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Annexure 1

Issue statement

You have been in this school for some years now. There are many different experiences and activities that you have had in this school over the years. Some of these activities might have meant a lot to you and maybe others did not mean so much.

Most children/students feel that there are certain things that happen in a school that can make them feel “at home”, or feel that they belong there. Similarly, sometimes there are also things that make children feel like they don’t feel at home in a school. It can be about the people in the school and how they talk to you, who you are friends with, the teachers or the principal. Sometimes it’s about how the school looks, what you see there that makes you feel at home. For some people, feeling at home can be connected to the kinds of things that they can do at the school and whether they feel free to participate in the school’s activities.

- What is or what are the things that make you feel that you are ‘at home’, that you belong and that you are part of this school?
- What is it that happens in this school that makes you feel ‘at home’ or that you ‘belong’ in this school?
- How do activities in this school make you feel ‘at home’?

What does feeling ‘at home’ in this school mean or represent to you?

1. Now, tell me about feeling ‘at home’, tell me about feeling that you ‘belong’ in this school.
2. Reflect on all the thoughts you had concerning feeling ‘at home’ and ‘belonging’ in this school.
3. Write these thoughts down on the cards. These can be a phrase, a word, a statement, etc. any thing describing or explaining your thoughts.

Write one thought per card, using words, phrases, sentences, etc.



Annexure 2: Affinities produced from the index cards

1. Belonging (Bel)

- Under no pressure
- Environment in the school
- Comfort (able)
- Experiences
- Caring for others
- It is our school
- Spending times with friends
- Where I feel guided
- To love each other
- Where I feel loved
- Feeling of belonging
- Warmth of love and being with family
- Company
- To be with people you like
- Teachers looking at you as if you are their own child

2. Freedom (Fre)

- Liberty
- Freedom
- Freedom of Speech
- I am heard
- The way people tolerate different race and gender
- Religion don't really bother you with fellow students
- The religious interactions
- Freedom and Culture
- The expects of religious beliefs
- Open conversations

3. Tender Love and Care (TLC)

- More respect from teachers
- Good interaction and communication between teachers and the learners
- Good interaction between learners
- The rules of the school
- Learners behaviour
- Relationship with teachers who gives good advice
- Joy of being educated
- Principal's ways towards (solving/ addressing) situations
- The kindness of teachers
- The way teachers help you and advice you with personal problems
- Good communication between teachers and learners
- Caring for one another
- Cared for
- Share

4. Motivation (Mot)

- Showing us the right
- Motivated by teacher:
- Success is the key
- Strive to do your best
- More attention from teachers
- Be diligent
- Teachers are like my parents because when something is wrong they talk to me
- Learn how to persevere
- Where I have the opportunity to learn
- Where I am given the chance to grow and think on my own
- School excursions and camps



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5. Respect (Res)

- Love(d)
- Joy
- Peace
- Honesty
- Happy
- Harmony
- Respected
- Trust
- Respect
- Teachers are understanding
- Respect each other's decisions
- The way teachers respect decisions we make
- I respect each and everyone
- I am well respected

6. Equality in the way we relate or socialise (EqS)

- Respect
- The way people are towards each other
- Caring for others the way you care for yourself
- Trusted
- Treating each other equally
- Friends listen to me
- Friends(hip)
- Relationships
- Networking
- The way people interact with each other
- People around me, like my friends



7. Security (Sec)

- Safe (ty)
- Better security
- Where I feel protected
- There should be no fear at home or pain
- Safe from strangers
- No harm/ hurt
- Having not to worry about danger
- Safe from something happening to you during the day
- A wall right around the property
- Nothing bad will happen to me
- Easier for learning to take place

8. School as a welcoming place (SWP)

- Experience things
- Well organised Matric Ball/ Dance
- Availability of the library
- Extra lessons
- High technology levels
- More sports activities
- Sporting activities

Annexure 3

Affinities formed during the focus groups

Participants wrote their thoughts, experiences and understanding about the phenomena being studied. The responses generated from the index cards, were then grouped and their themes were categorised under an affinity that represents a particular category. In this study, participants identified 8 affinities. These 8 affinities are presented in an Annexure 2. The descriptions were then written and presented in an explanation format that is, in a “manner that is informative, organised and fun to read” (Northcutt & McCoy, 2004: 302).

