditions as well as care and supervision. The four aspects were used by the teachers to construct the concepts that identified street children in their school and classes.

The appearance of street children symbolised poverty and was a feature that identified them. The appearance was an umbrella of many facets of the life of street children. Through appearance, teachers were able to distinguish learners who were street children from those who were not. The appearance made street children conspicuous as they could not be disassociated from it. Therefore, appearance was linked to the identity of the street children. Physical appearance distinguished street children from other learners who were not street children. Through physical appearance the learners who were street children epitomised poor living conditions and the lack of school necessities, such proper school uniform. The appearance of street children served as an identity label which carried stigma and which made it difficult for such children to be socialised with the other learners. For some of the participants, the appearance also served as an indicator of the need to intervene and assist by providing the necessary support. However, in general the appearance of the learners who were street children made it difficult for them to be accepted as “normal” members of their school communities.

The other aspect that was used to identify street children was behaviour. Their behaviour was not aligned with the expectations of the school community. The behaviour of street children was characterised by frequent transgressions of classroom rules and the learners’ code of conduct. Street children were regarded as engaging in disorderly behaviour and disruptions during lessons. The teachers had always anticipated some form of misbehaviour coming from street children that warranted their attention. The concept formulated around the behaviour of street children is that they are attention-seeking, rowdy, disruptive and uncooperative. The behaviour of street children was also associated with criminal activities, which were used to identify them.

The behaviour of street children was perceived as deviating from the norm and was used to single out and identify them.

The street children were also identified through their need for care and supervision. Their need for care and supervision was caused by the gap in parenting and their detachment from their families. The street children often lived on the streets without adult supervision, whereas others lived in shelters and places of care. The participants in this study reported that the care and supervision provided in the places where the street children lived was inadequate and the places were characterised by poor living conditions. Furthermore, resources were not proportionately distributed, with some shelters having better facilities than others, resulting in variations in living conditions which were, however, generally poor. Teachers used homelessness and poor living conditions to identify learners who were street children.

The identification of street children as homeless and needy children has often inspired teachers to go the extra mile in adjusting their teaching strategies and sometimes slowing the pace at which they delivered content. Other support mechanisms included extra lessons which were meant to reinforce the learning content. From this finding, it became evident that teaching street children required additional skills which were not part and parcel of teacher training. The focus-based in-service training could also be vital in this regard.

6.2.2 The needs of street children

The needs of street children were comprised of physiological needs, accommodation, clothing and learning resources. The physiological needs included food, which was normally provided as part of the nutrition scheme offered by schools during the day. However, street children had no access to the nutrition scheme after school hours, on weekends and during school holidays. The lack of access to food in particular was a need which teachers regarded as important for the learners' concentration in class and their ability to grasp the subject content.

Similarly, the street children lacked accommodation, which caused instability among them as they did not have a place to call home. In this regard, accommodation

contributed to a high rate of absenteeism and a high prevalence of dropouts among the children. The interventions of the NGOs that often provided shelters to street children were not adequate as the number of street children was higher in cities, which increased the demand for accommodation. The education authorities were not involved in the provision of accommodation to the street children.

The street children also needed clothing. In terms of clothing, the school uniform was the most important need of street children as it was not only a requirement in schools but it also made them acceptable to their peers. The schools outsourced donations to acquire school uniforms and embarked on fundraising initiatives to buy uniforms. However, without proper uniforms, street children were exposed and discouraged from attending schools regularly.

The other need of street children was learning resources. Even though schools with street children were classified as LSEN schools and were allocated relatively higher amounts of norms and standards, there was a lack of e-learning resources in these schools. The e-learning resources included smart-boards, learner tablets and teacher laptops. The rationale for the non-distribution of e-learning resources to LSEN schools was the need to manage the learning disabilities of children in such schools. However, street children did not possess any learning disabilities and were deprived of access to e-learning resources which could improve their academic performance.

The needs of street children are complex and varied. However, schools could play a significant role in addressing the needs. Flexibility in the provision of school resources which are currently ring-fenced for specific purposes could improve the extent to which schools assist street children in addressing their needs. However, the great involvement of NGOs suggests that the teaching and learning of street children has not received the attention of education authorities.

6.2.3 Managing the teaching and learning of street children

Management of the teaching and learning of street children embraces numerous aspects, namely the roles of teachers, interactions between teachers and street

children, democratic and equity principles, the conduct of street children, the concept of academic performance as well as intervention strategies.

In terms of the roles and responsibilities of teachers in schools with street children, there was common acknowledgement that executing professional duties alone was not adequate to nurture and support street children. Teachers assume a moral responsibility to contribute towards the upbringing of the child. The additional roles and responsibilities included coaching and guiding street children to cope with the challenges they were experiencing. In this regard, the teachers felt that they had a social responsibility to stand in for a parent while the teaching and learning of street children was taking place.

The other aspect of managing the teaching and learning of street children was the interactions between teachers and street children. The interactions suggested that there was lack of trust between teachers and street children. The street children were considered to be involved in criminal activities, which triggered the teachers to safeguard their belongings while in class. The lack of trust was evidenced in poor communication between teachers and street children. Even though there was lack of trust between teachers and street children, this did not negatively influence the teaching and learning of street children. Teachers regarded the schools with street children as rehabilitative centres which had the potential to correct the conduct of such children.

The recognition of democratic and equity principles that are enshrined in the constitution was another aspect that dominated the management of the teaching and learning of street children. Teachers were upholding the constitutional values in managing the teaching and learning of such children. The constitutional principles afforded all children access to basic rights, which includes the right to education. This study found the expression of these rights to be broad and lacking a specific reference to learners who were street children. It is evident that the evasive nature of democratic principles exposed street children to the potential risk of discrimination and exclusion on the basis of the fact that there were no practical measures to manage their teaching and learning.

The conduct of street children was problematic and not aligned with the expectations of the teachers. Street children were regarded as troublemakers who were not ready to abide by classroom rules. Because street children were responsible for ill-discipline, they constantly required to be called to order. In this regard, the behaviour of learners who were street children was associated with criminality. The reaction of the teachers and members of SMTs, therefore, entailed safeguarding themselves and their belongings when engaging with these learners. The conduct of the street children was the most important factor that proved that teachers and SMT members needed some specialized training to manage the teaching and learning of such children.

The other aspect of managing the teaching and learning of street children was the use of the concept of academic performance in relation to street children. There were three broad views about the measurement of academic performance of street children. The first view was that the academic performance of street children could be measured by daily practices in class through the ability of the learner to grasp the subject content. The second view was that the academic performance of street children could be measured by the ability of the learner to progress to the next grade at the end of the year. The last view was that the ability of street children could be measured by the ability to complete the school at the exit grade. In all the spheres that were presented, the concept of academic performance was deemed to be inappropriate when used in relation to the learners who were street children. Therefore, it was evident that teachers in schools with such children were not properly guided about the manner in which the academic performance of the children should be measured and that there was the projection of resentment regarding how the academic performance of street children was measured. Therefore, rather than how they performed, there was need for a more appropriate method to measure how street children coped with academic work.

The teaching and learning of street children is different from that in mainstream schools. It is characterised by special educational needs which are not officially documented in policy. The lack of policy guidelines prompts teachers to use their discretion to make crucial decisions. The decisions that teachers make are, nevertheless, controlled by policy which does not include a plan for managing teaching and learning. The lack of

consistency in the system where there are no plans for managing teaching and learning with a massive amount of control measures has been a source of confusion among teachers in schools with street children. The gap in planning and controlling has been identified in this regard.

6.2.4 Problems or challenges of street children

Street children experienced numerous challenges in their teaching and learning. These problems included a rigid curriculum, the absence of parents, lack of a legislation and policy framework as well as lack of training for teachers.

The rigid nature of the curriculum was another concern related to the management of the teaching and learning of street children. According to the participants, the curriculum did not offer choices that were aligned with the aptitudes of street children. The street children were confined to an academically inclined curriculum with CAPS as a mode of delivery. The curriculum contributed to anxiety among street children, frustration, and a sluggish pace of progression from one grade to another, leading to a high dropout rate. The success rate of street children as measured by the ability to complete classroom tasks, the ability to progress at the end of each year and the ability to complete their schooling careers was considerably low as a result of the curriculum that was implemented. There was need to assess the aptitudes of street children and diversify the curriculum choices within schools with such children.

The street children also lacked parents who could support their teaching and learning. The role of parents was important in ensuring that street children attended school regularly and were monitored and supervised as they did their schoolwork. The lack of parents in the teaching and learning of street children was evidenced by the high rates of absenteeism among street children, failure to complete classwork and homework as well as lack of preparation for lessons. The parents could not be substituted by teachers. However, the allocation of norms and standards to shelters could assist in getting qualified teachers to supervise the schoolwork of children in shelters.

Legislation and the policy for LSEN schools were discriminatory in the sense that they excluded street children. Street children were not considered among the groups of

LSEN learners. The exclusion of street children deprived them of access to the kind of teaching and learning that would meet their educational needs. Diagnosis of the educational needs of street children was poor and resulted in ineffective interventions to manage their teaching and learning. A review of the legislative and policy framework to cater for street children was desirable as it could address various aspects of managing the teaching and learning of street children.

The training and development of teachers was considered to be an impediment to the teaching and learning of street children. The teachers relied on generic skills to adapt the teaching strategies to the level of street children. Since there was no policy framework for adapting the teaching strategies, the teachers relied on experience and referrals to fellow staff members who were more experienced. The system was characterised by inconsistencies and could not be relied upon. The implication of this finding was that teachers' self-esteem was low as they considered themselves underqualified to manage the teaching and learning of street children.

The problems of street children are associated with the nature of the street children phenomenon. The disintegration of families, which causes the street children phenomenon in the first place, does not only affect the cognitive development of street children but also influences the psychological and emotional aspects of their lives. Schools with street children are not equipped to manage the challenges of street children. The initiatives and sources of help depend on the capacity of the schools to engage interested parties who could intervene. A structured support framework is desirable in order to enhance the well-being of street children in schools.

6.2.5 Key elements of successful management of teaching and learning of street children

The research findings in this study indicate that the successful teaching and learning of street children was not always possible. There were three elements that characterised the successful management of the teaching and learning of street children. These were appropriate teaching strategies, support interventions and assessment practices.

In adjusting the teaching strategies, teachers reduced their teaching pace, provided simplified projects, avoided giving street children homework and repeated topics for better reinforcement. Since there was no framework within which the teaching strategies could be managed, the variety of strategies used by teachers could not have a positive influence on the academic performance of street children.

