

**TEACHER EXPERIENCES IN CREATING AN INVITATIONAL
LEARNING ENVIRONMENT IN A DIVERSE CLASSROOM**

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DECLARATION

I declare that the dissertation, which I hereby submit for the degree Magister Educationis 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.

.....

Lyndsey Smart

03 September 2019

ETHICAL CLEARANCE CERTIFICATE

“The author , whose name appears on the title page of this dissertation , has obtained , for the research described in this work , the applicable research ethics approval. The author declares that he/she has observed the ethical standard required in terms of the University of Pretoria’s *Code of ethics for researchers and the Policy guidelines for responsibility research*”.



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“I love you, LORD, my strength” – Psalm 18:1

ABSTRACT

This study aims to explore teachers' experiences of an invitational learning environment in culturally diverse Foundation Phase classrooms. Foundation Phase teachers as well as members from the School Management Team were identified as participants to create in-depth information on the topic of research. An interpretivist research paradigm was used to portray the lived experiences and personal responses of the participants. A combined theoretical framework consisting of the Open Systems Theory and The Invitational Learning Theory guided this research.

The literature in this study provides a detailed discussion of Invitation Education (IE) the roles and responsibilities of stakeholders in creating invitational learning environments, the relationship between culture and invitational educational, the effects of the environment on invitational teaching and learning.

Semi-structured interviews, observation and visual data formed the data collection instruments in this study. Data were coded, examined and emerging themes were identified. The teachers and school management team members who participated in this study shared their insight in invitational learning environments, their methods for creation as well as the challenges that prevented their creation. This research summarised teachers experiences in creating an invitational learning environment and provided valuable techniques to create invitation and methods for overcoming challenges.

Key words:

Invitational Learning Theory

Invitational learning environments

Invitational people

Invitational places

Invitational policies

Invitational programmes

Invitational processes

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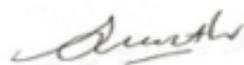


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CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

Classroom climate is seen as a major determiner of classroom behaviour and learning, understanding how to establish and maintain a positive classroom climate is seen as a basic requirement to improving schools (Adelman & Taylor, 1997:409).

South Africa is characterised by its vast cultural diversity as it is unusual for a classroom to be filled with learners from only one cultural background. Ginsberg (2015) states that when a learning environment acknowledges social behaviour and identifies culture awareness, learners can become 'knowledge builders', instead of 'knowledge resisters.

After assessing Haigh's (2011) research as well as sources from Steyn research in both 2005 and 2010 , it has become evident that classroom-learning environments are not extensively researched in South Africa. Haigh(2011) asserts that, "little research has been carried out to help administrators and teachers to assess and improve the environments of their own schools". Whilst educational practices improve, more emphasis is placed on learning barriers and invitations than the relationship between classroom environment and learner performance and well-being. Research confirms associations between achievement levels and positive learning environments (Haigh, 2011). The feedback, as observed in reports such as, "The Third International Mathematics and Science Study" (TIMSS) in 2015 and the 'Annual National Assessments' (ANA) 2012 and 2014, recommend serious intervention and remediation of the teaching and learning process in South Africa. To be able to affect these recommendations, a deeper understanding of a conducive classroom-learning

environment as well as successful techniques in creating and maintaining inviting and conducive environments is needed.

The teacher represents the mechanism of change; and the tone of the classroom environment commences with the teacher. According to Van Deventer and Kruger, (2003:3), “teachers and centre managers play central roles in the development of the tone and ethos that are conducive to teaching and learning and in the process of building a sound culture of learning and teaching in a school”. The results from “Annual National Assessments” (ANA) of 2012, 2013 and 2014 show the national overall scores in English were as low as 51% and 41% in Mathematics. These results indicate that fundamental problems exist in the teaching and learning process in the Foundation Phase. The above results signal a need for an improved understanding concerning the classroom environment, in the Foundation Phase. It is important to consider the importance of cultural diversity in the creation of inviting learning environments. The theory and practice of invitational education (IE) is essentially an ethical approach for creating and sustaining a welcoming learning (Shaw, Siegel & Schoenlein, 2013:33, A). Grobler, Moloi, Looock, Bisschoff, Mestry (2006) advance that there is an increasing need to incorporate and celebrate cultural diversity in learning environments.

The successful incorporation of cultural diversity into learning environments is described by Grobler, et al. (2006) as a “challenging process” as the teacher may experience miscommunication, language barriers, stereotyping based on differences as well as concerns surrounding the language of teaching and learning and the language of learning materials. Booyesen (2003) adds that when successfully implemented and managed, cultural diversity can contribute to the successful functioning of both the classroom and school. There is a dearth of research on the South African classroom learning environment (Aldridge, Fraser & Laugksch, 2011:129) and it would therefore, be valuable and instructive to research the classroom environment in culturally diverse Foundation Phase classrooms.

The experiences and opinions of teachers provide a source of knowledge to educational researchers. Teachers hold insightful and real-world experiences of creating an environment that nurtures the child socially, physically, emotionally, spiritually and intellectually. (Nel, Engelbrecht, Swanepoel, Hugo, 2013).

Research by Steyn (2005, 2007, 2010) provide a backdrop to research into IE in South African context. This research aims to fill a space within research by exploring the teachers' experience of creating an IE with a specific focus on the Foundation Phase environment in a South African context.

1.2 RATIONALE

This study focused on the teachers' experience of creating a classroom environment, which is conducive to both teaching and learning and invites learners into the learning experience. Van De Walle and Lovin (2006) advocate that the atmosphere and environment of the classroom influence learners' performance and their educational outcomes. Hannah (2013) supports this, stating that the learning environment of the classroom performs a crucial function in allowing the learner to be successful. The teacher forms an essential attribute in creating an invitational learning environment. It is therefore, crucial that the teacher understands and can successfully overcome all barriers that may hinder the creation of an inviting learning environment (Haigh, 2011). Teachers are presented with obstacles that hinder the creation of an inviting and conducive learning environment such as class size, lack of resources, poor discipline, hostile teacher-learner interactions, diminishing physical structures and a disconnect between policy and classroom implementation.

South African classrooms are composed of learners from different cultural backgrounds, creating a classroom filled with cultural diversity, requiring the teacher to become the agent of inclusivity. They are saddled with the idea of having to be conversant with the importance of culture in forming learner identity and creating a classroom atmosphere that is culturally responsive. Thus, creating an invitational

learning environment in a culturally diverse classroom is a multi-faceted and complex task. Achieving an inviting learning environment is fundamental to creating positive emotions towards learning, ensuring a more effective holistic development of learners, with improved academic results (Adelman & Taylor, 1997; Grobler, et al., 2006; Miller & Cunningham, 2011). Research suggests that positive learning environments can improve educational experiences as Haigh (2011:299) asserts that, “learning is enhanced when learners are positively encouraged or invited into the educational experience.” The thrust of this research is to gain deeper insight into the successful strategies of teachers in creating inviting learning environments to improve the educational experience in South African Foundation Phase classrooms.

1.3 PURPOSE STATEMENT

The purpose of this study was to explore teachers’ experiences of an invitational learning environment in culturally diverse Foundation Phase classrooms. The study intended to identify how South African teachers create an inviting learning environment. It further aimed to identify challenges experienced by teachers when creating an IE in a culturally diverse Foundation Phase classroom. The study intended to provide teachers with culturally responsive strategies for creating an inviting learning environment, improving the quality of teaching and learning. This study aimed to gain insight from Foundation Phase teachers in public schools in Gauteng.

1.4 POSSIBLE CONTRIBUTIONS

Meier and Marais (2012:240) state, it is challenging to create a conducive classroom atmosphere in most South African schools, since there are many constraints embracing large numbers of learners, disruptive behaviour and lack of teaching and learning material.

This research attempted to provide insight into creating IE in Foundation Phase. It intended to gain insight into the skills and strategies employed in creating an

environment that enhances the quality of learning and teaching. It may form the foundation for further research into implementing improved teaching strategies in the classroom.

1.5 PROBLEM STATEMENT

The tendency of South African children to underperform in crucial academic learning areas such as literacy, Mathematics and Science has attracted much attention and has been extensively researched as evident from recent surveys (Taylor 2011). Previous research in 2008 described South African schools as a state of disaster. The most recent available results from the National School Effectiveness Study (2011) project a mean literacy score of 19% for Grade 3 learners and a mean score of 28% in Numeracy for Grade 3 learners (Taylor, 2011). According to the Annual National Assessment of 2012, over one third of Grade 1 and Grade 2 learners perform inadequately in language learning; 50% of Grade 3 learners indicate an inadequacy in language learning (DBE, 2012). Similar results were reported two years later, leading to the suggestion of improving daily classroom implementation to address deficiencies in learner skills and knowledge (DBE, 2014). Studies by Steyn (2010) indicate that invitational practices have a significant impact on the quality of learning and teaching.

1.6 RESEARCH QUESTIONS

The research questions follow next:

Primary research question

How do teachers create and maintain an inviting learning environment in culturally diverse Foundation Phase classrooms?

Secondary research questions

- How do teachers perceive and create an inviting learning environment?
- How does invitational learning and teaching enhance learner achievement?
- What challenges do teachers experience when creating an invitational learning environment?
- What strategies, if any, do teachers apply to overcome these challenges?

1.7 CONCEPT CLARIFICATION

1.7.1 Invitational learning

Invitational learning is based on the Invitational Learning Theory, contending that learning is enhanced when learners are invited into the learning environment, using improved approaches (Haigh, 2011). Founded by Purkey (1991), IE aims to persuade learners into meaningful knowledge construction, by removing barriers and obstacles to learning, causing learners to be disengaged and unreceptive (Haigh, 2011). The Invitational Learning Theory defines five domains:

- People;
- Places;
- Policies;
- Programmes; and
- Process (Purkey & Novak, 2015).

Invitational learning aims to make these domains intentionally inviting, by cordially encouraging each learner to develop physically, intellectually and emotionally. Invitation is measured through four levels: Intentionally Disinviting, Unintentionally Disinviting, Unintentionally Inviting and Intentionally Inviting.

1.7.1.1 Invitational Learning Theory

Refers to the theory behind the practice of creating and maintain a learning experiences which summons learners into the learning journey (Purkey ,1991).

1.7.1.2 Invitational Learning

Refers to the actual practice of creating and maintain a learning experiences which summons learners into the learning journey (Purkey ,1991).

1.7.1.3 Invitational Learning Environment

Refers to the physical environment when it embraces all the necessary elements to make it invitational.