Affinity Descriptions

After the affinities were organised and all members of the focus group were happy. Affinity descriptions were developed from the participants responses. These write up or descriptions, advises Northcutt and McCoy (2004) tend to be brief... [however] a thick description of what an affinity means. I wrote up the narratives and gave it to the participants to check whether it encapsulate what they meant and if they were not happy, the narrative was reworked until all participants were happy with the final product.

1 Belonging (Bel)

Belonging. This affinity indicates feelings of belonging and being part of the school. Learners are able to socialise and care for their friends as they feel the warmth, love and that they are with their own families. “This is where teachers look at you as if you are their own child”. School environment is characterised by not being under unnecessary pressure. They belong and keep the company of their choice and this assists them in learning about other people’s cultures without fear of pain or regret. Learners feel that they are wanted, taken and treated as unique human beings. They are therefore comfortable with what and who they are within their afforded space in the school. There is a sense of ownership and they feel that the school belongs to them. Learners experience comfort in the school because teachers ensures their belonging, comfort and safety.

2 Freedom (Fre)

Freedom, as an affinity is explained through experiencing and enjoying the freedom that is bestowed by the Constitution of South Africa. Through experiencing freedom of expression learners are able to voice their concerns and opinions. They feel that they are not judged when they express themselves. This affinity encourages open conversations where learners can challenge the teacher and teachers in return not feeling disrespected. Learners and teachers are encouraged to be honest with each other without

holding any grudges. It gives the feeling that “I am heard” and therefore emphasises amongst others freedom of interactions for example where religious freedom is encouraged in the school. Learners are not undermined and discriminated against. Learners for instance feel that they are not judged according to their race, gender and religious convictions. This affinity is explained through experiencing and celebrating different cultures in the school and this also taught in one of the school’s learning area, Life Orientation where they are taught for instance about religious holidays such as Eid, Deepavali, Christmas, and advent Sunday, especially those that they celebrate as they fall during school calendar.

3 Tender, Love and Care (TLC)

Tender, Love and Care (TLC) as an affinity explains the positive experiences that the learners have with their teachers and fellow learners. It indicates the manner in which learners and teachers treat and regard each other. It is important for learners to feel that teachers know and understand their home and school background because this will help teachers to have a good relationship with them. Learners feel that they are loved and cared for. They are happy to be part of the school.

The affinity of TLC is further characterised by the rules in the school that are created to nurture and accommodate them and their individual needs. It is like being at home, you have rules to live by and those rules are there because your parents love you. The manner in which some teachers deliver their

lessons and being innovative indicates effort from the teachers' side, for instance a teacher who introduced "commercial break" during her lessons makes learners feel that this teacher cares for them and does not want them to only work but understands that they need "joke breaks".

Through this affinity learners know each other and therefore can see if there is something wrong with the fellow learner. It indicates learners and teachers who express condolences when the other is in pain. It indicates amongst others the kindness of the teachers and other learners. TLC also indicates the way learners appreciate the advices given and the way teachers help them with their personal problems. It also indicates the care and positive regard in the way the principal solves their problems as he gives them advice and listens to their concerns. TLC is further indicated by experiencing the principal and other staff members as being approachable. Teachers encourage learners to share (e.g. materials) with each other.

4 Motivation (Mot)

Motivation as an affinity indicates learners' feeling of being surrounded by motivating teachers and other staff members. Teachers use words of encouragements so that learners can achieve better in their academics for instance; "strive to do your best", "success is the key", "be diligent" and "learn to persevere". This affinity is characterised by learners' experiences that when they do wrong teachers explain to them rather than negatively criticising them.