The support interventions used by teachers in schools with street children contradicted the reality in terms of how street children learn. Among other things, teachers provided extra lessons after school, on Saturdays and during school holidays, and conducted camps for street children. These intervention strategies were inappropriate and imposed an extra burden on street children, who perceived such strategies as another form of punishment. The use of mainstream support interventions was not always successful when used to manage the teaching and learning of street children.

The assessment practices were not accommodative of the background of street children. The schools with street children used a year-mark system as an SBA component. The use of the year-mark system increased the chances of failure among such children. It was considerably challenging for street children to complete SBA as their living conditions were unstable. The alternative to the year-mark system could be the equal distribution of the weighting between the year mark and the examination mark and considering the higher mark as the pass mark.

The teachers in schools with street children have been proactive in devising ways and means to improve teaching and learning of street children. The initiative taken by teachers is an indication that teachers could be valuable contributors to developing policy that is aligned with the needs of street children. The policy-makers often use their expertise to design policies which at times are lacking in detail. The involvement of teachers in focus groups could inform policy-making decisions.

6.3 Limitations of the Study

This study was limited by five aspects which are considered to have had an influence on its findings. These limitations are, namely: the categorisation of street of street children;

the size of the sample; the data collection instruments; the location of schools; and time frames. These limitations are discussed below.

6.3.1 The categorisation of street children

The concept of street children and its usage in this study became complex in the sense that, in reality there was distinction made by teachers between learners who were street children and those who were not. Upon admission to schools, it became difficult to categorise and single out learners who were street children from those who were not. Therefore in schools that formed part of the study it was a common practice that once street children are admitted to a school they become integrated and from they form part of the larger school community irrespective of their background. Subsequent to this, the researcher found that the schools did not keep separate registers for the different categories that may exist within the school. The setting in schools was not anticipated and the researcher relied on records that were kept by schools as evidence of the numbers that were admitted from each of the shelters as a way of tracking the learners who were street children. The challenge was that the records of street children could have omitted street children who were not enrolled in shelters but who were admitted to schools through other means, such as court orders. In order to improve the method of tracking the street children, the researcher worked with register educators to track the home addresses of each learner in their classrooms.

6.3.2 The sampling procedure

In conducting this study, three schools were selected to participate. The researcher considered the sample to be relatively limited when compared with the number of LSEN schools in Gauteng Province is considered in all districts. However, the researcher was satisfied that among the LSEN schools found in Gauteng Province there were very few that catered for street children. In an effort to enhance the validity of the findings of this study, the researcher was consistently in sampled the schools where the street children were involved. The sampling strategy used by the researcher was enhanced by corroborating the lists of learners found in shelters with those that were found in the schools where street children attended.

6.3.3 The sample size

The researcher used the three instruments to collect data, namely semi-structured interviews, observation and document analysis. The plan of the researcher was to interview 18 participants but in the field only 15 participants were available. The other three participants could not be of any use since they always had competing priorities or subsequent lack of interest which prompted the researcher to drop them. The researcher then decided to open the option of voluntary participation and such accommodated all reasons for failure to participate. The researcher purposively selected all participants to represent a particular group of participants. The lack of participation by the three participants deprived this study of data that could have added to the credibility of the findings of the study. The researcher could not control this shortcoming as the participants participated voluntarily in the study. In future, the researcher would prefer a relatively larger sample to mitigate the adverse effects of the withdrawal of the participants from the study.

6.3.4 Location of schools

The schools that participated were located around the outskirts of Johannesburg and Pretoria and there was a noticeable shortage of resources in those schools in comparison with those that are in the inner-city. The differences between urban and rural area schools could have a bearing on the manner in which the researcher was able to communicate with the participants. In schools that were in the inner city, the researcher was able to consider the role that other organisations were able to provide to those schools which had an influence in the management of teaching and learning of street children. The researcher observed that the involvement of other stakeholders in schools with street children has had an effect on the management of teaching and learning in those schools. The researcher would consider diversifying the location of the schools in future to evaluate the influence of other stakeholders in the management of teaching and learning in schools with street children.

6.3.5 Time frames

The planned period for data collection at the disposal of the researcher was three months. During this time the researcher visited schools to meet the participants and arrange possible dates for interviews. The researcher also had to conduct classroom observation and peruse documents. The allocated time frame constrained the researcher from making personal follow-ups where there was a need for clarity. The researcher had to rely on telephone conversations and e-mails to make follow-ups. The alternative measures used to complement information hampered the researcher from engaging in personal communication, which was initially preferred, to capture non-verbal communication gestures and body language. The researcher is of the view that the alternative methods used to collect additional information may have influenced the quality of interviews as he could not record some of the crucial aspects of data collection. The researcher would prefer to make use of methods such as video conferencing and Skype to collect additional information in future.

6.3.6 Data analysis

The researcher used manual data analysis to process data at the end of the process. . Even though the researcher had deliberately chosen to use of manual data analysis so that he could come into contact with the data, there could have been human errors here and there. The errors could result from the large amount of data that that had been collected and which had to be analysed manually which easily resulted to fatigue at some point. Therefore, the analysis of data could have suffered from minimal human errors which were caused by fatigue. The researcher was however able to gain insight by personally handling the data and understanding the thick descriptions of events which could not be handled by any software. The researcher would prefer to use a combination of methods in future, wherein one method would complement the other. The use of dual methods would ensure that errors are kept at the lowest possible level when conducting data analysis.

6.4 Delimitations of the Study

The delimitations of this study were four, namely: manipulation of the geographical locations of schools; literature considerations; the categorisation of street children; and the research methodology. These aspects are discussed below.

6.4.1 Geographical locations of schools

In this study the researcher chose to select schools that were located within the surroundings of the city of Johannesburg but which had a high prevalence of learners who were street children. These schools were selected owing to their history which increased the chances of these learners being found. While the researcher had the option to select rural schools and township schools that were classified as previously disadvantaged schools, he opted for urban schools which were considered to be affluent and privileged. Through this strategy, the researcher was able to circumvent poverty to a certain extent and thus focus on the management of teaching and learning.

6.4.2 Literature considerations

In the review of related literature, the researcher used online journals that were peer-reviewed instead of articles that were not peer-reviewed which could shed more light on the phenomenon. The information contained in peer-reviewed journals was considered to be more reliable and credible. The researcher was also consistent in selecting the literature that was based in African countries to make fair comparisons in the state of education in a number of African countries and deliberately excluded European countries as a basis for comparison.

6.4.3. The category of street children

The other aspect that was considered was the category of street children that participated. The study used the premise of three groups of street children as a point of departure: those children who lived on the streets and made their living on the streets; those children who worked on the streets during the day and returned home at night; and those children who had been placed in shelters and other places of safety. In this study, the researcher only focused on those who are placed in shelters and as such

attended schools. The rationale for selecting this group of street children was that the lack of parental involvement had to be controlled by responsible adults who were able to account for the teaching and learning of the street children under their care. In this regard the researcher was able to evaluate and provide an account of the support given to street children by guardians and how they collaborated with schools.

6.4.4. The research methodology

The researcher chose to use a qualitative approach as opposed to the quantitative research design. The use of a qualitative approach enabled the researcher to compile a qualitative report which was a detailed account of participants. The use of a qualitative approach enabled the researcher to engage participants through appropriate data collection instruments. The researcher was enabled to produce a qualitative report instead of a quantitative one.

6.5 Suggestions for Future Research

In conducting this study, the model that was developed was underpinned by the management processes. The functions of the management process were planning, organising, leading and controlling. In the model, there was an assumption that these functions are chronological and follow each other in a sequential and orderly manner. However, the reality suggested that managers leveraged each of these functions simultaneously delineating them. Therefore, the conceptual model developed in this study is marred by a flaw in that priority-setting made it difficult for the SMTs to always follow a chronological order. In some instances, the managers embarked on the consultative stage before they could plan projects. The model is based on the assumption that that all relevant information existed at all times and that all that was needed was to plan, organise, lead and control. It is also based on the premise that managing the teaching and learning of street children was orderly and chronological, with one task being handled at a time. However, the nature of the teaching and learning process requires a multi-pronged approach where many projects are managed at once. The use of a matrix management model which allows for many projects to be managed

simultaneously through the P-O-L-C framework could be desirable. An example of a matrix model is provided below.

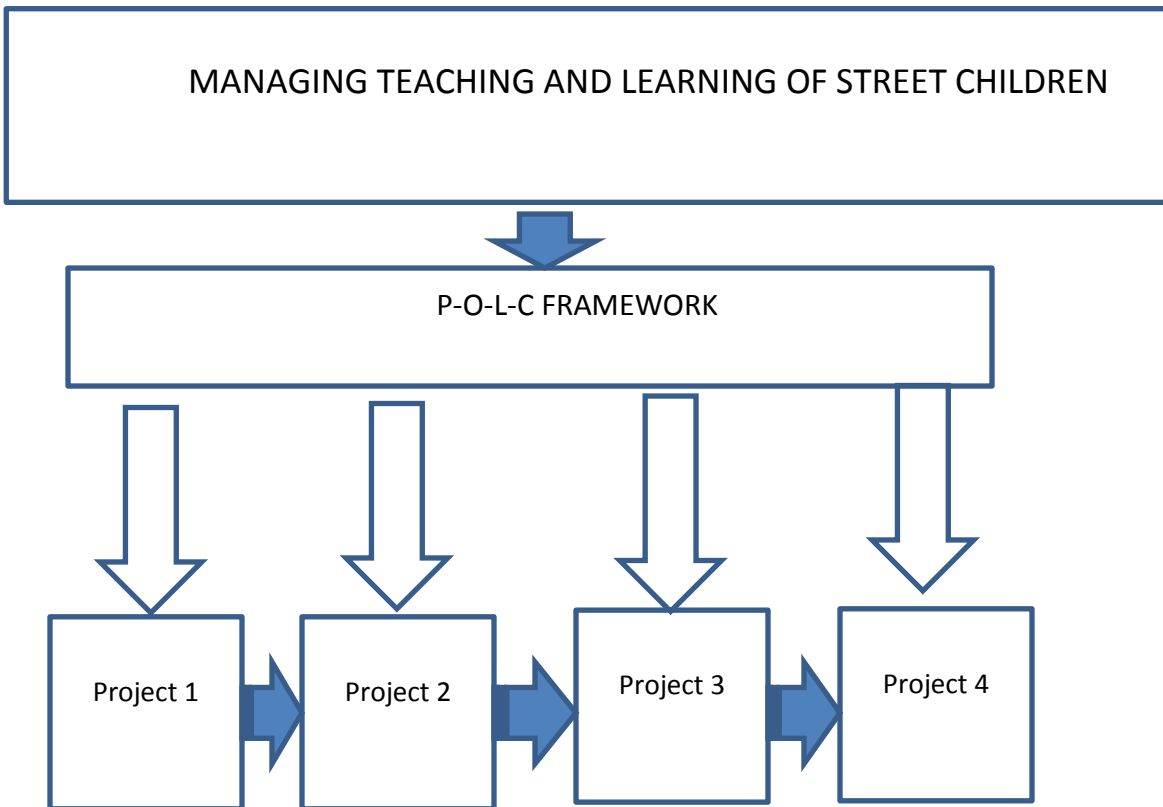


Figure 3: The matrix model for managing teaching and learning

The matrix model provided above allows planning, organisation, leading and controlling of multiple projects to happen simultaneously. It improves the linear and chronological managerial process of the P-O-L-C framework, which assumes the sequential management process of a single task at a time.