1.7.2 Classroom environment

Classroom environment refers to the physical and intellectual conditions of a classroom that influence learning. The classroom environment includes the psychological climate, influencing the physical and intellectual learning setting (Nel et al., 2013).

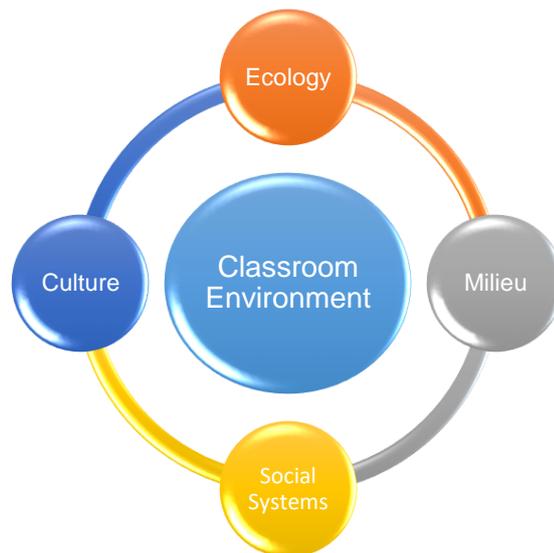


Figure 1.1: Classroom climate: The elements of ecology, milieu, social systems and culture interact to collectively create the classroom environment

1.7.3 Classroom practice

Classroom practice encompasses certain aspects, such as instructional methods, assessment and task types, rules and regulations, lesson types, teacher orientation and classroom management. Nigrini (2017) describes classroom practice as the essential instrument that teachers use to organise the classroom, creating a functional environment and ensuring quality learning and teaching (Nigrini, 2017).

1.7.4 Foundation Phase

The Foundation Phase refers to the first four years of schooling, indicating Grade R, 1, 2 and 3 (DBE, 2012:6). The Foundation Phase comprises learners up to the age of ten years. The Foundation Phase forms the first levels of formal education (DBE, 2012).

1.7.5 Diversity

Diversity is a term used to describe differences and variety. Diversity includes and embraces culture, race, language, religion, ethnic background and personal differences, such as sexual orientation, disability, learning preferences, nationality, geographic location, education level, age, parental status, gender, socioeconomic class, aptitude and physical appearance (Marais & Meier, 2010).

1.8 PRELIMINARY LITERATURE REVIEW

Results from the 2012 and 2014 Annual National Assessment and the TIMSS (2015), reflect that Grade 3 learners perform inadequately in literacy and mathematics. The statistics indicate a breakdown in the learning process, leading research to endeavour improving the learning process, focusing on creating an inviting learning environment. This review explores literature related to: The Invitational Learning theory; the classroom environment; and research regarding schools that implemented invitational education.

1.8.1 The Invitational Theory

Eisenhart (1991:205) introduces the theoretical framework as “a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomenon and relationships”. Purkey(1991:2) developed the invitational education theory to, “create a total school environment that intentionally summons people in schools to realise their relatively boundless potential”.

The Invitational Learning Theory is grounded in five elements, providing the theory with a more complex and purposeful structure (Purkey & Novak, 2015). The first four elements are outlined: trust; respect; optimism; and intentionality. In 1992, the fifth element of care was introduced by Novak in 2008 (Purkey & Novak, 2015). These

elements, when combined, create a foundation where teachers can establish and maintain an inviting environment (Purkey & Novak, 2015).

Purkey identifies five domains of invitational practice; these are referred to as the “Powerful P’s”, indicating: People; places; policies; programmes; and processes. These aspects should be integrated into the culture of all learning institutions (Haigh, 2011). “These domains contribute to the success or failure of each individual” (Purkey & Novak, 2015:4). Novak (2015) attests that with constant and persistent application of the qualities in each domain, institutions can overcome all challenges. Figure 1.2 optimally characterises each domain.

The Invitational Learning Theory is lastly characterised by the four invitational levels (Schmidt, 1997): Intentionally disinventing; unintentionally disinventing; unintentionally inviting; and intentionally inviting. These four levels monitor the “Powerful Ps”, with intentionally inviting learning environments being the highest functioning level and intentionally disinventing environments being the lowest level of functioning.

1.8.2 Classroom environment

An ideally inviting and positive classroom environment signifies a class where “Learners should feel protected, comfortable, sheltered, accepted and contented” (Marais & Meier, 2012:240).

As defined in the concept, ‘clarification classroom environment’ is described, comprising four elements: ecology; milieu; social systems; and culture (Marais & Meier, 2012). These four elements of classroom environments find similarities and ties to Purkey’s (1992) “5 Powerful Ps”, indicating: people; places; policies; programmes; and processes.

Milieu encompasses the interpersonal and social atmosphere of the classroom (Marais & Meier, 2012). Frisby & Martin (2010) state that interpersonal relationships,

based on mutual trust and connection, enhance teacher-learner relationships, aiding in developing positive classroom environments. The first “Powerful P” referring to people, comprises teachers and learners, including their interactions (Marais & Meier, 2012). “Teachers and centre managers play central roles in the development of the tone and ethos that are conducive to teaching and learning and, in the process, a sound culture of learning and teaching in the school” (Van Deventer & Kruger, 2003). In this element of classroom environment, invitational theory’s elements, indicating trust, respect, optimism, intentionality and care, can be examined (Purkey, 1992).

Ecology encompasses the physical attributes of the classroom (Marais & Meier, 2012). It also includes classroom composition, class size and classroom management (Miller & Cunningham, 2011). Studies on class size indicate that the learner-teacher ratio influences the interaction time with each learner, discipline and instruction time. Smaller classes were characterised by low stress and frequent “on-task” task behaviour, with less discipline challenges (Miller & Cunningham, 2011). Classroom management strategies, such as grouping learners in cooperative settings, leaves learners with a positive perception of grading and learning, class cohesion and a sense of social support (Miller & Cunningham, 2011). Woolfolk (1995) agrees that the classroom environment should be inviting; learners should feel accepted and encouraged through the classroom display. Purkey’s (1992) second “Powerful P” of places examines the physical environment of the classroom (Marais & Meier, 2012).

Social interactions encompass the formal and informal rules regarding interpersonal relationships in the classroom (Marais & Meier, 2012). These interactions include aspects of classroom management, such as set rules, incorporating Purkey’s elements, indicating treating one another with care, respect, trust, optimism and intentionality (Purkey, 1992). When teachers develop positive instructor-student relationships, whilst focusing on student needs and projecting care, students improve academically (Barr, 2016). “Teaching and learning do not occur only between the instructor and students, but also among students themselves” (Hirschy & Wilson, 2002). A classroom environment with inviting interaction is characterised as

compassionate, displaying student-to student-support (Barr, 2016). Purkey's (1992) first, third and fifth "Powerful Ps", of 'people' 'policies' and 'processes' can be used to guide interpersonal interaction between teachers and learners. All interpersonal interactions should be governed by democracy, fairness, inclusion, tolerance and consistency (Purkey, 1992).

Culture refers to the values, belief systems and norms in the classroom (Marais & Meier, 2012). It also refers to the values and beliefs brought by each unique learner. These include the values and beliefs projected by the teacher. Immense importance is placed on the teacher to model and shape the culture towards a positive and inclusive environment (Bates, 2016). Purkey's first "Powerful P", signifying 'people', integrates with culture, as learners and teachers are expected to interact with care, trust, respect, optimism and the intention to create an environment, inviting to all people, regardless their beliefs and value systems (Purkey, 1992). It is important to consider that all programmes project respect for people's various cultures, "Programmes that neglect or ignore cultural or individual differences or processes adopted for the convenience of an elite few, may disinvite people who feel slighted or set apart from the rest of the population" (Schmidt, 2004).

1.8.3 Invitational Learning in the classroom

1.8.3.1 International Studies

Columbia district schools

This section of the literature review deals with previous research that examined the implementation of invitational education in schools.

Purkey and Aspy (2003) examined the implementation of invitational education in nine of the lowest performing public schools in the Columbia district of the United States. Following the implementation of invitational education within one year, all schools

indicated an improvement. Three schools were regarded with outstanding performance

Purkey and Aspy (2003) state that the first task in implementing invitational education, is to address teachers and administrators, ensuring they are comfortable with the concept. Emphasis was placed on observing the five “Powerful Ps”: People; places; policies; programmes and processes. Invitational education was incorporated in the five “Powerful Ps” of each school:

- People: Teachers are encouraged to work as a family; each staff member was viewed with equal value and potential;
- Places: Physical attributes are restored and provided attention. Classrooms, bathrooms and buildings are restored and made aesthetically pleasing;
- Policies: School policies, such as grading and discipline, were reviewed to ensure mutual respect towards all parties involved;
- Programmes: Programmes are designed to address wellness and educational opportunities and encourage parent participation; and
- Processes: All activities were examined to ensure inclusion and a democratic ethos.

Purkey and Aspy (2003) suggest the following as guidelines for the successful implementation of invitational education. Prior to implementing new strategies, programmes, policies and processes already in place, should be praised. There should be an awareness that change requires time. Change should be introduced as a partnership, including a sense of collaboration. Members of the community who want to participate, should be included.

Christian Alliance College

The Christian Alliance College is situated in Tuen Mun, Hong Kong. The Christian Alliance College introduced the invitational education through the Helix model (Purkey

& Novak, 1996). The Helix model is centred on the idea that facilitation of invitational education, derived from teachers adopting the theory through four stages: awareness; understanding; application; and adoption (Purkey & Novak, 1996). Invitational education (IE) is implemented in phases. The first phase involves the staff becoming familiar with the assumptions of the Invitational Learning Theory; all teaching and non-teaching staff members should attend workshops regarding the theory of invitational education, including the experiences of invitational learning in Hong Kong schools.

Management members use a top-down approach, ensuring that the required praise and recognition is provided to staff members. (Mun, 2008). Phases 1 and 2 involve collecting the staff's opinions regarding the "Powerful Ps" in the school, and reviews are made. Emphasis was placed on the leadership team and leadership training, "senior staff should be pioneers in the initiation of invitational education, after that middle managerial staff should play an important role in promoting invitational education" (Mun, 2008:11). Phase 3 involves incorporating invitational learning into attitudes and culture. The Christian Alliance College study involves the principal's perception of invitational learning. The principal notes that changing long-standing culture is difficult. The principal added that the process was time-consuming and costly (Mun, 2008). The principal identifies mind set and generational differences as obstacles to implementing invitational education. He felt the solution was through encouragement, further learning and understanding, regarding invitational education. The principal emphasises the importance of a 'whole school approach' during implementation.