As a result of this affinity, teachers motivate learners to work on their mistakes. It is characterised as well by teachers who teach from their own experiences so that learners do not do the same mistakes. Motivation also comes through teachers when they check learners' books and offer them extra tuition. It indicates giving opportunities of learning about things that are of interest to "me" as a learner. It is the school environment that encourages the learners to be what they want to become in future. It is characterised by learners experiencing and enjoying school excursions to various places of interest.

5 Respect (Res)

Respect in the school is realised when firstly teachers show the understanding and respect of the decisions made by learners. This is emphasised by the way the teachers regard the learners' ways of thinking and finally their decisions. They feel respected and trusted by their teachers and fellow learners. There is mutual respect for everyone in the school, a great amount of trust and believing in other learners and teachers abilities. Because of the great amount of respect amongst each other, learners are able to share their own feelings with each other without fear of being sidelined or losing friendships. Learners and teachers are honest with one another and work toward attaining harmony at all times. In this affinity, teachers treat learners with respect and learners are friendly towards each other.

6 Equality in our socialisation or relate (EqS)

Equality in the way we socialise or relate is experienced in the school because school is seen as an environment that encourages learners to socialise and to know about each other. It is an affinity that encourages friendships, networking and positive relationships. The affinity indicates learners feeling equally treated and this includes feeling that no learner is important or receives preferential treatment than others. It explains getting equal opportunities especially in education matters. Learners feel that they are all equal. They feel that they are not judged by their mistakes and those of others, but as individuals.

Teachers look at you as if you were their own children and therefore there is no feeling of being prejudiced or discriminated against. It indicates feelings of being accepted and trusted by teachers and fellow learners. As an affinity, equality in the way we relate is experienced when learners treat each other with respect, they care for others, treat them as they would like to be treated.

7 Security (Sec)

Security as an affinity indicates a school environment where learners feel safe and secure. Learners in the school feel that no harm and no person will hurt them when they are in the school and this makes them experience a sense of being safe and therefore belonging. This affinity is characterised by learners not having to worry about the dangers that might be surrounding the school

when they are inside the walls of the school because they are protected during the school hours so that effective learning can take place. They feel that the protection that they receive from the school is the same as that provided by their parents and their other siblings at home. The school environment is safe and therefore makes it easier for learning to take place.

8 School as a welcoming space (SWP)

School as a welcoming place indicates a school that “wants them to be there” and this is experienced by learners when they feel appreciated and acknowledged as individuals and team players in the school. They feel accepted in their school. Learners feel invited and welcomed in their classrooms and their school. A well organised function (for instance Matric Ball) for learners by the school makes them feel as part of the school that appreciates them; this means a lot to them.

The school as a welcoming space, should also ensure that there are good facilities; more sporting activities; that the library is well equipped and there are high technology facilities such as good computers that are in good functioning condition so that learners can do and hand in good school projects.



Annexure 4 Affinity Relationship Table (ART)

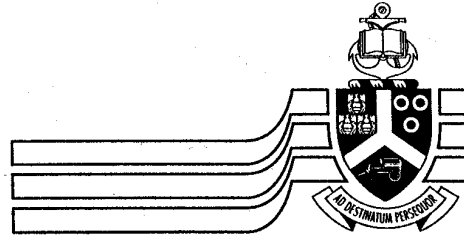
Affinity Name	
1. Belonging (Bel)	5. Respect (Res)
2. Freedom (Fre)	6. Equality in the way we socialise (EqS)
3. Tender, Love and Care (TLC)	7. Security (Sec)
4. Motivation (Mot)	8. School as a welcoming space (SWP)