The variety of tasks associated with managing the teaching and learning of street children made it difficult to plan and wait before moving on to the next phase of organising. It was also not easy to plan for all situations; as a result, crisis management was common in schools with street children. Suggestions for future research would, therefore, include consideration of the project management model which would allow for the simultaneous handling of multiple tasks. The model, which is based on project

management, would allow for flexibility where numerous tasks could be managed as separate entities which form a layer that enables schools to add layers with a view to achieving their vision and mission. While the general management model is based on maintaining the status quo, the project management model is based on managing change. The use of the project management model could address the flaw inherent in the general management model by shifting the focus of the teachers from doing routine things towards anticipating and managing change in the teaching and learning of street children.

6.6 Conclusion

The purpose of this study was to explore how the teaching and learning of street children was managed in schools and be able to develop a conceptual model that shows the management framework for such learners. The conceptual model that was developed was underpinned by the P-O-L-C framework which is comprised of the four management functions of planning, organising, leading and controlling. The findings of this study were discussed in line with the P-O-L-C framework with a view to making sense of how the teaching and learning of street children was managed. The model shows some adaptation of the management process which details the four elements of management which was used to answer the research questions of this study. The P-O-L-C framework offered solutions to issues of identification of street children, their needs, the problems they experienced, and the key elements to be observed in the management of their teaching and learning. However, the dynamic nature and complexity of the challenges faced by street children necessitated a more dynamic model that facilitated change. This study concludes by proposing a multifaceted model which integrates the services of different departments (Social Services, Health, Correctional Services and Justice, Community Safety and GDE) since some of the challenges experienced by the participants are beyond the capabilities of the teachers. Other recommendations are discussed in the following section.

In this chapter, it was evident that the teachers and members of the SMTs in schools where learners were street children regarded their roles as being catalysts in influencing the management of the teaching and learning of learners of such children. However, the

number of systematic challenges inherent in the schooling system had made it difficult to achieve what could be described as academic excellence by learners who are vulnerable. The challenges were also exacerbated by the lack of training, qualifications and in-service training where teachers were supported to function efficiently in schools with learners who were street children. This study also found the system to be cumbersome for the learners where the system in places where they lived was not favourable for learning and the school environment was not conducive to their learning either. The cross-lateral deficiencies in places of safety and the schools which these learners attended had a negative influence on their academic performance and forced them to drop out.

6.7 Recommendations

This study has the following fourteen recommendations:

- The SMT to ensure that syllabus completion is fragmented into interdependent portions that can be completed in a rotational cycle to accommodate the open admission system that occurs throughout the year in schools with street.
- The Gauteng Department of Education (GDE) has to ensure that the semester system is implemented to allow for the assessment of limited and manageable portions of syllabuses for schools with street children.
- The education authorities has to ensure that the design of curriculum is such that it is possible for schools with street children to offer a combination of streams such as academic stream, vocational stream and technical stream to give the street children opportunity to develop knowledge and skills that are relevant to the context in which they live and to the job market.
- The Provincial Department of Education in Gauteng has to consider reviewing pass requirements in schools with street children such that both the year-mark and the examination mark are considered independently of each other and the

highest mark is used to effect a pass mark instead of adding the two components.

- The GDE has to review the norms and standards and post-provisioning model in schools with street children to include shelters where street children live to strengthen the operations of shelters.
- The GDE has to review the model for distributing e-learning resources to scale up the distribution of resources to schools with street children in order to improve access to learner tablets, smart-boards, e-textbooks and teacher laptops with relevant software.
- The SMT to develop diagnostic analysis of teaching strategies to facilitate more focus-based workshops that may assist teachers in developing generic skills into the specific skills required for street children.

Bibliography

American Psychological Association. (2000). Ethical principles of psychologists and code of conduct. *American Psychologists* (57), 1060-1073.

Angen, M.J. (2000). Evaluating interpretive inquiry: Reviewing the validity debate and opening the dialogue. *Qualitative Health Research* (10), 378-395

Analysing Qualitative Research Data. Retrieved from: [http://www.libweb.surrey.ac.uk/library/skills/Introduction to Research and Managing Information Leicester/page-75.htm](http://www.libweb.surrey.ac.uk/library/skills/Introduction%20to%20Research%20and%20Managing%20Information%20Leicester/page-75.htm).

Benjamin, S. (2002). *The micro-politics of inclusive education*. Buckingham: Open University Press.

Betancourt, T.S., Simmons, S., Borisova, I., Brewer, S, E., Iweala, U., & De la Soudiere, M. (2008). High hopes, grim reality: Re-integration and education of former child soldiers in Sierra Leone. *Comparative Education Review Journal*, 54(4), 565-587.

Black-Hawkins, K., Florian, L., & Rouse, M. (2007). *Achievement and inclusion in schools*. London: Routledge.

Bogdan, R.C., & Biklen, S.K. (2007). *Qualitative research for education: An introduction to theories and methods*. (6th ed.). Boston: MA.

Bogdan, R.Y., & Biklein, S. (2003). *Qualitative research for education: An introduction to theories and methods*. New York: Pearson.

Boston University Libraries. "What is research data?" Retrieved from: www.bu.edu/datamanagement/background/whatisdata/.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77-101.

Brownlee, J., & Carrington, S. (2000). Opportunities for authentic experience and reflection: A teaching programme designed to change attitudes towards disability for pre-service teachers. *Support for Learning*, 15 (3), 99-105.

Bush, T., & Glover, D. (2009). *Managing teaching and learning: A concept paper*. Johannesburg: Mathew Goniwe School of Leadership and Governance.

Cantrell, D.C. (2000). *Alternative paradigms in environmental education research: The interpretive perspective*. Retrieved from: <http://www.uleth.ca/ciccte/naceer.pgs/pubpro.pgs/alternate/pubfiles/08.Cantrel.fin.htm>.

Carter, D.E. & Porter, S. (2000). *Common terms and concepts in research*. In Commack, D. (Ed.), *The research process in nursing*. (4th ed.). Oxford: Blackwell Science.

Children's Institute. (2016). *Statistics on children in South Africa*. Retrieved from: <http://www.childrencount.org.za>.

Citizen. (2016). *Xmas despair for Tshwane kids*. (12 December 2016).

City of Johannesburg. *Organisations that help children*. Retrieved from: www.joburg.org.za/index.php?option=com_content&task=view&id=1022&Itemid=75

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. London: RoutledgeFalmer.

Council for Studies on Inclusive Education (CSIE). (2000). Retrieved from: <http://www.inclusion.uwe.ac.uk>.

Creswell, J.W.C. (2003). *Research design*. Thousand Oaks, California: Sage Publications.

Creswell, J.W., & Plano Clark, V.L. (2011). *Designing and conducting mixed method research (2nd ed)*. Thousand Oaks: CA.

Cummings, P.A. (2006) *Factors related to the street children phenomenon in major towns in Sierra Leone: A comparative study of the city's street children and children in normal family homes*. (Doctoral Thesis).Sierra Leone: St Clements University.

Cunningham, M., Harwood, R., & Hall, S. (2010). *Residential instability and the McKinney-Vento homeless children and education program. What we know, plus gaps*

in research. Urban institute a nonpartisan economic and social policy research organisation. Retrieved from: <http://www.urban.org>. (Accessed: 23 December 2015).

Currie, I., & De Waal, J. (2006). *The Bill of Rights handbook*. Cape Town: Juta.

Daane, C.J., Beirne-Smith, M., & Latham, D. (2001). Administrators' and teachers' perceptions of the collaborative efforts of inclusion in the elementary grades. *Education*, 121,331-338.

Dalton, E.M., McKenzie, J. A., & Kahonde, C. (2012). The implementation of inclusive education in South Africa: Reflections arising from a workshop for teachers and therapists to introduce universal design for learning. *African Journal of Disability*, 1(1), 7-13.

Delaney, L., Egan, M., & O'Connell, N. (2011). *The experience of unemployment in Ireland: A thematic analysis*. Dublin: UCD Geary Institute.

Domegan, C., & Fleming, D. (2007). *Marketing research in Ireland, theory & practice*. (3rd ed.). Ireland: Gill and MacMillan.

Engelbrecht, P. (2006). The implementation of inclusive education in South Africa after ten years of democracy. *European Journal of Psychology of Education*, 21 (3), 253-264.

Evans, J., & Lunt, I. (2002). Inclusive education: Are there limits? *European Journal of Special Needs Education*, 17 (1), 1-14.

Fabrizio, F., Pfeffer, J., & Sutton, R.I. (2005): Economics language and assumptions: How theories can become self-fulfilling. *Academy of Management Review*, 30 (1), 9-24.

Fernandes, G.T., & Vaughn, M.G. (2008). Brazilian street children: Contextual influences in relation to substance misuse. *International Social Work*, (51), 15.

Gauteng Department of Education. *Annual report .2015/2016*. Johannesburg: Mathew Goniwe School of Leadership and Governance.

Gibs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1(1), 3-31.

Gibson, S., & Blandford, S. (2005). *Managing special education needs: A practical guide for primary and secondary schools*. Thousand Oaks, CA: SAGE.

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research; interviews and focus groups. *British Dental Journal*, 192 (204), 291-295.

Gillham, B. (2000). *Case study research methods*. London: Continuum.

Government Circular. Retrieved from: https://en.m.wikipedia.org/wiki/government_circular (Accessed: 23 December 2016).