1.8.3.2 South African Studies

Steyn (2010) conducted a study into two South African schools that had been identified as having invitational qualities. Steyn introduced a study which created workshops to help teachers make their practices more intentionally inviting. The study focused on the positive experiences of teachers, the new approaches learnt as well as new strategies introduced to make the school more inviting. The study found the following

teacher attitude, physical resources and leadership as important aspects for making schools more inviting (Steyn, 2010). Teachers displayed a passion for the environment and a love for the colleges they work with. The teachers noted the importance of collaboration amongst teachers as well as described their team as having a sense of belonging. Teachers also expressed passion for the development of the individual learner, they expressed their care for each child to succeed as well as their belief that every learner can succeed with their support.

Participants in the study highlighted the good upkeep of the facilities such as the school grounds, halls, gardens and corridors as important for making the school inviting. Participants also mentioned smaller classes and good planning as key factors in the smooth running of the school. Finally, participants placed great emphasis on the importance of leadership; they described the principal as having “incredible leadership” and being an “excellent head”. The principal provided numerous opportunities for growth for teachers as well as recognised teachers as valuable members of the team.

1.9 RESEARCH DESIGN AND METHODOLOGY

Kothari (2004) defines the research methodology as a systematic manner to solve research problems. Methodology considers research methods and the rationality of the methods. This research is reliant on the information and conditions of the learning context; it was therefore suitable for a qualitative and interpretivist paradigm.

1.9.1 Research Paradigm

A paradigm is a fundamental belief that influences the implementation of social research (Wahyuni, 2012). An interpretivist paradigm was followed in this research. Interpretivism and the qualitative method are often used jointly in research. Thanh and Thanh (2015) indicate qualitative methods predominantly make use of the interpretivist paradigm. Wills (2007) notes that qualitative research is valuable for Interpretivists as

it provides rich information, crucial in understanding contexts. Interpretivist researchers seek methods that enable a comprehensive understanding of the relationship between humans and their environment, identifying their function in creating the social structure that includes them (Mc Queen, 2002:64). The relationship between learners and teachers with the learning environment was a focal aspect of this research.

1.9.2 Research Approach

The qualitative research is characterised by linguistics, is naturalistic, is meaning-based and aims to explore and understand phenomena occurring in the natural setting of social life (Maree, 2007). Willis (2007) states that qualitative research provides reports that are rich in information. It collects descriptive data from individuals' verbal or written communication and observable behaviour. It focuses on the setting and the individual within the setting (Bogdan & Taylor, 1977). Qualitative research is more concerned with the behaviour of humans, identifying underlying motives for their behaviour (Kothari, 2004). The focus of this research involves the perceptions of teachers. A qualitative approach was therefore the most suitable approach, due to the use of attitudes and opinions of humans to gain insight into a phenomenon (Kothari, 2004).

1.9.3. Research design: A case study

A case study was used in this research. The case study approach "investigates a contemporary phenomenon within its real-life context" (Maree, 2007:81). Case studies collect information from multiple sources of evidence. This ensures strengthening research and improving the understanding of complex issues (Maree, 2007). Yin (1994) identifies five components necessary for successful case study research:

- The study questions;
- Study propositions;

- The analysis unit;
- The valid connection of data and proportions; and
- The criteria for interpreting of findings (Yin, 1994).

1.9.4 Data collection strategies

Figure 1.3 provides a summary of the data collection methods used in this study. The case study research design should include multiple sources, such as interviews, observations and physical artefacts. Semi-structured interviews form the primary data collection method in this study. Observation and visual data serve as a secondary data collection method to add depth, validity and substance to the data collected through interviews (Maree, 2007).

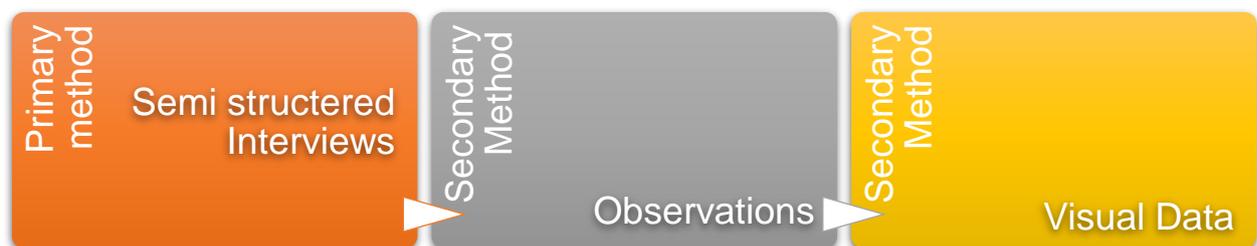


Figure 1.3: Data collection methods

1.9.4.1 Interviews

Semi-structured interviews formed the primary data collection method for this research. Semi-structured interviews allow for open-ended questions to be directed to participants in the study. Further probing questions pursue these open-ended questions to gain clarity and additional opinions and information on the research topic (Maree, 2007). This allows for detailed descriptions and perspectives on invitational learning environments. Interviews with teachers signify a technique to capture

teachers' perspectives and their personal experience concerning the creation of invitational learning environments.

1.9.4.2 Observation

Observations were used as a secondary form of data collection to corroborate the data collected in the interviews. "Observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences" (Maree, 2007:90). Observations aid the researcher in accessing a profound understanding of the phenomenon being researched (Maree, 2007). Observations were conducted as an "observer as participant" in this research. Participant observation enables researchers to be informed about activities of participants under study embedded in a natural setting engaged in observation and participation in those activities (Kawulich, 2005:2). Observations encompassed the teacher and the classroom environment. Learners became indirect participants during observation.

1.9.4.3 Visual data

Visual data were used as a secondary form of data collection to further corroborate the information collected during the interviews. Visual data was used to provide deeper descriptions and understanding of concepts discussed in the study. Photographs were taken during and after observation. Photographs provide a deeper understanding of physical surroundings, adding contextual information to the data.

1.9.5 Data analysis

Data analysis allows the researcher to clarify a specific phenomenon by analysing participants "perceptions, attitudes, understanding, knowledge, values, feelings and experiences to approximate the participants" in constructing the phenomenon (Nieuwenhuis, 2016). An inductive data analysis strategy was utilised in this research. This strategy is widely used with the interpretivist paradigm as it allows themes to

emerge from the data, assisting researchers to “identify the multiple realities potentially present in the data” (Maree, 2007:39). With content analysis, it is crucial to determine keys in the text to assist in the interpretation and understanding of the raw data; themes were identified from the data (Creswell, 2012:101). The data were studied by examining emerging themes, patterns, trends and relationships, including linking relationships between concepts and data (Maree, 2007). Coding was used in the data analysis process. Observation guide points were set beforehand and spaces left for notes to be written during observation and later transcribed into field notes. Coding will be used to analyse the data for the research.

1.10 THE ROLE OF THE RESEARCHER

The role of the researcher was to engage with the respondents in a collaborative partnership, collecting and synthesising data. The aim of the research was to achieve an improved understanding of the subject matter (Maree, 2007).

1.11 ETHICAL CONSIDERATIONS

Flick (2007) outlines the following principles, essential to ethically sound research, as discussed by Christians (2005:144-146).

- All participants involved were provided with invitation letters to participate. By signing, they provided the researcher with informed consent, meaning participants were only involved after being informed of their right to participate and the right to withdraw their participation, at any time, without fear of any consequences of not taking part in the research. All principals and teachers (primary participants) were provided with written information and a description of the study. Participants were required to provide consent in writing;
- Participants should not be misled or deceived by false information. The research administrator undertakes to remain true to the value of data and not to allow personal opinions and bias to taint the collected data;

- Participant anonymity and privacy should be maintained and guaranteed continuously. Confidentiality was guaranteed in the consent forms; participants were identified using numbers and codes. No actual names were used or revealed;
- Data collected should be portrayed and presented with accuracy. No omissions or changes were made to data during collection, or analysis;
- Respect must be provided to all participants; their well-being must always be considered; and
- Photographic evidence did not include the faces of learners or teachers. Consent must be provided prior to photographs taken of the participants.

1.12 CHAPTER OUTLINE

The divisions of the chapters of this study are:

Chapter 1: Overview of the study

This chapter includes the introduction, rationale, research problem statement, purpose statement, concept clarification, research design and methodology and the ethical considerations.

Chapter 2: Literature review

This chapter shared the literature and information relevant to this study. Purkey's (1999) Invitational Theory is discussed in-depth, with current strategies used by teachers to facilitate invitational learning environments. The literature review addresses barriers to creating inviting learning environments. It elaborates and discusses the value of cultural diversity in invitational learning environments.

Chapter 3: Research design and methodology

Chapter 3 evaluates the research design, methodology and methods. The discussion includes the process for participant selection, data collection and data analysis of the study. Ethical considerations and trustworthiness form part of this chapter.

Chapter 4: Discussion of results

This chapter presents and discusses the findings of the study, using logical and structured themes

Chapter 5: Conclusions and recommendations

This chapter transforms the data collected, along with findings, into recommendations. This chapter is of immense value as teachers can use it to gain insight into the Invitational Learning Theory and practical strategies. Insight assists in introducing and incorporating the system into the South African Foundation Phase and the classroom, to assist in creating an invitational learning environment.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 provided an introduction into the invitational education (IE) as well as an insight into the need for invitational learning environments. An overview of the theoretical framework and the research methods was also presented. Chapter 2 attempts to discuss in detail, invitational education (teaching and learning) the roles and responsibilities of stakeholders in creating invitational learning environments, the relationship between culture and invitational education, the effects of the environment on invitational teaching and learning. An explanation of the theoretical framework is also presented in this chapter. For the purpose of this study, the term “invitational education” is used synonymously with “invitational teaching and learning.”

2.2 INVITATIONAL LEARNING

The aim of IE is to create an entire school environment that intentionally invites everyone in the school to be successful (Egley, 2003). “Invitational education is a theory of practice that aims to create and maintain a human school environment that intentionally and cordially invites individuals to realize their boundless potential in all areas of worthwhile human endeavour” (Friedland, 1999:15). The purpose of IE is to create a more exciting and enriching experience for all role players in the education process (Purkey & Aspy, 2003) with the intent to grow human potential (Friedland, 1999). “It is a student-centred approach to the teaching-learning process” (Smith & Hunter, 2007: 8).