Democratic Protocol - Affinity Relationship Table								
Affinity Relationship	Pair	Frequency	Affinity Relationship	Pair	Frequency	Affinity Relationship	Pair	Frequency
Bel → Fre		3	Fre → EqS		0	Mot → Sec		0
Bel ← Fre		1	Fre ← EqS		9	Mot ← Sec		5
Bel → TLC		2	Fre → Sec		4	Mot → SWP		0
Bel ← TLC		8	Fre ← Sec		3	Mot ← SWP		5
Bel → Mot		0	Fre → SWP		2	Res → EqS		2
Bel ← Mot		9	Fre ← SWP		8	Res ← EqS		5
Bel → Res		0	TLC → Mot		6	Res → Sec		9
Bel ← Res		7	TLC ← Mot		4	Res ← Sec		0
Bel → EqS		0	TLC → Res		2	Res → SWP		3
Bel ← EqS		6	TLC ← Res		6	Res ← SWP		4
Bel → Sec		0	TLC → EqS		3	EqS → Sec		0
Bel ← Sec		10	TLC ← EqS		7	EqS ← Sec		5
Bel → SWP		0	TLC → Sec		1	EqS → SWP		0
Bel ← SWP		10	TLC ← Sec		9	EqS ← SWP		5
Fre → TLC		1	TLC → SWP		0	Sec → SWP		0
Fre ← TLC		4	TLC ← SWP		10	Sec ← SWP		10
Fre → Mot		0	Mot → Res		0			
Fre ← Mot		5	Mot ← Res		7			
Fre → Res		0	Mot → EqS		4			
Fre ← Res		2	Mot ← EqS		3			



Annexure 5

Sample of letter of Informed Consent



University of Pretoria

Pretoria 0002 Republic of South Africa

Tel (012) 420 2321

Fax (012) 420 4215

<http://www.up.ac.za>

/ 08/2008

Dear Participant

African and Indian learners' understandings of 'at home' in a desegregated former House of Delegates school: A case study

You are invited to participate in a research project aimed at examining African and Indian learners' understanding of the concept of 'at home' in their school environment. To participate, I would like to invite you to participate in a focus group session with other fellow learners.

Your participation in the focus group of this research project is voluntary and confidential and teachers and/or principals will not be informed about your participation. However, as a member of the focus group, you will be expected to discuss your experiences about feeling "at home" in your school with other fellow learners. Because you will share your experiences with me in the presence of others, I cannot guarantee you complete confidentiality and you should be aware that other group members may disclose what is discussed in the focus group to others outside the focus group. Knowing that, if you accept

this invitation to participate, you will have complete control over what you decide to share with others in the focus group and all group members will be asked to keep the focus group sessions confidential.

Because this study examines the experiences of two racial groups, there is a small risk that discussion of the topic may heighten your awareness of racial identity in the school. If at any time you feel that your participation in the focus group may cause any discomfort or cause you any trouble, I undertake to resolve the problem with you and to support you as far as is possible in the resolution of these difficulties. If you decide that you would like to withdraw for any reason, you may do so without providing any justification and without any disadvantage.

The results from this study will be used for my PhD study and the findings may be published in an academic journal. In the event that the findings will be published, your anonymity will be guaranteed and it will not be possible to trace any results to you, your fellow group members or the school.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Participation in this phase of the project does not obligate you to participate in follow up individual interviews, however, should you decide to participate in follow-up interviews your participation is still voluntary and you may withdraw at any time. As mentioned, under no circumstances will the identity of interview participants be made known to your school, principal, teachers and other learners.

Participant's signature..... : Date:
.....

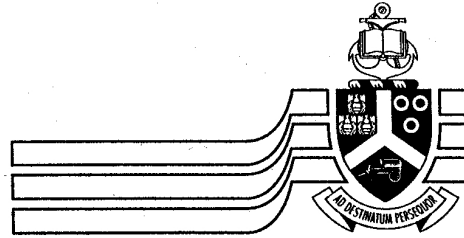
Researcher's signature..... : Date:

Yours Sincerely
Mr. R Tabane



Annexure 6

Sample of letter of Informed Consent



University of Pretoria

Pretoria 0002 Republic of South Africa

Tel (012) 420 2321

Fax (012) 420 4215

<http://www.up.ac.za>

/ 08/2008

Dear Parent/ Guardian

African and Indian learners' understandings of 'at home' in a desegregated former House of Delegates school: A case study

There are many good stories that are worth telling, and that will help scholars, policy makers, teachers and teaching profession in South Africa to better understand the crucial aspects of the processes of transformation currently occurring in South African schools. Your child is invited to participate in a research project aimed at examining African and Indian learners' understanding of the concept of 'at home' in their school environment. To participate, I would like to invite your child to participate in a focus group session with other fellow learners.