Gravetter, F. J., & Forzano, L.B. (2009). *Research methods for the behavioural sciences*. (3rd ed.). United Kingdom: Wadsworth Cengage Learning.

Grundling, J.P., de Jager J.W., & de Fourie, L.W. (2013). *Managing the phenomenon of street children in an African developing country*. Pretoria: Technikon Pretoria.

Hall, S. (2016). *What is content analysis?* Retrieved from: [www://.smallbusiness.chron.com/imductive-content-analysis-24666.html](http://www.smallbusiness.chron.com/imductive-content-analysis-24666.html).

Hansen, J.H. (2012). Limits to inclusion. *International Journal of Inclusive Education*, 16 (2), 89-98.

Hardy, I., & Woodcock, S. (2014). Inclusive education policies: Discourses of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141-164.

Harmond, D. (2010). *The flat world and education: How America's commitment to equality will determine our future*. New York: Teachers College Press.

Hay, J.F., Smit, J., & Paulsen, M. (2000). Teacher preparedness for inclusive education. *South African Journal of Education*, 21(4), 213-218.

Henning, E., van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik Publishers.

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*, 20(4), 12.

Hsieh, H.F., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

Jansen, J.D. (2000). On the politics of performance in South African education: Autonomy, accountability and assessment. *UNESCO's Journal of Education Policies and Practices*, 31(4), 553-564.

Jurgen, C.S., Katie, E., & Martyn, L. (2009). *Understanding the theory and process of strategy development: Theories of strategic planning*. United Kingdom: PHAST CIC. Buck

Kawulich, B.B. (2005). Participant observation as a data collection method. *Forum: Qualitative Social Research*, 6(2), 43.

Khan, S. & Hesketh, T. (2010). Deteriorating situation for street children in Pakistan: A consequence of war. *Arch Dis Child*, 95(8), 655-657.

Kollof, M.A. (2011). *Student-to-student interaction online*. Retrieved from: <https://www.rit.edu/sites/files/docs>.

Lamond, D. (1997). Henry vs Henri: Irreconcilable differences or just a misunderstanding? (Presented at the British Academy of Management Conference). London.

Le Roux, J. (2001). *Street children in South Africa: Findings from interviews on the background of street children in Pretoria, South Africa*. Pretoria: J.L van Schaick.

Levinson, R. (2006). Towards a theoretical framework for teaching controversial socio-scientific issues. *International Journal of Science Education*, 28(10), 1201-1224.

Linder, J.C, & Cantrell, S. (2001). Five business-model myths that hold companies back. *Strategy and Leadership*, 29(6), 13-18.

Lindsay, G. (2003). Inclusive education: A critical perspective. *British Journal of Special Education*, 30(1), 3-12.

Lloyd, C. (2008). Removing barriers to achievement: A strategy for inclusion or exclusion? *International Journal of Inclusive Education*, 12 (2), 221-236.

Love, P. (2003). Chapter 6. Document analysis. In F.K. Stage & Manning, *Research in the college context: Approaches and methods*: 83-97.

Maiese, M. (2013). *Distributive justice: Beyond intractability*. (Burgess, G. & Burgess, H. Eds.). USA: University of Colorado,

Malindi, M.J. & Machenjedge, N. (2012). The role of school engagement in strengthening resilience among male street children. *South African Journal of Psychology*, 42 (1), 71-81.

Mampane, R., & Bouwer, C. (2006). Identifying resilient and non-resilient middle adolescents in a formerly Black only urban school. *South African Journal of Education* 26(3), 443-456.

Martin, A.J., & Marsh, H.W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43(3), 267-281.

Mayring, P. (2002). Qualitative content analysis. *Forum Qualitative Social Research*, 1 (2), Art. 20.

McGaghie, W.C., Bordage, G., & Shea, J.A. (2001). *Problem statement, conceptual framework, and research question*. Retrieved from: <http://simplyeducate.me/2015/01/05/conceptualframework-guide/>.

McMillan, J.H., & Schumacher, S. (2001). *Research in education: A conceptual introduction*. (5th ed.). New York: Longman.

Meddy, S. (2004). *Education and training: Access to education*. Retrieved from: <http://www.oocities.org/educprojectug/education.html>.

- Meehan, T., Vermeer, E.N., & Windsor, C. (2000). Patients' perceptions of seclusion: A qualitative investigation. *Journal of Advanced Nursing*, 31(2), 370-377.
- Meyer, J.H.F. & Land, R. (2005). Threshold concepts and troublesome knowledge: Epistemological considerations and a conceptual framework for teaching and learning. *Higher Education*, 49(3), 49.
- Morse, J.M. & Niehaus, L. (2009). *Mixed method design: Principles and procedures*. Walnut Creek, Calif: Left Coast Press.
- Muthukrishna, N., & Schoeman, M. (2000). From 'Special needs' to 'Quality education for all': A participatory approach to policy development in South Africa. *International Journal of Inclusive Education*, 4(4),315-335.
- Myburg, C., Moolla, A. & Poggenpoel, M. (2015). The lived experiences of children living on the streets of Hillbrow: Original research. *Curationis*, 38(1), 1-8.
- Myers, M.D. (2009). *Qualitative research in business & management*. London: Sage Publications.
- Nabors, L., Rofey, D.L., Sumajin, I.C., Lehmkuhl, H.D., & Zins, J.E. (2005). Teacher perceptions of the emotional and behavioural functioning for children experiencing homelessness. *Journal of Social Distress and the Homeless*, 14(34), 171-189.
- NCH (National Coalition for the Homeless). (2007). *Education of homeless children and youth*. NW: Washington, DC.
- Neuwirth, R. (2007). Squatters and the cities of tomorrow. *Taylor and Francis Online*, 11(1), 71-80.
- Nieuwenhuis, J. (2010). Social education in education revisited. *Education Inquiry*, 1(4), 269-287.
- Ouma, W.G. (2004). *Education of street children in Kenya: The role of the Undugu society*. Kenya: International Institute for Education Planning.

Panter-Brick, C. (2002). Street children, human rights, and public health: A critique and future directions. *Annual Review of Anthropology*, 147-171.

Pare, M. (2004). Educating marginalised children: The challenge of the right to education in Brazil. *The international Journal of Children's Rights*, 12, 217-257.

Pather, S., & Nxumalo, C.P. (2014). Challenging understandings of inclusive education policy development in Southern Africa through comparative reflection. *International Journal of Inclusive Education*, 17 (4), 420-434.

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

Pennings, H.J.M., Tartwijk, J., van Wubbels, T., Claessens, L.C.A., van der Want, A.C., & Brekelmans, M. (2014). Real-time teacher-student interactions: A dynamic systems approach. *Teacher and Student Education*, 37, 183-193.

Pfeffer, J. (2005). Why do bad management theories persist? A comment on Ghoshal. *Academy of Management Learning and Education*, 4(1), 96-100.

Pottas, L. (2005). *Inclusive education in South Africa: The teacher of the child with hearing loss*. Pretoria: University of Pretoria.

Prinsloo, E. (2001). *Working towards inclusive education in South Africa classrooms*. Pretoria: University of South Africa.

Qualitative Inquiry in Daily Life. *Exploring qualitative thought*. Retrieved from: <https://qualitativeinquirydailylife.wordpress.com/chapter-5/chapter-5-dependability/>

Reeves, T. & Hedberg, J.G. (2003). *Interactive learning systems evaluation*. Englewood: Educational Technology Publications.

Reynolds, C.R., Vannest, K.J. & Fletcher-Jenzen, E. (Eds.). (2014). Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals. *Encyclopedia of Special Education*, 1(4).

Ribchester, C., France, D., & Wakefield, K. (2008). *Using podcasts to provide assessment feedback*. (Higher Education Academy Conference). London: July 2008.

Rolfe, G. (2006). Validity, trustworthiness and rigour: Quality and the idea of qualitative research. *Journal of Advanced Nursing*, 3 (3), 304-310.

Rose, D.C. (2013). *Social justice theory: A solution in search of a problem*. Retrieved from <http://www.libertylawsite.org/liberty-forum/social-justice-theory-a-solution-in-search-of-a-problem/#sthash.2lZOcrlh.dpuf>.

Rouse, M. (2008). Developing inclusive practice: A role for teachers and teacher development? *Education in the North*, 16:1.

Ruairc, G.M., Ottesen, E. & Precey, R. (Eds.). (2013). *Leadership for inclusive education: Values, vision and voices*. Rotterdam: Sense Publishers.

Schuelka, M., & Johnstone, C.J. (2012). Global trends in meeting the educational rights of children with disabilities: From international institutions to local responses. *Reconsidering Development*, (2), 2.

Schutz, G., Ursprung, H.W. & Wobmann, L. (2008). Education policy and equality of opportunity. *KYKLOS*, 61(2), 279-308.

Sethosa, M.F. (2000). *Assisting teachers to support mildly intellectually disabled learners in the foundation phase in accordance with the policy of inclusion*. (DEd thesis). Pretoria: University of South Africa.

Sinclair, M. (2002). *Fundamentals of educational planning*. Paris: UNESCO.

Smart, R. (2003). *Policies for orphans and vulnerable children: A framework for moving ahead*. Washington DC: Futures Group.

Smart, R., Heard, W., & Kelly, M.J. (2000). *An education policy framework for orphans and vulnerable children*. Durban: University of KwaZulu-Natal.

Songca, R. (2001). Evaluation of children's rights in South African law: The dawn of an emerging approach to children's rights? *International Law Journal of Southern Africa*, 44 (3), 340-359.

South Africa. (1996). *Constitution, Act 108 of 1996*. Pretoria: Government Printers.

South Africa. (2000). *White Paper No 6. Special Needs Education*. Pretoria: Government Printers.

South Africa. *South African Schools Act No.84 of 1996*. Pretoria: Government Printers.

Split, J.L., Hughes, J.N., Wu, J.-Y., & Kwok, O. (2012). Dynamics of teacher-student relationships: Stability and change across elementary school and the influence on children's academic success. *Child Development*, 83 (4), 1180-1195.

Stronge, J., & Reed-Victor, E. (2000). *Educating homeless students: Promising practices*. New York: Eye on Education.

Swan, K. (2002). Building learning communities in online courses: The importance of interaction. *Education Communication and Information*, 2 (1), 23-49.

The Eberly Centre for Teaching Excellence and Educational Innovation. (2008). Teaching excellence and educational innovation. *Eberly*, 412: 268-2896.

The New Teacher Project. (2011). Rating a teacher observation tool: Five ways to ensure classrooms observations are focused and rigorous. Retrieved from: <http://www.tntp.org/eval2.0>.