IE acquires its foundations from The Democratic Ethos, The Perceptual Tradition and the Self-Concept Theory (Purkey, 1992). The Democratic Ethos is based on the belief that all individuals matter and can find growth in self-governance; this is established in

IE in deliberate conversation, collaboration and respect (Purkey & Novak, 2015). The Perceptual Tradition considers behaviour as a response to the perception and understanding of surroundings and events (Purkey & Novak, 2015). The Self-Concept Theory, developed by Purkey (1970), Rodgers (1970) and Jourard (1974), states that behaviour is influenced by 'the view one has of oneself' (Purkey & Novak, 2015).

The Invitational Learning Theory outlines five domains that exist in almost every environment that contribute to success or failure of human endeavour. These domains are referred to as "The five powerful P's" and consist of people , places , policies , programs and processes. The Powerful P's create an ecosystem in which the individual exists (Purkey, 1991) .The table below gives an outline of each domain.

Table 2.1: Outline of Powerful P's

People	Places	Policies	Programmes	Process
Teachers and staff (both teaching and non teaching)	Physical attributes of the classroom and school.	Written and unwritten rules regarding procedures. This includes policies on grading and discipline .	Curriculum and content for learners. This includes programmes of wellness and parent participation.	Examines how the other four P's are conducted.

Invitational education is based on five basic assumptions or elements: trust, respect, optimism, intentionality and care. These five assumptions create purpose and directionality in the theory (Purkey, 1991).

2.2.1 Trust

“Education is a cooperative, collaborative activity where process is as important as product” (Purkey, 1991:2). A pivotal aspect of IE is understanding that human existence is a collaborative activity and all humans are interdependent (Purkey & Novak, 2015). To create relationships which are inviting, both time and effort to create a trustworthy pattern of interactions between educator and learner.

2.2.2 Respect

“People are able, valuable and responsible and should be treated accordingly” (Purkey, 1991:2). School success is determined by mutual respect by all role-players. Respect should be manifested in all aspects of places; policies; programmes and processes that exist within the school.

2.2.3 Optimism

“People possess untapped potential in all areas of human endeavour” (Purkey, 1991, :2). It is not enough to be inviting it is essential to be optimistic about the process. Human potential has no clear limits and should be considered as boundless, in doing so curricula can be devised, policies can be created, programmes can be supported, processes can be encouraged, physical environments can be established, and relationships maintained (Purkey, 1991).

2.2.4 Intentionality

Human potential can be optimally applied by places, policies and programmes, that are tailored to address the aspect of invitation as prerequisite to development. Moreover, it can be used by those who focus on inviting both others and themselves, personally and professionally (Purkey,1991:2). Intentionality gives experiences purpose and allows teachers to create environments that have directionality and are purpose-driven. Intentionality is essential to consistently and dependably, invite people to realise their human potential (Purkey, 1991).

2.2.5 Care

Caring involves warmth, empathy, and a positive regard for others; it provides others with benevolence which filters through in one's personal life as well as the lives of one's fellow humans (Purkey & Novak, 2015:2). The element of care is considered as one of the most important elements of invitational education.

2.2.6 Levels of invitation

The Invitational Learning Theory has four levels of invitation.

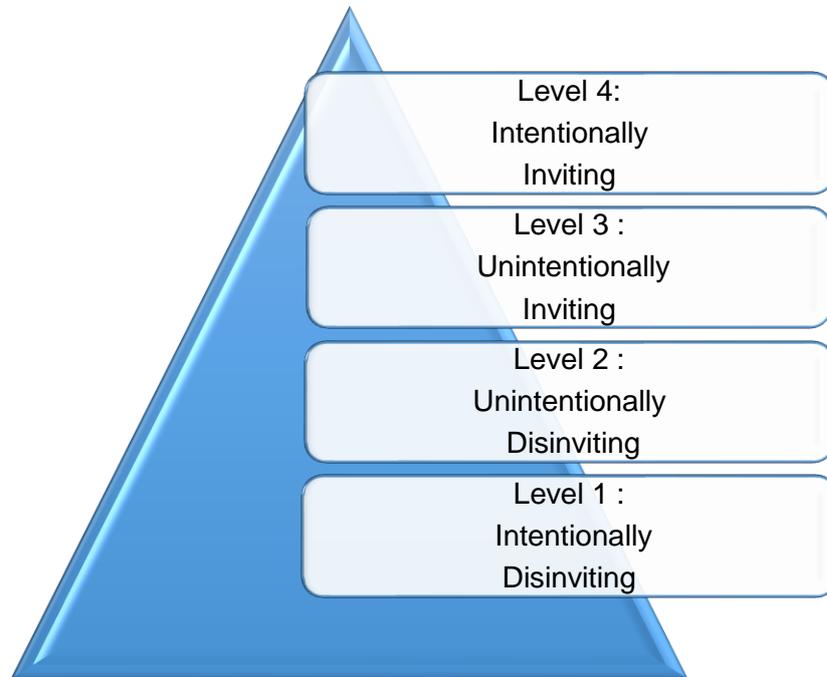


Figure 2.1: Levels of invitation

2.2.6.1 Level One: Intentionally Disinviting

When an environment is intentionally disinviting, it is at the lowest functioning level. On this level, people's actions, places, processes, policies and programmes, are drafted to deliberately daunt, demean and demolish (Purkey & Novak, 2015). Intentionally disinviting functioning might involve a person who is purposely insulting, a policy that is intentionally discriminatory, a programme that purposely reduces people to functionaries, or an environment intentionally left unpleasant, unattractive, and unhealthy (Purkey & Novak, 2015). Intentionally disinviting messages are often communicated in anger or frustration but cannot be justified in any circumstances (Purkey & Novak, 1984).

2.2.6.2 Level Two: Unintentionally Disinviting

Teachers who are unintentionally disinviting can be characterised by thoughtless, chauvinistic and condescending behaviour (Purkey & Novak, 1984). Teaching that can be classified as unintentionally disinviting is characterized by boredom, busy work and insensitivity (Purkey & Novak, 1984). Unintentionally disinviting environments often result from a lack of a guiding theory, although it is not intended, the environment remains disinviting and damage is still caused (Purkey, 1991). The educator has a very critical influence on the learning environment, teacher behaviour perceived by students as derogatory, gender-biased, racist, patronising, or unmindful is likely to be received as disinviting even though the teachers had initial, good intentions (Purkey & Novak, 1984:18).

2.2.6.3 Level Three: Unintentionally Inviting

Unintentionally inviting environments occur when the teachers are acquainted with the effective strategies, but lack knowledge in their working methods and how to maintain them consistently (Purkey, 1992). Environments that are unintentionally inviting function effectively by chance and teachers are unable to explain why they function so effectively (Purkey & Novak, 1984). These types of environments lack intentionality; there is no deliberate design into creating the environment (Haigh, 2011). Teachers functioning on this level behave in ways that cause students to feel invited, although they are largely unaware of the dynamics involved (Purkey & Novak, 1984:18). A lack of intentionality and knowledge in effective inviting strategies poses as a problem in creating a consistent inviting environment. When it stops working, teachers are unable to correct the problem and to start once more. Teachers are also unable to identify the most feasible behaviour to change the unwanted behaviour (Purkey & Novak, 1984:19).

2.2.6.4 Level Four: Intentionally Inviting

Intentionally inviting environments are created when consistency and dependability are present (Purkey & Novak, 1984). Intentionally inviting teachers to demonstrate all the cornerstones of invitational education (Purkey, 1992). Intentionally inviting environments are described as optimistic, respectful and trustworthy as well as empowering, engaging and energising (Purkey, 1992). Teachers that successfully create intentionally inviting learning environments act with sensitivity and consistency (Purkey & Novak, 1984). Its participants are positively involved, open and imbued with confidence (Haigh, 2011:302). Intentionality is a crucial element in creating an inviting learning environment. An intentionally inviting environment can be achieved through purposeful alignment with the five elements and “The Powerful P’s”. In an optimal inviting learning environment, the factors concerning people, places, policies programmes and processes should be so intentionally inviting as to create a learning environment conducive to learners’ physical, intellectual and emotional development (Purkey, 1991:8). Experienced and well-practised invitational teachers may seem to create inviting environments seamlessly, but it is the result of serious and sustained effort.

The invitational theory is a method of practice for communicating caring and meaningful environment to facilitate individuals to achieve their full potential as well as a means to identify and address forces which prevent individuals from reaching their full potential (Smith & Hunter, 2007).

2.3 FACTORS THAT CONTRIBUTE TO THE CREATION OF AN INVITATIONAL LEARNING ENVIRONMENT

2.3.1 Understanding Invitational Education

Steyn (2005) states that professional development and teacher education are an essential ingredient for creating effective environments. A case study on the creation

of invitational education at the Christian Alliance College in Hong Kong outlined the need for teachers and role players to understand the concept of invitational education when implementing the theory. A group of teachers with a deep understanding of invitational education will be capable of intentionally creating an environment that is inviting (Yin, 2008). Workshops that allow for deeper understanding and the nurturing of the concept of invitational education for teachers, allow for invitational environments to form within the classroom.

2.3.2 Invitational elements: trust, respect, optimism, intentionality and care

By embracing and including the elements of the Invitational Theory, the road can be paved for invitation to manifest in the classroom. Smith and Hunter (2007) state the elements of respect, trust, optimism and intentionality should belong in every school and must be valued and intergrated by every teacher as it is the foundation of positive teacher-learner relationships.

Trust must be established between all role players involved and education seen as a collaborative task (Yin, 2008). Trust should extend between teachers and learners, learners should feel that teachers trust them with tasks and trust in their abilities. Trust should also extend between leadership and teacher. Teachers should be trusted with responsibility by leadership as well as feel they can trust leadership enough to come to them with their concerns. The element of trust is a prerequisite to invitation, since when invitational teaching occurs, trust forms an integral part of teaching (Purkey & Stanley, 1991:180).

Individuals must be viewed and treated with respect and they are viewed as able and responsible in an invitational classroom (Yin, 2008). It furthermore, is an environment where there is reciprocal trust between students and teachers (Rodgers, 1967:102). All role players must be viewed to have unrestricted potential (Yin, 2008). The student must be aware of the fact that the teachers hold them in high regard, value them and believe in their ability to learn and succeed (Purkey, 1970:52).