Your child's participation in the focus group of this research project is voluntary and confidential and teachers and/or principals will not be informed about your child's participation. However, as a member of the focus group, learners will be expected to discuss their experiences about feeling "at home" in their school with other fellow learners. Because they will share their experiences with me in the presence of others, I cannot guarantee their complete confidentiality and you should be aware that other group members

may disclose what is discussed in the focus group to others outside the focus group. Knowing that, if your child participate in this study, your child will have complete control over what he/she decide to share with others in the focus group and all group members will be asked to keep the focus group sessions confidential.

Because this study examines the experiences of two racial groups, there is a small risk that discussion of the topic may heighten their awareness of racial identity in the school. If at any time your child feels that his/her participation in the focus group may cause any discomfort or cause you and your child any trouble, I undertake to resolve the problem with you and to support you and your child as far as is possible in the resolution of these difficulties. If you and/or your child decide that he/she would like to withdraw for any reason, you may do so without providing any justification and without any disadvantage.

The results from this study will be used for my PhD study and the findings may be published in an academic journal. In the event that the findings will be published, your anonymity will be guaranteed and it will not be possible to trace any results to you, your child, fellow group members or the school.

If you are willing to allow your child to participate in this study, please sign this letter as a declaration of your consent, i.e. that you agree that your child participate in this project willingly and that you understand that your child may withdraw from the research project at any time. Participation in this phase of the project does not obligate your child to participate in follow up individual interviews, however, should your child decide to participate in follow-up interviews your child's participation is still voluntary and he/she may withdraw at any time. As mentioned, under no circumstances will the identity of interview participants be made known to the school, principal, teachers and other learners.

Participant's signature..... : Date:

Researcher's signature : Date:

Yours Sincerely

Mr. R Tabane

Annexure 7

Case Description

a. History

Gandhi Secondary School celebrated 100th year anniversary in 1997. It is now 110 years old. It was situated in Liverpool area in Benoni and was a Coloured school. The school was later moved to Actonville in 1979 and became an Indian school. According to the principal the Gandhi Secondary started registering African learners in the 1980s.

b. Population (2008)

According to the Emis data 31096 the school population during the research period was as follows

i) Learners

Race #	Total #	Percentage
1. Africans	723	78%
2. Coloureds	70	7%
3. Indians	128	15%
Total	921	100%

ii) Educators

There are 30 active positions with one unfilled to complete the 31 roll of the teaching personnel that the school is required to have. The racial composition of the teachers population is 17 are Indians, 1 is Coloured and 12 are Blacks. Furthermore, the School principal is Indian and has 1 Black and 3 Indian Heads of Department (HODs).

iii) Additional personnel

There is 1 Indian and 1 Black administration (Receptionist/ Secretary) personnel and 5 Blacks employed as grounds personnel.

c. Feeder Areas

A considerable number of both the African and Indian learners comes from the surrounding suburbs (Greater Benoni, Dell Park, Actonville, Mckenzie Park, Vella Visa) while, the majority of the Black learners are from the surrounding townships (Daveyton, Vosloorus and Watville).

d. Curriculum

Gandhi Secondary is a public school and therefore follows the Gauteng Department of Education (GDE) curriculum with learning areas like Maths, Science, Life Orientation, History, Economics and so forth.