Thomas, G., & Loxley, A. (2007). *Deconstructing special education*. United Kingdom: McGraw-Hill Education.

Thomas, P.Y. (2010). Towards developing a web-based blended learning environment at the University of Botswana. (Doctoral Thesis). Pretoria: Unisa.

Tosson, A.L.M., Burrello, L.C., & Knollman, G. (2013). Educational justice for all: The capability approach and inclusive education leadership. *International Journal of Inclusive Education*, 17 (5), 490-506.

UNESCO. (2000). *Education for all: Meeting our collective commitments. The Dakar framework for action*. Paris: UNESCO.

UNICEF. (2001). *Children working on the streets of Ethiopia, A UNICEF Report*. Retrieved from: <http://www.unicef.org/evaldatabase/files/ETH-2000-800.pdf>.

University of Leicester. *Presenting numerical data*. Retrieved from: <http://www2.le.ac.uk/offices/ld/resources/numerical-data/numerical-data>.

Vayrynen, R. (2003). Illegal immigration, human trafficking and organised crime. In Borjas, G. & Crisp, J. (Eds.), *Poverty, international migration and asylum*. New York: Palgrave Macmillan: 143-170.

Volpi, E. (2002). *Street children: Promising practices and approaches*. World Bank Institute. Washington DC: The International Bank for Reconstruction and Development/The World Bank.

Von Diether, B. (2015). Writing Chapter 2: The literature review. Retrieved from: <http://www.dissertaionwriting.com/writing-literature-review/>.

Walker, G. (2014). Inclusive education in Romania: Policies and practices in post-communist Romania. *International Journal of Inclusive Education*, 14 (2), 165-181.

Weeks, F.H. (2000). *Behaviour problems in the classroom: A model for teachers to assist learners with unmet emotional needs*. (Doctoral thesis). Pretoria: Unisa.

Welman, J.C. & Kruger, S.J. (2000). *Research methodology*. (2nd ed.). Cape Town: Oxford University Press.

Williams, M. (2000). Interpretivism and generalisation. *Sociology Journal*, 34(2), 209-224.

Willis, J.W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. London: Sage.

Wilson, M.S. & Peterson, P.L. (2006). *Theories of learning and teaching: What do they mean for educators?* Washington, D.C.: National Education Association.

Winter, E. & O'Raw, P. (2010). *Literature review of the principles and practices relating to inclusive education for children with special education needs*. Europe: Institute of Child Education & Psychology.

World Childhood Foundation. (2016). *Statistics of children in South Africa*. Retrieved from: <http://www.childhood.org>.

Yin, K. R. (2003). *Case study research*. California: Thousand Oaks.

Zeichner, K. (2005). A research agenda for teacher education. In *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah: Erlbaum and Associates, Inc.

Zhang, Y., & Wildemuth, B.M. (2005). Qualitative analysis of content. In Wildemuth, B.M. (Ed.), *Applications of social research methods to questions in information and library science*. Cape Town: Libraries Unlimited.

Annexures A: Permission Letters



GAUTENG PROVINCE
Department of Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. M2017/384

GDE RESEARCH APPROVAL LETTER

Date:	30 January 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017
Name of Researcher:	Dladla J.M.J.
Address of Researcher:	P O Box 1119 Crownmines 2025
Telephone Number:	011 837 5327 072 446 3527
Email address:	dladlajmj@mweb.co.za
Research Topic:	Management of teaching and learning of street children in Gauteng Province
Number and type of schools:	One Primary School, One Secondary School and One LSEN School
District/s/HD	Johannesburg North

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/Lead 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:

[Signature] 30/01/2017 1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Symonds Street, Johannesburg, 2001
Tel: (011) 349 0498
Email: Faith.Tshehalela@gauteng.gov.za
Website: www.education.gog.gov.za



Ethics Committee
07 December 2016

Dear Mr J Dladla,

REFERENCE: EM 16/11/05

Your application was carefully considered by the Faculty of Education Ethics Committee and the final decision of the Ethics Committee is:

Your application is approved on the following condition(s).

1. Kindly note that the letter of consent should bear the logo of the University of Pretoria.
2. Please consider language editing of the two letters of permission mainly, the first paragraphs of the letters.
3. Kindly note that point three of the letter of consent should be amended with regards to language usage.
4. All letters of permission and consent should contain the following clause, "All data collected with public funding may be made available in an open repository for public and scientific use."
5. Please include letters of consent or assent for the learners and their parents/guardians that will be observed in the classes.

You are not allowed to proceed with data collection until these conditions have been met and you have submitted a letter to the Ethics Committee on how the conditions have been met.

Final data collection protocols and supporting evidence (e.g.: questionnaires, interview schedules, observation schedules) have to be submitted to the Ethics Committee before they are used for data collection. However, you do not have to re-submit an application.

The above-mentioned issues can be addressed in consultation with your supervisor who will take final responsibility. Please note that this is not a clearance certificate. Upon completion of your research, you need to submit the following documentation to the Ethics Committee:

- Integrated Declaration Form (Form D08),
- Initial Ethics Approval letter and,
- Approval of Title.

Please note:

- Any amendments to this approved protocol need to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that the Committee's approval is null and void.
- On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number EM 16/11/05 in any communication with the Ethics Committee.

Best wishes

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

19 June 2017

STUDENT NO: 23450810

Mr JMJ Dladla
21 Michael Collins
Discovery Ext 8
1709

Dear Mr Dladla

DEGREE: PhD (Educational Psychology)

I have pleasure in informing you that the following title has been approved:

TITLE: The management of teaching and learning of street children in Gauteng schools
SUPERVISOR: Dr TA Ogina

The requirements for theses are listed in the General Information and Regulations of the University. Consult Regulations which are related to theses and the assessment thereof.

Summarised guidelines for the submission and technical details of theses, a checklist as well as a "Notice of Submission" are attached. Kindly note that your written "Notice of Submission" should reach the Student Administration three months prior to submission.

Your registration as a student must be renewed annually before 28 February until you have complied with all the requirements for the degree. You will only be entitled to the guidance of your supervisor if annual proof of registration is submitted.

Yours sincerely

B Swarts (for Dean)
FACULTY OF EDUCATION

Annexure B: Consent Letters



CONSENT BY THE PARENT /LEGAL GUARDIAN

I _____ (Names and Surname) hereby give/ do not give consent to **MY CHILD** to participate to the study titled “The management of teaching and learning of street children in Gauteng” to be conducted in his/her school with the permission of all relevant authorities concerned.

I fully understand that the study is towards the fulfilment of a degree by the researcher and is no way commissioned by any institution.

The participation is underpinned by the following terms and conditions:

1. There shall be obsolete anonymity of the name or any other particulars that may compromise the participant’s identity.
2. The consent referred to above is voluntary without any form of compensation attached to it and the participant shall always have a right to withdraw his/her participation at any stage.
3. The safety of the participant shall always be guaranteed and no harm or injury may result as a result of the said participation.
4. There shall be privacy, confidentiality of all information disclosed during the course of the study.
5. The respondent may not indulge in any form of dishonesty which shall be in breach of trust vested in him/her during the course of the project.
6. Upon termination of the study, researcher accepts the responsibility for safe keeping of any transcripts, field notes and any other material that was used to compile the research report.

7. There shall be no legal claims arising from the participation envisaged in this study

NB: I understand that all data collected with public funding may be made available in an open repository for public and scientific use.

Thus done and signed

Dladla J.M.J. / Dr. T.A. Ogina / _____

_____ / _____ / _____

Student

Supervisor

Participant



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

CONSENT BY THE LEARNER

I _____ (Names and Surname) hereby consent/ do not consent to participate to the study titled “The management of teaching and learning of street children in Gauteng’ to be conducted in my school with the permission of all relevant authorities concerned.

I fully understand that the study is towards the fulfilment of a degree by the researcher and is no way commissioned by any institution.

The participation is underpinned by the following terms and conditions:

1. There shall be obsolete anonymity of the name or any other particulars that may compromise the participant’s identity.
2. The consent referred to above is voluntary without any form of compensation attached to it and the participant shall always have a right to withdraw his/her participation at any stage.
3. The safety of the participant shall always be guaranteed and no harm or injury may result as a result of the said participation.
4. There shall be privacy, confidentiality of all information disclosed during the course of the study.
5. The respondent may not indulge in any form of dishonesty which shall be in breach of trust vested in him/her during the course of the project.
6. Upon termination of the study, researcher accepts the responsibility for safe keeping of any transcripts, field notes and any other material that was used to compile the research report.

7. There shall be no legal claims arising from the participation envisaged in this study

NB: I understand that all data collected with public funding may be made available in an open repository for public and scientific use.

Thus done and signed

Dladla J.M.J. / Dr. T.A. Ogina / _____

_____ / _____ / _____

Student

Supervisor

Participant

Interview questions

1. Tell me about your-self, how long have you been a teacher in this school, how old are you, what is your highest qualification and for how long have you been a member of the SMT in this or other school? how many street/homeless children do you have in this school? How many of such children do you have in your class?
2. Please describe the features of the learners that you regard as street children in this school?
3. As a teacher in this school is you aware of any policy that provides guidelines on the teaching and learning of street children?
4. Please describe your role in the teaching and learning of street children?
5. What are your views on including street children in your school?
6. Tell me about your experiences of teaching in a school with street children?
7. What can you say about the academic achievement of street children (compared with others)?
8. What have you identified as the needs of street children?
9. What does the school do to address the identified needs?
10. What do you regard as key elements of successful management of the teaching and learning of street children?
11. Can you tell me about the problems or challenges you have experienced regarding the teaching and learning of street children (adjusting the teaching strategies)?
12. How do you do to address the challenges that you experience in teaching the street children?
13. Is there anything else that you would like to tell me about the teaching and learning of street children?

Interview questions

1. Tell me about your-self, how long have you been a teacher in this school, how old are you, what is your highest qualification and for how long have you been a member of the SMT in this or other school? how many street/homeless children do you have in this school? How many of such children do you have in your class?
2. Please describe the features of the learners that you regard as street children in this school?
3. As a teacher in this school is you aware of any policy that provides guidelines on the teaching and learning of street children?
4. Please describe your role in the teaching and learning of street children?
5. What are your views on including street children in your school?
6. Tell me about your experiences of teaching in a school with street children?
7. What can you say about the academic achievement of street children (compared with others)?
8. What have you identified as the needs of street children?
9. What does the school do to address the identified needs?
10. What do you regard as key elements of successful management of the teaching and learning of street children?
11. Can you tell me about the problems or challenges you have experienced regarding the teaching and learning of street children (adjusting the teaching strategies)?
12. How do you do to address the challenges that you experience in teaching the street children?
13. Is there anything else that you would like to tell me about the teaching and learning of street children?