All acts should be done with thoughtfulness and intentionality (Yin, 2008). Intentionality takes a paramount role in the factors contributing to the creation of invitational learning environments. "Invitational education is not an accidental incident" (Steyn, 2007:265). In order for an environment to develop that is invitational it requires conscious, well-planned thinking on the part of the teacher. This theme of intentionality should filter into all aspects of the learning system.

Intentionality should be at the foundation of the 5 powerful P's in order to facilitate inviting learning environments forming. Creating an invitational environment involves the application of these deliberate practices to people, places, programmes, policies and processes of the school (Fretz, 2015:29). For an environment to assume an inviting character, where individuals are developed intellectually, socially, physically, psychologically and spiritually, the factors of people, places, policies, programmes, and processes must be conducive to make the role players all feel welcome and cared for (Yin, 2008).

People and other resources determine the cordial atmosphere of the environment, which is affected by the community context, policies and programmes (King & Newman, 2001:88). Moreover, when taking cognisance of each domain, the following should be considered. People are an invaluable part of life and experience. Interactions and the behaviour of people create an environment that is trusting, respectful, optimistic, caring, courteous and intentional (Smith & Hunter, 2007). One of the main driving vehicles of the people's domain is interaction; interactions can be categorised into inviting and disinviting communication. Communication patterns play a complex role when inviting and disinviting learners, since it has the ability to both invite and disinvite. Purkey and Novak(1984) capture examples of both inviting and disinviting messages from students on different academic levels. Responses reflected that learners felt invited into learning when teachers viewed them as valuable, able and responsible.

2.3.3 Descriptions of inviting communication

The table below highlights the description of inviting communication taken from Purkey and Novak (1984).

Table 2.2: Table of inviting communication

Valuable	Able	Responsible
<p>“My teacher treated us like we were somebody.”</p>	<p>“Coach said I had natural ability.”</p>	<p>“Coach asked me to take out the equipment out and explain the rules.”</p>
<p>“Mr Tropped cared enough to come to school a half hour early each morning just to help me with math.”</p>	<p>“She was enthusiastic about my poetry and arrange to have it entered in a contest”</p>	<p>“I remember my third-grade teacher telling me how proud she was of our behaviour during in her absences- she said we were like sixth-graders!”</p>
<p>The principal remembered my name.”</p>	<p>“I remember my science teacher saying I was a careful researcher.”</p>	<p>“She let us do something on our own, she trusted us.”</p>

In the same way that positive messages of communication have the power to create invitationally, negative messages of communication can leave learners feeling worthless, incapable and irresponsible along with feelings of embarrassment, frustration and failure (Purkey & Novak, 1984). Intentional or unintentional negative messages communicated by teachers disinvite learners from the learning journey as well as have long lasting effects. Learners in the study by Purkey and Novak (1984) categorised feelings evoked by disinviting messages into three categories: worthless, unable and irresponsible.

2.3.4 Descriptions of disinviting communication

The table below highlights the description of disinviting communication taken from Purkey & Novak (1984).

Table 2.3: Disinviting communication

Worthlessness	Unable	Irresponsibility
<p>“My teacher told me I was the worst kid she ever taught.”</p>	<p>“The principal showed me to the visitor as an example of a ‘slow child’ who could dress nice.”</p>	<p>“The teacher said I didn’t want to learn, that I just wanted to cause trouble.”</p>
<p>“I transferred to a new school after it had started. When I appeared at the teacher’s doorway, she said ‘Oh , no, not another one.’”</p>	<p>“The teacher said to me in front of the whole class ‘I really don’t think you’re that stupid.’”</p>	<p>“The coach told me he couldn’t count on me for anything important.”</p>
<p>“One teacher told me I was the worst kid she ever taught.”</p>	<p>“I was asked if I had enough sense to follow simple directions.”</p>	<p>“Because I failed to bring my homework , the counselor asked me why I bothered coming to schoo.”</p>

Learner success and failure is related to self perception as well as their environment, these perceptions are influenced by messages of communication received (Purkey & Novak, 1984).

2.3.5 Invitational Domains

Places and physical environment have an impact on the way one feels when in the learning environment. A study by Lipsitz in 1984 , showed that learners felt ownership and pride when they took part in activities that helped make the environment aesthetically inviting such as cleaning up, decorating areas and building things for the classroom (Purkey & Stanley, 1991). A similar study by Johnston and Ramos de Perez in 1985 revealed that when the school was well kept and aesthetically pleasing learners felt cared for (Purkey & Stanley, 1991). Places should be functional, attractive, clean, efficient, aesthetic, personal and warm in order to invite success (Purkey & Novak, 2015). An inviting environment is characterised by beautiful and clean school grounds, classrooms, halls, corridors, gardens, offices and teaching learning equipment (Steyn, 2010). The following is a list of practical indicators of an inviting classroom:

Fresh paint , pleasant smell , attractive bulletin boards, lots of books, sanitary environment, flowers on the desk, sunny room, matching colours, positively worded signs, clean windows, living green plants, comfortable temperatures, attractive pictures, conveniently located trash cans, well-arranged furniture, current student displays ,window bird feeders and good ventilation (Purkey & Stanley, 1991:70).

The third 'Powerful P' refers to policies. Policies can include those on attendance, academics and discipline. Policies should be easy to understand as well as be developed to maintain respect of all roleplayers involved (Purkey, 1999). Policies should promote the equal treatment of all. Policies are aimed to regulate learners as well as the educator equally (Purkey & Stanley, 1991). Rules and procedures regulate

human functioning. Policies that are inclusive, fair, equitable, tolerant, defensible, consistent and just invite success (Purkey & Novak, 2015). Learners' respect policies when teachers follow and show respect towards the policies in place (Purkey & Stanley, 1991). Policies and rules that are written with positive language such as "Keep your desk clean" are more effective than rules that are written with negative language such as "Do not mess on your desk" (Purkey & Stanley, 1991). These positive prompts should be considered when designing classroom and school policies.

Purkey and Stanley (1991:69) describe programmes as "curricular and extracurricular activities designed to meet the needs of student". Programmes maintain the needs of people and allow for the successful achievement of goals (Smith & Hunter, 2007). Programmes that are enriching, stimulating, healthy, interactive, constructive, developmental and engaging invite success (Purkey & Novak, 2015). All programmes that are introduced into the classroom should be evaluated to test whether they are invitational, by questioning the programmes ability to show trust, respect, optimism and intentionality as well as their ability to communicate the learners' ability, value and responsibility (Purkey & Stanley, 1991). Cooperative learning is a successful method for creating invitational programmes (Haigh, 2011). This is reinforced by Purkey and Stanley (1991) who state that cooperative learning measures well against the standards of invitational learning. Co-operative learning involves group work of mixed ability and peer tutoring.

Process regulates the conduct of the other above mentioned Ps, the way in which the above Ps function determine the atmosphere within the environment. Processes that are democratic, collaborative, evaluative, cooperative and interdisciplinary invite success (Smith & Hunter, 2007). Purkey (1999) states processes involve all management and operational process and that they should create inclusivity, democracy and support that encourages self development in the learning community. Processes are inseparable from the other four 'Powerful Ps', process focus on the 'how' of learning rather than the 'what', teachers can create inviting processes by

assigning responsibility , practicing democratic activities , including cooperative peer teaching and teaching peer counseling (Purkey & Stanley, 1991).

According to Purkey and Novak (2015) when each domain is at its optimal level, as displayed in the figure below, each domain will act in a manner which will contribute to the formation of an invitational learning environment.

Table 2.4: Invitational domains (Adapted from Purkey and Novak, 2015).

People	Places	Policies	Programs	Processes
<ul style="list-style-type: none"> •Trusting •Respectful •Optimistic •Caring •Accessible •Courteous •Intentional 	<ul style="list-style-type: none"> •Functional •Attractive •Clean •Efficient •Aesthetic •Personal •Warm 	<ul style="list-style-type: none"> •Inclusive •Fair •Equitable •Tolerant •Defensible •Consistent •Just 	<ul style="list-style-type: none"> •Enriching •Stimulating •Healthful •Interactive •Constructive •Developmental •Engaging 	<ul style="list-style-type: none"> •Academic •Interdisciplinary •Encouraging •Democratic •Cooperative •Collaborative •Evaluative

2.3.6 A sense of family

A ‘family model’ must be developed between staff members, management and learners for learning environments to be fully inviting (Steyn, 2007). The school, especially the classroom should be viewed as a place of collaboration and co-operation where learners and staff members feel open to express both their success and disappointment. This need for a sense of family is further seen in Yin’s (2008) study where the principal noted that companionship is essential. He described the school as a family rather than a factory. “Support and care are needed for staff to become intentionally inviting” (Yin, 2008:11).

2.3.7 Whole-school Approach and Management

“Educational change and effectiveness depend on people who work collaboratively” (Yin, 2008:16). A whole school approach is at the core of creating suitable conditions contributing to the formation of invitational environments. For invitational education to feature in the classroom, “collaboration from staff is needed on different levels” (Yin, 2008:11). Invitational behaviour should be evident in the top and middle level of leadership to create an example for teachers (Yin, 2008). Shared responsibility and responsiveness by the school management team contribute to the overall success of the process. A whole school approach allows learners to feel a sense of unity and belonging (Lee & Smith, 1996).

IE involves the role and influence of every person and aspect that exert and influence on the beneficial presence impacting learners (Steyn, 2005:258). When looking at the opinions of teachers and principals towards creating invitational learning environments, both educator and principal agreed that collaboration between staff would contribute to student success (Yin, 2008). Educational change and effectiveness depend on people who work collaboratively (Yin, 2008:16). Yin (2008) outlines that challenges to the creation of IE may arise if some staff members are averse to the change; in such cases the value of IE must be brought to light to ensure a united approach to implementation. From the above it is evident that when creating an environment that is invitational and holistically develops the child, a collaborative work culture must be assumed among all role players (Steyn, 2005).

2.3.8 Time

It is important to note time as a factor essential towards the contribution of creating invitational learning environments. When implementing change, it should be noted that changing opinion and culture is a gradual process, which requires time (Yin, 2008). IE does not serve as a quick-fix or a cut-and-dried recipe for success (Dupey, 1996:38),

but rather all values and assumptions should be applied consistently and allowed time to act.

It is noted by Purkey and Novak (1996) that there is no set formula for the creation of invitational learning environments; previous experiences and research provide potential suggestions and conditions for the creation of invitational learning environments, yet each case is unique and should be treated accordingly (Yin, 2008).