As a former HoD school and with much influence from the Indian culture and religion the school knocks off early on Fridays to observe the Muslim religion outside to school. According to the principal, the school has both African and Indian learners who follow and participate in the Muslim religion.

Annexure 8

Descriptions of learner participants

Salim (17)

Indian boy. Seems popular with everybody.

Jack (16)

Black boy. He appears laid back and is in constant need for attention. Wears grey ad spider-man (cartoon character) contact lessons that are difficult to be missed.

Ntando (15)

Black boy. The youngest in the group. Follows the crowd.

Previa (17)

Indian Boy. Is popular with the girls and is a member of the Learner Representative Council (LRC).

Kiandra (16)

Indian Girl. Appears to be the brain of her group. Her friends follow her thinking process during discussions.

Phindile (16)

Black Girl. Friends with everybody in the group. Confident young girl.

Khutso (16)

Black Boy. The group tipped him to be the intelligent one in the group. Quiet and thinks things through.

Shaista (16)

Indian Girl. The fun of the group. Had a positive attitude about her self and her goals. Wears the colour contact lessons for status. Likes the brown ones.

Rose (16)

Black Girl. Not participating much in the discussions.

Fatima (17)

Black Girl. Practices Muslim religion. She is reserved.

Annexure 9

OVER-ALLL OBSERVATIONS

- During break there are pockets of learners who segregated along race and gender
- Segregation along race and gender during the setting in the focus group was evident in the few meetings at the beginning of our focus group
- There are pockets (both Indian and Blacks) of learners who meet during free time or break and they have spiritual talks and pray afterwards before returning to the daily activities.
- There is a culture of wearing coloured or cartoon decorated contact lenses. These lenses were worn by both genders and all races. They were social statements and were regarded the same as clothing labels. The more you had and there more you changed them the more “in” you were regarded and also regarded as been “cool” or having “style”. Friendships formed across races as a result of this. Learners also exchanged the lenses during break or in the focus group.
- During the focus group all learners covered and made excuses for each other, especially for the popular learners.
- Learners in the focus group seemed to be close and preferring a certain Mr A and Ms N. These two teachers are regarded as the best teachers. I only managed to note the interaction of Mr A with the learners during class and outside the classroom. He seemed to be talking and engaging with the learners in a manner that they saw him as a friend. Learners were free around him. This might be so because he taught them Life Orientation and was also their Sport teacher so he would play soccer and organize “Social” activities with them as his learning area did not always require them to be in class. They lesson could be given at the sport fields or during an excursion.
- In the morning, the gates were locked so that learners who are late do not disrupt the classes. Learners of all races were late in one day or the other. All learners were treated equally at the gate by the security guards. No learner was given preferential treatment. Gates were opened at the end of a period.
- Teachers in the staff room segregated along race and aspects. However, this could be due to setting preferences and friendships.
- Different teachers attends the race relations meetings organized by Department of Education (DoE) in order to workshop them on teaching diverse learners.



Annexure 10

Photo: Learners during focus group





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Annexure 11

Ethical Clearance



Annexure 12

Permission from the Gauteng Department of Education



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

5 February 2007

Gauteng Department of Education
P.O. Box 7710
Johannesburg
2000

Mr Tabane RJ

APPROVAL FOR ACADEMIC RESEARCH

The Gauteng Department of Education hereby grants permission to conduct research in its institutions as per application.

Topic of research: "African and Indian learners" understanding of 'at home' in a desegregated former House of Delegates School: A case study".

Degree: PhD

Name of university: University of Pretoria.

Upon completion of the research project the researcher is obliged to furnish the Department with copy of the research report (electronic or hard copy).

Wish you success in your academic pursuit.

Sincerely,

p.p. Shadrack Phele

Albert Chanee
Divisional Manager
Education Financing, Planning and Monitoring.

Office of the Divisional Manager Education Financing, Planning and Monitoring

Room 1501, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0729 Fax: (011) 355-0670 E-mail: albertc@gpg.gov.za
Reference: 2005efpm