Teacher 1 School C

1. Tell me about yourself. How long have you been a teacher in this school? How old are you? What is your highest qualification? And for how long have you been a member of the SMT in this or other school? How many street/homeless children do you have in this school? How many of such children do you have in your class?

Answer: I am an educator in this school teaching vernacular language which is IsiZulu in grades 7, 8 and 9. In terms of experience, I have been with the school for three years and my qualification is the B.Ed. degree from the University of Johannesburg. When it comes to age I was born in April 22 1990. I would say that in each and every class that I teach there are quite a few street children that are there even though it may be difficult to quantify the exact numbers.

Researcher: Let's just estimate the number of street children in your classes because my interview is based on them, so without an idea of how many learners you are exposed to it may be difficult to continue with the interview.

Answer: Say we are talking about 15 children if we assume that in each of the three grades that I teach there could be five, making the number to be around 15.

Researcher: I appreciate the estimation but I want you to try and recall those that you know because as we are on with the interview there could be questions that relate to specific street children that you have taught. Will you be able to do that?

Answer: Yes, it's pretty easy.

Researcher: Thanks for that. Maybe I must at this point clarify that you are the first person to attend my interview in this school. I have already been to two schools but your school is the third and you are my first participant. Having said that, I mean I don't know much about the school. Would you be so kind as to give me a background about your school?

Answer: Well, my association with the school started when I was at the university. We had to do a community project and we decided on a project that was about cleaning the

public buildings like schools. We then as a group chose this school. We were not choosing any school as long as we were given an opportunity to render our services. One day while we were cleaning girls' toilets I saw the writing on the girls' toilets that said "I have been in this jail for 4 years now". Somehow it attracted my attention and I wanted to know why a learner would write such a message. It is then that I found out that the school is for children who are in trouble with the law. They are basically children who are awaiting trial. These could be children who have not been sentenced or those who have been sentenced but in a way are out of prison. Under normal circumstances, a child who is awaiting prison is put under the care of the parent who will make sure that the child appears and attends all the trial dates, but in this case they are put in this school so that the school can perform a supervisory role because there are no parents to look after them.

Researcher: It's quite an interesting profile and quite interesting story behind the school. Would you then say the majority of the learners in the school are street children in the sense that they were offenders who could not be put in the care of parents?

Answer: Without any doubt I would say we are dealing with delinquent, homeless, and street children, which then makes our school one of its kind; and I have never heard about any other school that has a profile like ours.

Researcher: In describing the learners that are in this school, for the first time I am hearing of three distinct terms coming from one school. You mentioned delinquent, homeless and street children. Can you elaborate a bit on each of these categories?

Answer: Well, by delinquent I am referring to the children who are in trouble with the law and whose age does not qualify them to be convicted of crimes. As you may know that a child below the age of seven is deemed not to be capable of crime, but 10 years upwards they may be convicted but the circumstances would be different from a 16-year-old. With the homeless children I mean those children who may be of any age but at the time when crime was committed they were basically homeless or on the streets without any adult person responsible for them.

Researcher: It's getting tricky with the delinquent category of learners. Are they also classified as street children and what happens when they commit crime?

Answer: The delinquent category of learners are those who might have committed various forms of crime and for that reason the courts make an order to be placed in a place of safety depending on a number of factors, with age being the most determining factor. For example, the Children's Act says that the child who is below the age of seven has no capacity whatsoever to commit crime and such a child is, in fact, one who cannot incur criminal accountability; but that does not mean that children below seven do not commit crime. And if they do the law works with the parent or guardian of the child, and that is where our school comes in to become a place of safety in which the child will be monitored by the parole officer.

Researcher: Let's say the child is above seven. What happens?

Answer: There are provisions also in the Children's Act where the crime committed by the child will be dealt with differently to that of a seven-year-old but the same thing will happen with us as a school. We are given the child to be under our care.

Researcher: Let me get clarity in terms of the care you provide. Does it include teaching and learning?

Answer: Yes, the main reason to bring the child to us is that in terms of the SASA it is compulsory for the child to attend school from the age of six until the child turns 15, that is until the child is in grade 9.

Researcher: So as the school, you teach children until they are in grade 9?

Answer: No, we work closely with courts, social workers and parole officers so in that way a child between the ages of one until the age of 18 gets referred to us. But if the child is beyond grade 9 we only provide the place of safety and then the child will attend in another school and only utilise our facility for accommodation and supervision purposes only as directed by courts.

Researcher: It's a very unique kind of a school, I must say. Let's proceed with the next question as I think most of what I want to ask will be covered as we go along.

2. Please describe the features of the learners that you regard as street children in this school.

Answer: In our case, the street children are children who are in need of care and those that are in conflict with the law for which there is no responsible parent or guardian to

provide a supervisory role or to take custody of the child while the trial is before the courts.

Researcher: Like you had said that in your school street children are brought to you. Can you describe the process that unfolds for street children to get admitted in this school?

Answer: It's basically the fact that the child must be in need of care. Unlike what other people think that children who are here are all offenders and are in trouble with the law, the correct answer is that we are a child and youth care centre. In essence, that means that a child must be in need of care and brought to the attention of the social worker who will then approach the courts to get the court order that formally places the child with us. But in other instances, learners get placed because of crimes they have committed and the court issues the order that the child must be placed in a place of safety and be supervised by the parole officer.

Researcher: In other words, there are two categories of children in this school that you describe as street children and that is children who need care and those who committed crimes and are referred to you because there is no one to look after them while the matter is before the courts. Is that right?

Answer: It is correct. That is the learners we have in this facility or school.

Researcher: OK then. I will proceed to the next question to understand their teaching and learning.

3. As a teacher in this school, are you aware of any policy that provides guidelines on the teaching and learning of street children?

Answer: Yes, I am aware of the Children's Act, which is very specific about the protection of children against any form of abuse and the need to protect children from such form of abuse. To us as a school the Children's Act is a pillar that actually informs everything we do from protecting the children by offering necessary care and education which is the right of all children who are below the age of 15.

Researcher: So, if I may ask about the Children's Act, what does it say about the care and education of children?

Answer: Like I said before, the Children's Act is like a bible to us. It is very central to what we do. In terms of care, it says that every child is equal before the law and the child needs to be cared for irrespective of whether the child has committed a crime or not. Then in terms of education, it says that education is one of the rehabilitation programmes that a child needs to undergo in order to avoid future troubles with the law. So in that way we are a school that cares for children by providing accommodation together with education that is important in the rehabilitation process of the child.

Researcher: So the activities of the school are guided by the Children's Act by providing a place to stay while at the same time providing teaching and learning at the same time. Is that correct?

Answer: Yes, it's correct.

Researcher: And the legislation you can attest to is the Children's Act. But does it talk to teaching and learning of children who need care like street children?

Answer: No, the Children's Act is more about what will happen when the child is in need of care, what needs to happen when the child commits a crime or is in trouble with the law. It guides the people working with children to be able to identify signs of abuse in early stages and how to refer the children to people who can help the child. In case of these children who are in trouble with the law, it also guides the police officers about issues relating to arrest, appearing in court and issues of what to do when the child is awaiting trial and things like placement of children in places of care like us.

Researcher: Let's say all other issues have been taken of and the child is in the classroom. Does the Children's Act guide you as the teacher in terms of how you should go about teaching the children who need care or who are awaiting trial?

Answer: No, in class it does not talk about the details of teaching and learning. As a teacher, you approach teaching and learning with a very clear conscience that the

children in your school or class are different from the rest of the children who are in the normal schools.

Researcher: That is very interesting. Let's then talk about your role in your class. As you said, you teach with an understanding that children in this school and class are different.

4. Please describe your role in the teaching and learning of street children.

Answer: My role is first of all to make children in this school understand the world they live in. That starts by making them understand themselves as individuals, their strengths and weaknesses, and then from there understand other people they live with, such as the family members, and teach them to respect other people and then to understand themselves within a larger group of people like school, and teach them to be responsible and accountable. So, in describing my role, I would say it is to empower children to understand themselves, to respect others and to be responsible and accountable.

Researcher: Let's break your answer into some sections here. Dealing with the individual child, a child within a family and a child within a school, what exactly do you do in each phase, if I may say so?

Answer: OK, let's start with a child as an individual. I teach them that your strengths and weaknesses are important and they determine your future. By that I am trying to teach them to understand that they need to be able to make decisions that are not influenced by friends or any other people. Right from there, I go on to say your family structure is important because that is where you get to be protected against bad influences. Then you get out there to be a member of a community attending school and you need to fit in what is acceptable by the community. But in case you happen to transgress what the community expects from you or the law expects from you, then you need to be responsible and accountable to accept any form of punishment that comes with it. So, my role is to empower children who are in this school as individuals, as members of families with responsibility to respect their parents and as children within the school where they need to be accountable.

Researcher: It's quite a sterling job you are doing. Do you think other teachers are also doing the same or at least working towards what you have in mind?

Answer: I am quite sure that in this school we have a good and dedicated team of teachers. I have never seen a teacher who complains about the work we are doing and that tells me that there is a very great amount of commitment displayed by teachers even though our approach differs.

Researcher: Let's talk about the different approaches that you have observed. What do other teachers do that you think is a different approach to your approach?

Answer: I have seen teachers who are using sports and recreation as a way of rehabilitating the children. To them the philosophy is that sports and recreation channels one's mind into something creative and takes away the wrong thinking that is a result of sitting and doing nothing. So, yes, the approach that I have observed is to engage children in sports to keep them busy.

Researcher: So, with teachers sports and recreation is a rehabilitation method they use. What else have you observed as a different approach?

Researcher: Other teachers invite the church leaders and motivational speakers from their churches and people they know and it also works; but no one is sitting and doing nothing. We all contribute in one way or the other to shape these learners.

Researcher: It's quite tremendous work that you guys do. By the way, how many teachers are here?

Answer: Teachers we are 11, excluding the SMT that has five members, so all in all we are 16.

Researcher: It's quite a large group of staff members and if each one of you has a role to play we hope learners stand to benefit a lot. Now let's see the next question.