2.4 THE ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN CREATING AN INVITATIONAL LEARNING ENVIRONMENT (IE)

The invitational education approach states everything in and around the schools, as well as every individual, adds to or subtracts from the process of achieving invitation (Steyn, 2010). It is valuable to explore the roles and responsibilities of stakeholders in creating and maintaining an inviting learning environment.

2.4.1 School Management Team (SMT)

The School Management Team, consisting of the principal, deputy principal and HOD, hold the responsibility to support a culture of change within the school. The SMT should reassure staff members by providing opportunities for teachers and staff members to learn more about invitational learning environments (Yin, 2008). In a case study by Yin (2008) where invitational education was successfully implemented in a Hong Kong school, Christian Alliance College, it was noted that support from leader roles was essential, the principal states, “support and care needed for staff to become intentionally inviting” (Yin, 2008:11).

The Christian Alliance College Case study (2008) highlights how those in leadership roles in the school need to co-ordinate collaboration amongst teachers as well as support teachers through acknowledgment and praise (Yin, 2008). Support from leaders and managers in schools who have successfully created conducive

environments was described as “outstanding”, and furthermore, in Steyn’s (2010) study teachers stated they never felt alone due to an overwhelming sense of support from the SMT. The SMT in successful schools encouraged a sense of teamwork and collaboration between teachers by organising team building and weekends away to help strengthen and grow personal relationships (Steyn, 2010). These personal relationships would later act as pillars of strength for teachers during challenging times. It is the role of the SMT to be concerned about each educator’s well-being. Acts such as creating prayer request books, sending flowers during illness and bereavement and creating opportunities for teachers to share good and bad news with each other are examples of leadership that created collaboration as well as cooperation among staff (Steyn, 2010).

A collaborative culture in schools is conducive to the facilitation of learning (Rhodes & Houghton, 2000:432). The SMT can be viewed as the co-ordinators of collaboration. The principal plays a key role in leading the journey to invitational education, the principal needs to be the driving force of motivation and inspiration for teachers (Steyn, 2010). The principal holds the responsibility for organising opportunities for professional development of teachers as well as holds the responsibility of making teachers feel valued. Principals can cater for individualised support by being motivational and supporting leaders which embrace demonstrations of respect for individuals and concern about their personal feelings and needs (Heaney, 2004:420).

2.4.2 Teachers

The teachers’ role in creating an invitational learning environment is indispensable as the teacher assumes responsibility as the facilitator of the learning experience. Purkey and Stanley (1991) advocate the teacher as the most valuable instrument in IE, through the combination of knowledge, skills and understanding as we as teachers can ensure an invitational environment. Research by Steyn (2010) shows that the

teachers' attitude towards the environment and teaching plays a crucial role in making the environment inviting and conducive for learners. Comments from teachers that had positive experiences in creating IEs included things such as, "I come to school each day with a song in my heart" and used phrases such as "I have a passion for working with kids" when describing their jobs. When teachers have a positive attitude towards learners and their work it transcends into learners feeling valued and the content which they are learning is perceived as something of value. Steyn (2010) further notes the culture of support created by teachers within the staff are a key factor in the success of inviting environments. "The collegiality between staff members in schools is what is considered to be a major support system – it plays a significant role in their teaching practice" (Steyn, 2010: 883). When teachers encourage and support each other it allows them to feel as if their workload has been lightened as well as it leaves teachers feeling as if they belong to a team.

Steyn (2010) identifies professional development as a key factor in improving the teaching and learning process. When teachers have more insight into different teaching and learning strategies such as IE they are equipped to change their thinking, behaviour and improve their practice (Steyn, 2010). When schools use emerging innovative approaches, teachers may adjust their behaviour and their approach to teaching, which may give rise to learner improvement (Smith & Gillespie, 2007: 215). According to Yin (2008) the teacher has a responsibility to provide learners with care, trust, respect, optimism and courteousness and to interact with learners with the intention of providing a conducive and inviting environment. Along with providing the above-mentioned elements to learners, the teacher has the responsibility of teaching learners the skills to treat others with care, trust, respect, optimism and courteousness.

Purkey (1991) offers a practical method to the instillation of invitational teaching and learning named IDEA: Inviting, Descriptors of, Exciting, Activities. Through examining Purkey's IDEA methods, more practical responsibilities of the educator came to light. Teachers can show elements of care and strengthen bonds of trust through "keeping in touch" with learners; a minimum of one adult or educator in the school environment

cares for each learner and takes a special interest in the learner, which can be achieved through consistent communication with the learner (Purkey & Stanley, 1991). Trust can be promoted by teachers in and out of the classroom through the educator staying true to their promises. Purkey and Stanley (1991) encourage teachers to give their word in advance as it allows the educator the opportunity to make the commitment materialise. Teachers have the responsibility of manifesting respect into the classroom; this is actualised through the educator modelling appropriate behaviours in all areas of the learning environment (Purkey & Stanley, 1991). It is the role of the educator to make learners feel able, by allowing learners to do tasks for the educator learners to increase their confidence and to be more likely to achieve their full potential feeding of the educator's belief in the learners' ability. Teachers are encouraged to make an effort to know and understand the relative world of the child in terms of trends, fashion, movies, actors and similar interests. When the educator can relate to the learner's world learners feel their interests are valued this furthermore, provides an opportunity for teachers to present content in a stimulating and engaging manner (Purkey & Stanley, 1991). Teaching strategies can be used to encourage co-operation and collaboration amongst learners such as splitting learners into pairs or small groups. Inclusivity can be promoted through the use of inclusive pronouns such as "we", "us" and "our", these terms promote collaboration and shared responsibility (Purkey & Stanley, 1991).

2.4.3 Learners

It has been identified that the responsibility to create opportunities for learners belongs to that of the SMT and teachers. The responsibility to participate belongs to the learners. Opportunities that are provided in an inviting manner will support learners to own their responsibility, participate and seize opportunities, and a supportive environment would help students strive hard to explore and develop their talents (Yin, 2008:14).

2.5 CULTURAL DIVERSITY AND INVITATIONAL EDUCATION

There is an important relationship between culture and education, since the culture of teachers and students affect education processes in the classroom (Alsubaie, 2015:86). A multicultural classroom encompasses a classroom where learners are diverse in the sense of their culture, traditions, race, values, beliefs and religion this may manifest through customary behaviour, cultural assumptions and values as well as communication and thinking styles (Alsubaie, 2015).

Invitational education cannot be studied in isolation in a South African context due to the cultural diversity of each classroom. For teachers to create an environment which is truly inviting the cultural identify of each learner needs to be considered. The inclusion of culture into the classroom empowers learners (Sleeter, 1991). This empowerment should be considered as fundamental in every classroom. Empowering students is not an added feature of a classroom it is a necessity (Banks, 1994).

The educator needs to be at the forefront of modelling acceptance and appreciation for cultural diversity. Links from Purkey's (1991) the 'Powerful P: people', promotes the behaviour that both give and recieve elements of trust, respect, optisim, care and courtesy. In order for the environment to exude these qualities, cultural appreciation and diversity must be celebrated. Beyond an appreciation of culture teachers must make intentional strategies to learn about the various cultures in the classroom and teach them to other learners. Teachers can make use of learners in that paticular culture to share and explain their culture.

The way teachers conduct themselves in communicating non-vebrally contribute to the overall perception of learners about their values, priorities, convictions, and level of commitment to and concern for them (Mathison & Young, 1995:10. In order to include Purkeys elements of care, trust and respect towards the educator must be recognised and celebrated as part of the learners' culture in order to highlight genuine care and create genuine trust and respect between learners and teachers. Alsubaie

(2015) states that classrooms should focus on the value of multiculturalism and skills that enable learners to have trust amongst one another as well as with the teacher.

Learners tend to arrange information systematically in a way that is meaningful to them (Mathison & Young, 1995:7). When learners are guided to relate concepts to events and problems within their own context, they are better able to understand the concept at hand, and learning becomes more meaningful and memorable (Mathison & Young, 1995). By connecting information and concepts to learners' existing knowledge helps them to personalise information and gain more enlightened interpretations of the concept (Banks, 1994). New information moves through a "cognitive filter" of pre-existing personal thoughts, beliefs, and experiences that affect perceptions, interpretations and reality construction, in general (Mathison & Young, 1995:8). To facilitate Invitational Learning in a South African contexts it is fundamental to celebrate the multicultural composition of the classroom.

2.6 THE EFFECTS OF INVITATIONAL LEARNING ENVIRONMENTS ON TEACHING AND LEARNING

2.6.1 Increased participation opportunities and growth

A case study in a Tuen Mun school in Hong Kong found that the implementation of IE increased opportunities for learner to participate in extra-curricular activities. Learners stated that they viewed the school as a place where they should be able to gain and develop as much as possible from its environment (Yin, 2008). Learners state by developing their talents they gained more insight into possible career choices and were more interested in self-development as opportunities were so easily available. The introduction of IE in the school environment, can assist with career plans and development of talents at a certain level (Yin, 2008:14). The goal of IE is to encourage increased learning and personal growth (Shaw, Siegel, Schoenlein, 2013). By increasing the diversity of extra-curricular activities and allowing learners to choose activities based on their own interests' learners will be given the opportunity to discover

and develop talents which may lead to influencing their career choices. Guidance to learners towards future career choices in accordance with the Invitational Learning Theory opens doors to students in their endeavour to participate in society in a meaningful manner (Coffey & Elsayy, 2017:33). Through rendering the learning environment invitational through support, learners can strive to explore and develop their talents (Yin, 2008).

2.6.2 Motivation

Research by Fretz (2015) outlines the relationship between the Invitational Theory and motivation. Invitational learning environments offer a systematic way of communicating positive messages that develop potential and eliminate any threats (Fretz, 2015). Invitational teachers intentionally communicate optimism, respect, trust and care (Fretz, 2015:27) as well as design lessons, to ensure that the teaching and the learning environment is inviting. In so doing learners are provided with choice, which creates responses of interest and commitment to learning as learners have chosen to engage in their learning (Fretz, 2015). Extrinsic motivation often causes learners to lose motivation and interest as their focus becomes orientated around gaining the extrinsic reward offered rather than the value of the learning activity. Promoting the values of the Invitational Theory encourages learners to identify the value of education and creates intrinsic motivation. Environments that are characterised by intentionality, optimism, respect, trust and care allow learners to feel safe and valued, this permits learners to focus fully on achieving the task at hand. Invitational education emphasises the increase of self-esteem and enthusiasm to be willing to learn (Ellis, 2001).