5. What are your views on including street children in your school?

Answer: It's quite a good thing to have happened in our country in our democracy. Teaching and learning is a powerful tool for rehabilitation. Even though teaching and learning is a complex process but it empowers a person to know the things that he or she did not know before. I think, therefore, including street children, delinquent children and children who need care in formal programmes of teaching and learning is a very important step towards building a society. So, in brief, I have no problem at all and I, in fact, applaud the GDE for having come up with such a wonderful idea.

Researcher: You are mentioning GDE. Do you think other Provinces do not have measures in place to deal with delinquent learners, street children and children who need care?

Answer: In my Province there is a jail for young offenders called Ekuseni, but I don't think the model is similar to the one we have here in Gauteng. The fact that it's a jail for young offenders, it's not the same as our model. In our case, children are not in a jail but in a place of safety and they are taught at the same time, which is different than being in jail where freedom is very limited.

Researcher: Well, coincidentally I know of the jail you are talking about but I have no personal experience about what happens there. Do you have an idea of how teaching and learning is conducted there?

Answer: Yes, I have a relative who is a teacher there. It's like a normal jail with the exception of the fact that it's young or children offenders who are there. They serve the sentence in jail and during the day there are lessons taking place which are not compulsory; it depends on the child if he or she wants to participate. Whereas with us, number one, children are not in jail, they are in a place of safety and they are being taught and to attend school is compulsory once you are here.

Researcher: Well, in that sense I would say Gauteng is ahead of other Provinces then by having a different model to deal with delinquent or street children who are offenders.

Talking about that, what example of a crime do you know of that was committed by the child in this school?

Answer: There are many forms of crime and abuses that lead to children being referred to us but the crime I cannot let slip off my mind is the one where a girl child who happened to stay with the grandmother left home to stay with friends alleging that the grandmother is not treating her well. The next thing that happened while she was reported to police as a missing child, she hired people to go and kill her grandmother so that the house can be hers legally because the grandmother had made her the only beneficiary. So if the grandmother dies she would automatically acquire the rights over the house. Unfortunately, the people who were supposed to kill the grandmother did not do so. Instead they confessed to her and that is how she was arrested. And she is facing the charge of conspiring to commit murder but, at the same time, she could not be put into the custody of her grandmother and she was brought here.

Researcher: It was a very complicated case I should think. Now, in terms of teaching and learning, do you still hold the view that such learners must be included in mainstream education?

Answer: Look, the child is only 16 years old and we cannot rule out the possibility that she cannot think like a mature person until she is perhaps 18 years of age. Now let's assume if there were no opportunities for her to be rehabilitated, what would have happened to her? She could be facing a long sentence without any hope for the future. That is why my view is that these children must be included in mainstream education, regardless of the crimes they might have committed or attempted to commit. So, to me, including these children is an opportunity to improve their lives by realising what they did wrong and take responsibility going forward.

Researcher: It makes sense – and a lot of sense – how you explain it. I will now proceed to the next question.

6. Tell me about your experiences of teaching in a school with street children.

Answer: My experiences are very broad and range from being traumatised to being a teacher who understands the world we are living in better.

Researcher: From what you have said so far, I have doubts in my mind that you have no regrets being a teacher in a school with a very different profile of learners, but I want you to share how has been teaching and learning in this school. Just expand on that.

Answer: My experiences in terms of teaching and learning are that all learners are different and the environment in which they find themselves in has a major contribution towards their development either in a positive or negative way, but the environment does affect the child.

Researcher: How has the environment either, particularly the school environment, affected the children in this school when it comes to teaching and learning?

Answer: Well, my experiences have made me think my career choice was worthwhile, of which I don't think I would be feeling the same way in any other school. I would be doing the routine and I would not be exposed to what is happening around us and would not be understanding what children are capable of and, in that sense, I would be very naïve in my understanding of teaching as a profession. Teaching here has helped me a lot and made me a better teacher who can teach in any other school in the country.

Researcher: What have you learnt? I am interested in that part.

Answer: I have learnt to separate my emotions from teaching. I have learnt the art of emotional intelligence which you sometimes learn unconsciously. So, while my role is to teach learners who need care, learners who are delinquent and learners who are street children, I have also learnt a lot about the needs of children and how they can go all out to satisfy those needs. For example, children who feel neglected can turn to crime to express themselves and draw attention to themselves even though it might be wrong to do so, but nevertheless it happens.

Researcher: So, in terms of teaching and learning, what are the implications to you as the teacher, to be in class and translate what you have just said into a classroom situation where teaching and learning is taking place?

Answer: In terms of teaching and learning, I have learnt to teach children in totality by not overlooking or underestimating the emotional, physical or spiritual needs of the learner. So, in my lessons I try to infuse some moral lesson in it, I try to include some spiritual development and I also try to include some psychological aspect of the human being. So, my experiences have been to respect the differences in children and infuse the tolerance and respect in my lessons.

Researcher: What would you regard as the most valuable experience you have gained over the years? It could be an incident that happened to you maybe.

Answer: One day while teaching, I had this learner who was always sleeping. I tried to wake her up many times till I felt that something was wrong. Then at the end of the lesson I took her with me to a separate room where I could talk to her. I discovered that the child was actually battling to understand why she was referred to a psychiatrist by the social worker. Her honest interpretation was that psychiatrists deal with people who are mentally disturbed and she was having this question of whether she is really perceived as a mentally disturbed someone by the teachers and the social workers. That was troubling her.

Researcher: I want to sum up by saying that you have learners who are emotionally disturbed due to things that happen to them while at school. Will that be correct?

Answer: It is correct. It is not easy to divorce what happens in your life and totally forget about it once you are in class or in school. The memories are there and they haunt you and affect teaching and learning of these learners.

Researcher: So how do you bridge the divide between the different spheres that make up the child so that teaching and learning is successful?

Answer: I bridge this divide by teaching the child in totality and encouraging them to be open about what troubles them and where they need help.

Researcher: I understand. I will proceed.

7. What can you say about the academic achievement of street children (compared with others)?

Answer: Achievement is good and is very comparable to the rest of the learners. My observation has been that children do not internalise issues like adults. If they have committed crime, they get over it within a relatively shorter period of time than adults. They don't live their lives with regrets and remorse or anything like that and that makes them very capable of achieving like any other child.

Researcher: Don't you think it's all because of the support they enjoy in this school which, sort of, makes them forget their past experiences.

Answer: The school we are in is very different and provides a protective layer that tends to protect and cushion children against everything that they have gone through. The school provides accommodation, food, shelter, education and health facilities, so there can't be anything that disturbs children from normal teaching and learning. Maybe if children were coming to this school and their needs are not addressed, teaching and learning was going to be affected.

Researcher: Will it be correct, then, to say that the type of support given to the children in this school makes it possible for them to achieve like any other child?

Answer: That is correct. The support given to our children is so vital because all the needs are given priority and children are not judged in terms of what they have done or what reasons or factors brought them here. The support, yes, is the one that makes me say they do achieve like any other child in any other school.

Researcher: Would you recommend this model for teaching and learning of street children?

Answer: Without any doubts in my mind, I think children live in a world full of all temptations and they are ordinary members of the communities they live in, such that it is not possible to think that they cannot fall victims of what is happening around them.

Like I mentioned the issue of the environment; the environment in the community may lead the learner into some form of trouble. But again, the environment at school can help overcome what went wrong in the community environment and that is what our school is doing. We fix the wrongs of the society by providing all the support that child needs and be back on track again to fulfil his or her dreams.

Researcher: You have said things that are moving but because I am conducting a study, my emotions will be controlled. But suffice to say, support in our view is crucial in the teaching and learning of troubled learners. Is that correct?

Answer: That is actually my sentiment. No one was born a criminal or deserving harsh conditions. So you remove the negative elements in the child's life, you offer support and the child will be fine.

8. What have you identified as the needs of street children?

Answer: In the context of them before they come here, I would say it's two different stages or phases. When they come here they are emotionally distressed, physically abused, needing care and very fragile and insecure. Then when they are accepted here and with time some of these signs will start to disappear and they adjust and become normal, depending on the type of counselling they get and the support around them.

Researcher: The answer you just provided may be broad and I don't want to assume I know everything you said. What do you mean by being fragile, for example?

Answer: I mean that when they come here they are very sensitive to almost everything you as a teacher and everything you say to them. It gets digested and interpreted whether it's in words or actions, but a particular meaning is attached to it and that is why we sort of tread carefully when the new learner comes in until such time that there is a relationship that develops out of interaction and the support base of the school. Other than that, you may cause more harm than good; so as the teacher you need to give yourself time and allow the process of healing to unfold in its entirety before you engage the learner on serious issues.

Researcher: I understand, but an example was going to make it even clearer in terms of what happens during this stage with teaching and learning.

Answer: During this stage the child is very sensitive about personal information that tends to reveal his or her true identity. For example, a child may give you a false name in class and you will for a long time believe that you have the real name. Things like where the learner is coming from. It's not what they will simply volunteer; they play their game very close to their chests and it's a difficult stage to deal with because it is mainly characterised by the lack of trust. There is absolutely no trust between the learner and the people around him or her. That is why I say they are fragile at this stage.

Researcher: I was going to ask as to why you think they are fragile but I think you have answered that by saying it's because of the lack of trust. But then, my question would be how does this lack of trust influence teaching and learning?

Answer: The effect is that in as much as you want the learner to be active and participate in class, during this period you have to be strategic in how you achieve that. You, for example, adjust your techniques and you avoid anything that will put the learner in the spotlight. If you want to discipline the child, you would, for example, say after class, I want to talk to you, instead of just reprimanding the child in class. Or you may also form small groups and say each member of the group will have to have a role and they will assign roles to each other. But you don't say the new learner must just lead the group or just ask a question that puts the fragile child in the spotlight.

Researcher: Say, by error or omission, the fragile child finds himself in the spotlight. What would be the reaction?

Answer: The reaction would be further withdrawal which will not assist you as a teacher as the child will withdraw and never want to do anything. And if that happens you will never be successful in your teaching, so it must be avoided at all cost. It's not desirable and has consequences that are very negative to teaching and learning of vulnerable children.

Researcher: I am sure it once happened to you and how did you deal with the situation?

Answer: It happened when I was also lacking experience. And when it happens you feel bad because some of our children are even suicidal. And when you notice the sudden withdrawal you get worried if the learner will not do something bad like committing suicide. It traumatises you but, fortunately for us, social workers are available during the day so you can refer immediately and they will assist you. It just needs the teacher to be very vigilant and notice all those little signs and take them seriously.

Researcher: So your teaching and learning when it comes to the children you have in this school is characterised by being sensitive and caring. Is that right?

Answer: Of course, teachers working in this school are required to be very sensitive and very alert and take note of all strange signs they see from learners.

Researcher: What signs, for example, may be of significance in teaching and learning of these children?

Answer: Withdrawal, the use of inappropriate language, swearing, lack of concentration, absconding of classes, fighting and just being aggressive are all signs that are important and which may relate to inner problems that child may have.

Researcher: I heard you saying there is support in terms of social workers and parole officers and psychiatrists. What exactly is the role of these people?

Answer: Social workers are our first point of entry in that they are the ones who help us by engaging the learner and make appropriate decision as to whether the child needs the parole officer to be brought or the child needs to be referred to a psychiatrist or a psychologist. But from the teacher the next point of reference is the social worker. Well, with the parole officers, their role is to compile a report whether the behaviour of the child has improved or not. There is nothing much they can do but they monitor the child and the programmes prescribed by the court and report to the court if the child attends these programmes and whether they are useful in changing the behaviour of the child.

Researcher: From the other schools I have visited teachers have in most cases complained about the lack of the services you just mentioned. Do you think their complaints are justified or just far-fetched?

Answer: I think they have genuine concerns. It is not easy to work with street children because we must, first of all, admit that something went wrong in their lives, somewhere somehow. They are not like children who are from normal families with mother father and, other members of the family who mould the character of the child. In my view, I would say emotional distress may cause other kinds of trauma, hence it is important to deal with it before teaching and learning may take place. So for those teachers, really, they have to focus on teaching and learning, yet the other spheres of the child are not attended to. If there is, for example, labelling as it sometimes happens, where you find that one child is labelled by some as a criminal, that will affect the child and it needs to be attended to by qualified personnel. And in those schools without social workers and the other staff what will they do? It will frustrate teaching and learning.

Researcher: So professional services are crucial in teaching and learning of street children?

Answer: They are very much important and, maybe to use the right word, I can say they are indispensable.

Researcher: In practice, how does it work though? I mean, here is a child who has been identified as in need of support; when will this child attend sessions and when will classes be attended?

Answer: Well, that one depends on the need and urgency at hand. It is not easy to draw a timetable but you are guided by the prevailing circumstances. If there is urgency the social worker may need to see the child every day for an hour or so, whereas in some instances the social worker will say maybe once a week there will be a session conducted. It depends.

Researcher: Well, we have said a lot in this question. Let's see another question.

9. What does the school do to address the identified needs?

Answer: I think indirectly I have answered this question by referring to the services provided by the school. Social workers, courts, parole officers, psychiatrists, the church leaders, sports, police officers and so forth.

Researcher: Yes, you have mentioned quite a lot but I need to go back a little bit and talk about accommodation facilities, food, and health care. Who provides all these?

Answer: It's all coordinated by the GDE and the Department of Social Development that organises nurses and other health professionals to come to the school.

Researcher: I am trying to say who owns the facility?

Answer: The facility is owned by the Department of Public Works, but then it was handed over to the Department of Social Development as a youth and care centre and then the GDE came in to roll out education programmes as a way of rehabilitating the children in the centre.

Researcher: It's a complicated hybrid type of a school. Is it working well, though, in terms of teaching and learning?

Answer: It's a well thought-out project where all departments throw their weight here and that makes it a perfect centre for teaching and learning. The Department of Social Development is involved, the Department of Education is involved, the correctional services are involved and the joint effort by all these functionaries makes it possible to offer accommodation, health services, food, counselling and also teach.

Researcher: But I think it depends on the effective coordination of these departments; otherwise there could be confusion. Are you not experiencing confusion that has an impact on teaching and learning in this school?

Answer: No, in our case the roles are clearly defined and there is no confusion. But I think over and above that, the regular weekly meetings are helpful in that they tend to give direction to everyone and that minimises conflict because each stakeholder has a grand plan and activities must fit into the grand plan. For example, the grand plan can

indicate that there would be exams and tests written during this time and that time. So there is no social worker who will want to conduct a session at that time or a parole officer who comes to meet their children at that time. It works well.

Researcher: I am satisfied with what you have said so far, madam. I am tempted to go to the next question.

10. What do you regard as key elements of the successful management of the teaching and learning of street children?

Answer: There can never be a proper intervention strategy than proper needs analysis and guided intervention when teaching street children. You need to have professionally trained people to analyse the needs of each learner as each learner is different from the other and then design a programme that best addresses the needs of that learner.

Researcher: It sounds very tricky. Can you simplify it and put it in simple language?

Answer: I mean to say the reasons that cause a child to be a street child, for example, are different, and even the type of care that each child needs is different. So if you have professional people they can diagnose the needs of that child and develop a relevant programme that addresses the needs of that child specifically, rather than using a one-size-fits-all approach. It won't work.

Researcher: Do you mean the type of support needed by each child will also vary?

Answer: It varies a lot. For some children they can be street children, commit crime and once they talk to the social worker they are fine. But others can commit a similar kind of crime, consult the same social worker but still remain traumatised by the experience. That tells you that for child A, for example, you would be fine once you have the social worker but for child B you may need more professionals to come on board.

Researcher: I want to summarise by saying the type and intensity of support depends on the needs of the child. Is it correct?

Answer: Quite right, as long as there is caring and support in the process.

Researcher: Ok then, we are moving forward.

11. Can you tell me about the problems or challenges you have experienced regarding the teaching and learning of street children (adjusting the teaching strategies)?

Answer: These learners always feel like they are rejected and isolated. Then it means as teachers we need to show them that there is hope, there is life, as long as you are willing to learn from mistakes.

Researcher: When you teach, what do you do differently?

Answer: When we teach we appreciate every attempt they make, we don't judge them, we offer them another chance to prove themselves. But we do adjust teaching strategies as long as it does not compromise teaching and learning quality.

Researcher: What have you done in the past weeks or months to adjust your teaching strategies?

Answer: It was a test to be written in class. I gave them to write during my period then collected scripts and question papers and allowed them to continue the following day. That was very odd and that was something I would not have done under normal circumstances.

Researcher: Did it help you, though?

Answer: Look, I got criticised by the other teachers and even by management, saying that it's like learners saw questions before they could write. I argued that there is nothing wrong about that because you still get learners and students at varsity having to write an open book exam. My argument was that, yes, they saw the questions but those were not answers. Instead they were channelled to go and read and be able to remember what they have read the following day when they write. So, to me it was varying my assessment strategy which worked well.

Researcher: I wouldn't have thought you would reason it like that but I understand you to say variation does occur.

12. What do you do to address the challenges that you experience in teaching the street children?

Answer: We have massive support around us, so there is no way we can complain about what to do. We just have to be alert, do our work and refer where there is a need.

Researcher: I think you are more fortunate than schools I have visited so far but I want to understand the lack of parents. Does it have any impact at all in teaching and learning?

Answer: Yes, it does to a certain extent, but that gap is filled by drawing on the various forms of support from different entities and working together as a team. Teachers need social workers, social workers need teachers, and psychologists also need teachers to observe and monitor behavior. So it's a circle that puts the child in the centre and builds a protective wall which is sometimes stronger than that provided by biological parents.

Researcher: So you don't feel the gap caused by the lack of parents?

Answer: First of all, we understand the context we find ourselves in. The lack of parents or bad relationship between the child and the parents is the reason for the child to be ordered to go to a place of safety. So we can't then complain about the relationship that has failed to protect and care for the child in the first instance. It's futile, we work with what is available and we forget about what is detrimental to the child, that's all.

Researcher: I take your views. Just that in other schools there has been a mention about lack of parental support. We can look at the next question to close then.

13. Is there anything else that you would like to tell me about the teaching and learning of street children?

Answer: I think I said everything I want to say and I appreciate this chance to be part of your study.

Researcher: I also have to thank you for your time, madam, and I have learnt a lot in the process, which I think your views will shape the study I am doing.

Annexure F

: Sample of Data Analysis Table

Question and Sub-question	Responses	Segments	Comments/codes	Themes/ sub-themes
<p>Please describe the features of the learners that you regard as street children in this school?</p>	<p>Teacher 1(T1) Answer: Street children are dirty and smelly</p> <p>Answer: I teach and just go out at the end of the period</p> <p>Answer: Some learners do what you tell them to do but some are stubborn so I don't have time for stubborn learners</p> <p>Answer: I have made it a rule, if you can't cooperate then you have to go out when I come in.</p> <p>Answer: Yes, because I get a</p>	<p>Street children are dirty and smelly</p> <p>Some learners do what you tell them to do but some are stubborn</p>	<p>Dirty and smelly (T1)</p> <p>Do not always listen to rules</p>	<p>Theme 1: Conceptualisation of street children</p> <p>Sub-Theme 1 The physical appearance of street children</p> <p>Sub-theme 2 The behavioural patterns of street children</p> <p>Sub-theme 3 The supervision and care of street children</p> <p>Sub-theme 4 Poor living conditions of street children</p>

	chance to teach those who want to learn			
--	-----------------------------------------------	--	--	--

Annexure G : Classroom Observation Assessment Tool

Name of Teacher : _____ School: _____

Grade : _____ Date : _____ PL: _____

No.	Teaching and Learning Strategies	1	2	3	4	5	Comment	
1.	Lesson content is strictly as per GDE Standards							50%
2.	Pace of teaching is adapted to the needs of learners							
3.	Teaching strategies are flexible to accommodate learners							
4.	Assessment of learner knowledge accommodates their experiences							
5.	Teacher evaluates lesson and is mindful of learners background							
	Student-Student Interactions							
1.	Very useful and relevant to the content							20%
2.	Disruptive and not relevant to the lesson							
	Teacher Feedback To Learners							
1.	Teacher feedback is frequent							30%
2.	Teacher feedback is relevant to lessons							
3.	Teacher feedback lacks clarity							
	Total						/10	/100

1: Not Acceptable & Demoralizing; 2: Acceptable & Concise; 3: Good & relevant; 4: Very good & well-structured; 5: Excellent & adapted

Annexure H

: Document Analysis Tool

Name of Document : _____

School : _____

Date : _____

1. What is the nature of the document?

2. What is the purpose of the document particularly about teaching and learning?

3. What are the contents of the document with reference to teaching and learning?

Who is the author of the document?

4. What is message of the document with regard to teaching and learning?

5. Who are the intended recipients of the document?

6. What are the salient features of the document which have an influence on managing the teaching and learning of street children?

7. Which themes are common in the document?

8. What are the intended actions from the document?