2.6.3 Improved student outcomes

Learning environments that are characterised by the elements of invitational education allow for students to perform better. Where learners feel safe, supported and encouraged they are more likely to be open to new knowledge and learning. This

enables them to achieve outcomes. Haigh (2011) states that learning is more effective in environments that are supportive and caring. A case study of Cooper Elementary by Kalec (2004) provides insight into the overall improvement of academic results after the implementation of invitational education. Involvement and invitational practice in schools made a remarkable difference to the culture and climate of Cooper Elementary that continue to be crucial to student success (Kalec, 2004:80). By making the domains of people, places, policies, programmes and process invitational, Cooper Elementary saw an all-time high of an 84% reading rate as well as received an award for achievement performances in the MEAP exams (Kalec, 2004).

2.6.4 Embraces cultural inclusion

South African classrooms are culturally diverse, which affects the teaching and learning environment. Respect for other cultures facilitates nuanced meaning. Cultural background sets the foundation for interest and prior knowledge. The Invitational Learning Theory creates learning environments that denote trust, respect and care allowing for cultural responsiveness and inclusion. A responsive classroom management, supporting invitational education theory aligns with culturally responsive teaching practices (Predmore, Kushner, Anderson, 2017:91) Embracing invitational learning into the classroom invites learners to share cultural experiences and background. The invitational education teachers focuses on inviting learners to share experiences and is tolerant of different perceptions (Predmore, Kushner, Anderson, 2017:95)

2.7 THEORETICAL FRAMEWORK

Eisenhart introduces a theoretical framework as: “a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomenon and relationships” (Eisenhart, 1991 :205)

This research will use the Open Systems Theory as a framework to guide this research. The Open Systems Theory derives from Ludwig von Bertalanffy's General System Theory in 1968 later developed by Ross Ashby in 1956 as a reaction to reductionism (Joslyn & Heylighen, 1992). The Systems Theory can be described as the trans-disciplinary study of organisations, independent of their substance or type (Joslyn & Heylighen, 1992). Bastedo (2004) states that organisations are influenced by their environments, in this study the organisation will refer to the school with specific focus on the teaching and learning occurring in this organization. Bastedo (2004) further states that an environment can be influenced by other exerting forces. In this context the 5 pillars of people, places, processes, programs and policies will act as exerting forces which influences the environment of teaching and learning.

The open systems theory operates in a cyclic event where continuous feedback is received from both the input, process and output. This cycle imports forms of energy into the environment, transforms this energy and exports value added outputs (Thien & Razak, 2012). Thien and Razak (2012) illustrate this below:

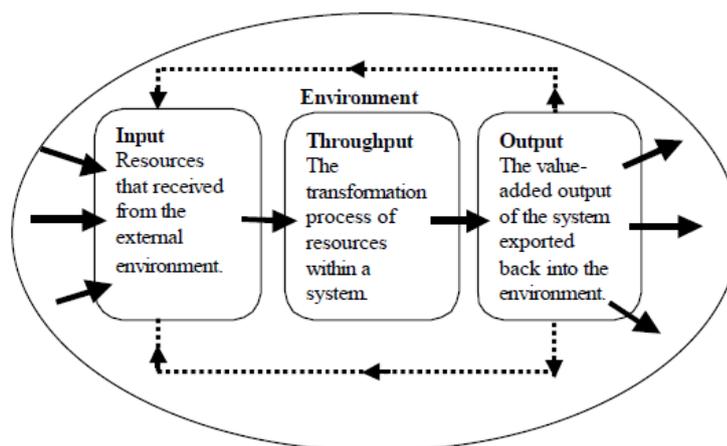


Figure 1.2 Open Systems Theory (Thien & Razak, 2012)

In the context of this study the formation of an invitational learning and teaching environment is seen a cyclical event. The input is affected by the environment and the output affects the environment. The Open Systems theory views systems as living organisms which metamorphose according to their surroundings (Wallace, Acker-Hocevar, Sweatt., 2001). The learning environment evolves according to several changing variables, in this context these variables are people, places, process, programmes and policies. The conditions in which these five pillars behave influences the environment and the learning process, which learners undergo.

The Open Systems theory considers input, process and output. The Open Systems theory will be used to examine the input, process and output of learning environments as well as establish the bases for Invitation Learning through an appropriate frame of reference. In this context, the pillars of people, places, programs, policies and process are considered as the input. The throughput or process of the system is considered to be pedagogy, teacher technique, curricular resources and discipline and the output is considered to be holistically developed learners who have been invited into the learning experience, this is observed using the levels of invitation (Wallace, Acker-Hocevar, Sweatt, 2001).

The input consists of resources that are gathered from the external environment, and can consists of standard materials and concepts engaged by the organisation (McNamara, 2006), in this study the input will consist of elements which make up Purkey's (1991) 5 powerful P's : people , places , policies , programs and process.

The process is the stage where the input is transformed into a value-added output. The process is referred to as the sub-systems to which inputs are processed and result in outputs (McNamara, 2006). McNamara (2006) states that individuals, teams, projects, programmes, products, processes and functions form processes. In this study process involves the examination of successful strategies and pedagogy of teachers in facilitating invitational learning. The focal point of this study refers to how

teachers engage with the elements of the input and the processes they apply which results in an output that is a conducive and inviting learning environment.

Lastly the output is described as the results from an organisation, product or service (McNamara, 2006). This research will use Purkey's (1999) four invitational levels to measure the extent of invitation as perceived by the teacher. In addition, Purkey (1991) identifies four principles of respect for people and their difference, trust expressed through cooperation and sense of community, optimism regarding the learner's untapped potential and intentionality will be considered (Haigh, 2011).



Figure 2.2: Purkey's powerful P's as theoretical Framework (Own compilation)

A key characteristic of the open systems theory is its porous boundaries through which information can flow: this allows for continuous feedback. McNamara (2006) explains that healthy systems transform after close examination of outcomes by adjusting elements in the process and input. The General Systems Theory argues that "real systems are open to, and interact with, their environments, and can acquire qualitatively new properties through emergence, resulting in continual evolution:" (Joslyn & Heylighen, 1992:1).

This is a valuable element of the framework for this study as input, process and outcomes of invitational learning are studied to determine how to achieve goals.

Healthy open systems continuously exchange feedback with their environment, analyse that feedback, adjust internal systems as needed to achieve the system's goals, and then transmit necessary information back out to the environment (McNamara, 2006:143) This makes the open systems theory appropriate for this study as the data collected in this study can be used as contributions for future improvement of learning environments.

During data collection, I used the open systems theory as a framework to guide my semi-structured interview questions as well as observation. I used the various sources of input (people, places, policies, and programs, processes) to help me form themed questions; this ensured that the correct data pertaining to my study was collected. During data collection the identified input helped me create an observation checklist. The open systems theory also allowed me to understand what takes place in the process component of the framework and this allowed me as the researcher to gather and understand the teachers' experiences of creating an invitational learning environment.

The use of the Open Systems Theory and Purkey's Invitational Learning Theory provides the foundation of theory to assist in the understanding of learning environments and the way in which they function.

2.8 SUMMARY

In this chapter, I reviewed relevant literature pertaining to Invitational Learning. This included information on the five pillars of Invitational Education as well as the elements of Invitational Education namely; trust respect, optimism, intentionality and care. The literature gave further insight into the levels of invitation and the factors that contribute to the creation of invitational learning environments. This chapter provided examples of communication, those were both inviting and disinviting and outlined the roles and responsibilities of stakeholders. The relationship between cultural diversity and Invitational Education was discussed along with the effects of Invitational Education

on the teaching and learning process. This chapter concludes with the theoretical framework where the value and appropriateness of the Open Systems theory is displayed.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURES FOLLOWED

3.1 INTRODUCTION

The previous chapter reviewed literature that gave detailed descriptions of Invitational Education (IE), the roles and responsibilities of stakeholders the relationship between culture and IE, the effects of Invitational Education in invitational learning environments. Chapter 2 provided the tenets of the open systems theory and Invitational Learning Theory as theoretical framework.

This chapter presents the research methodology through the detailed explanation of the research approach, research paradigm, research design and the context of the research. Sampling, trustworthiness, limitations and ethical considerations will be included in this chapter.

An important distinction must be made between methodology and method for the sake of clarity and understanding in research. Method refers to the tools and techniques used for data collection as well as data analysis (Blaxter, Hughes, Tight, 2010). Methodology refers to the philosophical premise that the research is grounded in; the choice of research approach is determined by the way in which the researcher wishes to produce knowledge (Blaxter, Hughes, Tight, 2010).

3.2 RATIONALE FOR EMPIRICAL RESEARCH

The purpose of this study is to gain greater insight into the contemporary phenomenon and theory of IE with a focus on invitational learning environments. The study first aims to gather teacher experiences of creating an invitational learning environment and secondly the factors that influence the creation of invitational learning environment.

The study aims to explore the role of the teacher in creating and maintaining invitational learning environments.

3.3 METHODOLOGY AND RESEARCH DESIGN

“Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out” (Rajasekar, 2013:5)

3.3.1 Research Paradigm

Kuvunja and Kuyini (2017: 26) define a research paradigm as “a basic set of beliefs or world view that guides research action or investigation.” The choice of paradigm will ultimately portray the research according to the researcher’s world outlook. Qualitative research explores a more in-depth understanding of phenomenon and thus an interpretivist research paradigm is used in this study. An interpretivist research paradigm allows a quest for answers and insight by studying social settings and individuals (Berg, 2007). Polkinghorne (1989) characterises qualitative research to be linguistic, meaning based, naturalistic, exploratory and seeking in its understanding of phenomena; this allowed conversation to take place during interviews, which assisted me, as the researcher, to gather a more well-rounded understanding of the teachers’ experience and interactions with the learning environment.

Qualitative research can be described as flexible; a qualitative research design allows me to be the architect of the design and manipulating it where necessary to ensure it is best suited to the research environment (Maxwell, 2013). Architect Frank Lloyd Wright puts into words “the design of something must fit not only its use, but also its environment” (Organic Architecture, n.d). With the studies focal point being learning environments, it was well suited to a paradigm that takes into consideration an environment that is affected by input and output. As the learning environment is an ever changing and evolving system (Wallace, Wallace, Acker-Hocevar, Sweatt, 2001) it is essential to use a paradigm which considers change. An interpretivist research

paradigm allows the researcher to “continually assess how your design is actually working during the research and how it influences and is influenced by the context in which you’re operating, and to make adjustments so that your study can accomplish what you want” (Maxwell, 2013:3).

Interpretivist research is heavily influenced by phenomenology, which advances that human perception is at the foundation of insight into phenomenon (Maree, 2007). This research gains a greater understanding of Invitational Learning Environments using teacher experiences. During interviews and observation with teachers it was considered that each teacher’s case study will differ, as each participant is unique and therefore each class environment is unique. The interpretivist paradigm catered for this as it studies participants in their natural setting (Maree, 2007). Participants were interviewed and observed in the context of their own class and their personal experiences of creating an invitational learning environment. The interpretivist paradigm supported this research in its aims to gain insight into the “the world of human experience” (Cohen & Manion, 2007:36). Through its engagement with participants, views, backgrounds and experiences I was able to discover more about the phenomena in question (Yanow & Schwartz-Shea, 2011). It is important to consider the five basic assumptions of interpretivism as outlined by Maree (2007:59-60). They are discussed next.

- **Human life can only be understood from within:** An emic stance was assumed in this research, allowing the researcher to enter the world of the participant by entering the classroom and observing. Interviews allowed the opportunity for me to view IE through the eyes of the participant.
- **Social life is distinctly human product:** Teachers were observed and interviewed in their own social contexts. This allowed for the opportunity to have clearer understanding of the perceptions and actions of participants (Hussey & Hussey, 1997).
- **The human mind is the purposive source or origin of meaning:** Through the understanding of how meaning is created, the researcher is able to get a more

comprehensive understanding of the phenomenon, in question as a whole (Maree, 2007). In this research, knowledge and understanding were gained from meaning as originated from human perspective.

- **Human behaviour is affected by knowledge of the social world:** Interpretivist research considers multiple interpretations of the truth of phenomena, which change according to context. This research considered this by including multiple participants and treating each social context as individual and unique.
- **The social world does not “exist” independently of human knowledge:** Existing knowledge influences the way in which we perceive new knowledge. As the researcher gains more understanding into the phenomenon the direction of questions as well as the types of questions may change (Maree, 2007). This research made use of semi-structured interview questions, allowing the researcher to manipulate questions according to new knowledge gained.

3.4 RESEARCH METHOD: CASE STUDY RESEARCH

“Research methods are the various procedures, schemes and algorithms used in research” (Rajasekar, 2013:5).

A case study approach was utilised in this study. A case study can be defined as “an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units” (Gustafsson, 2017:2). It is particularly helpful in answering “how” and “what” questions (Niewenhuis, 2007:82). Case studies focus on specific cases, in this study the focus of each case study was on the educator with the purpose of discovering the teachers understanding of IE. Furthermore, focus was on gaining insight into the successful strategies used to create invitational learning environments; the idea was also to understand the challenges and barriers that arose when creating such environments. Case studies are often used to illustrate problems or indicate good practices (Blaxter, Huges & Tight, 2010:73).

A descriptive case study describes an intervention or phenomenon in the real-life context in which it occurs (Maree, 2007).

In this study I chose a case study approach as the advantages as outlined by Cohen, Manion and Morrison (2000:184) strengthened my study. They embrace the following concerning case studies. They:

- draw from the participants own experiences and therefore are a strong representation of reality;
- allow for a broad range of research from specific cases to general issues;
- examine the complexity of social life and allow for multiple meaning and interpretations to be drawn from the data;
- provide rich data for multiple use and therefore can be used as a resource for further study in alternative research;
- build on real practices and experience.
- can be linked to action and insights made and be used to change and improve practice; and
- capture participants' experiences and are consequently more persuasive and accessible.

This study used multiple descriptive case studies to gather information and gain insight into the IE. Multiple case studies involve multiple cases to understand the aspects that correspond and differ between cases (Gustafsson, 2017:9). The use of multiple case studies allowed for a more holistic understanding of IE as it was explored from more than one perspective. Baxter and Jack (2008) support the use of multiple cases in research in creating strong and reliable data. The use of multiple cases allowed for wider discovery as well as assisted research questions to evolve as knowledge of the phenomenon grew.

3.4.1 Role of the researcher

In my role as the researcher I engaged thoroughly with literature pertaining to learning environments as well as invitational learning before the commencement of the study to ensure I was well informed of my study and that I was conducting research with focus and direction. I found it beneficial to familiarise myself through literature of the research process and the research methodology to assist me in the (Gaillet & Guglielmo, 2014).

Along with responsibilities to compile and administered interviews, analyse and crystallise data, I considered myself an instrument in the data collection process. My role as the researcher was to create a sense of collaboration and partnership with my participants, to get a true understanding of the experiences of teachers (Maree, 2007). I took an emic stance towards this study in order to gather knowledge that was naturalistic and as true to the context as possible (Maree, 2007). In order to gather in-depth information for my study I had to listen to participants and used responses to guide further questioning to reach deeper levels of understanding with the aim of painting a full picture of IE (Simon, 2011). As a foundation phase educator who has experience of the classroom environment, I drew from my own experiences to gain a comprehensive understanding of IEs. The sharing of personal experience with participants had proven to create greater rapport between me as researcher and participants and resulted in richer data (Porter, 2012). Along with the influences of my own experiences as a teacher I used a case study to gather data and my study became subjective. As the researcher it was my role and responsibility to record and present data and findings as authentically as possible (McMillian & Schumacher, 2001). My goal as the researcher was to create a sense of collaboration and partnership with my participants, to get a true understanding of the experiences of teachers (Maree, 2007).

3.4.2 Selection of participants and research site

All participants in this study were selected using purposive sampling; this study required participants that would accurately represent the population in question (Battaglia, 2011). The unit of analysis consisted of 7 teachers and 4 school management team members who were able to accurately represent the group in relation to the phenomena (Lewis & Ritchie, 2003). Teachers were selected with the aim that participants would be able to contribute to the answering of research questions with rich information, that data collected from participants would be transferrable, that participants would provide trustworthy and reliable accounts of their experiences, and that participants would be easily accessible and feasible in terms of time and cost (Miles & Huberman, 1994). A stratified purposeful sampling technique allowed for data being collected to be diverse as participants varied in age and the grade they taught but shared the commonality that they all had experience of creating an invitational learning environment. The focus of this study was on Foundation Phase teachers and their experiences of creating a conducive classroom environment, therefore the sample consisted of qualified teachers teaching Grades 1, 2 or 3. A sample of School Management Team members were included to assist in the crystallization of results. After initial interviews were conducted four participants withdrew from the study due to time constraints, participants expressed they were not able to schedule time to attend interviews. 5 teacher participants and 4 SMT members remained in the study.

3.4.2.1 Sampling criteria for selection of Foundation Phase teachers

- The sampling criteria used are briefly outlined next: Teachers had to be qualified teachers;
- Teachers had to be teaching Grades 1, 2 or 3;
- Teachers had to be actively attempting to create an environment which is inviting and conducive to teaching and learning; and
- Teachers had to give informed consent to participate in the study.

3.4.2.2 Sampling criteria for selection of School Management Team (SMT)

The criteria follow next:

- Participants had to be part of the school management team; and
- Participants had to give informed consent to participate in the study.

3.4.2.3 Sampling criteria for the selected primary school

Criteria follow next:

- The primary school had to be in Gauteng;
- The primary school had to be actively attempting to create an environment which is inviting and conducive to teaching and learning; and
- The principal of the school had to give informed consent for the school to participate in the study.

Table 3.1: Participant information (Own compilation)

PARTICIPANTS	CODE	GENDER	AGE	ROLE
Participant 1	PT1	Female	26	Educator – Grade 3
Participant 2	PT2	Female	32	Educator – Grade 2
Participant 3	PT3	Female	34	Educator – Grade 1
Participant 4	PT4	Female	30	Educator – Grade 1
Participant 5	PT5	Female	28	Educator – Grade 1
Participant 6	PT6	Female	52	Educator – Grade 3
Participant 7	PM7	Female	48	Head of Department
Participant 8	PM8	Female	58	Head of Department
Participant 9	PM9	Female	56	Deputy Principal

Participant 10	PM10	Male	58	Principal
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3.5 DATA COLLECTION

A qualitative researcher seeks to collect data in a manner that is naturalistic, holistic and allow for an experience to be seen through the eyes of others (Bryman, 1988). Naturalistic data allow for the researcher to get an accurate and “true” description of the phenomena (Niewenhuis, 2007). Qualitative data allows for the researcher to collect data within the context of the phenomena. This allows the researcher to get a complete and holistic understanding. Methods such as observation and interviews provide a good platform for participants to share what is of importance to them and allow the researcher to view the phenomena from different perspectives (Bryman, 1988). The use of semi-structured interviews and observation as data collection methods allowed me the opportunity to get an in-depth description and understanding of the teachers’ experience of creating an invitational learning environment. Visual data and interviews with the school management team assisted me reaching crystallisation.

3.5.1 Semi-structured interviews

Hennink, Hutter and Bailey (2011:110) state that interviews are useful for the following:

- Understanding human decisions;
- Studying human belief and perception;
- Distinguishing motives behind behaviour;
- Understanding the relationship between human meaning and experiences;
- Studying human emotion;
- Encouraging the sharing of personal experiences; and
- Studying the context surrounding human experience.

3.5.1.2 Initial interviews and follow-up interviews with teachers

One semi-structured interview was conducted with each participant proceed by a follow-up interview. This structure allowed me to examine responses and ask further probing questions to gain deeper insight and a clearer understanding of IE. As my knowledge of the phenomena grew from the responses, I was able to ask more direct questions and maximise clarity (Simon, 2011). The questions that were asked followed the framework of Purkeys (1991) '5 Powerful P's'. Interviews were structured into the categories of People, Places, Policies, Programs and Processes, with each category containing relevant questions. The questions were open-ended and allowed for participants to share as much information as they chose.

Before conducting the first interview participants were given a brief description of the study and the types of questions that would be asked in the interview. Participants were ensured that no real names would be revealed and that they had a choice to decline participation in the study. One participant declined to take part in the study as she was a substitute educator and was already feeling overwhelmed with a big workload. Participants were given an informed consent form to complete before the commencement of the interviews.

During the initial interview the participants were offered to do the initial interview face-to-face or provide written responses. All participants chose a written initial interview and stated time constraints and privacy as reasons for their choice.

The follow-up interviews were conducted face-to-face to facilitate knowledge and experience sharing as well as to encourage rapport (Porter, 2012). Candidates were more relaxed and willing to share more detailed responses regarding their experiences, I believe this was due to trust built as and participants knew what to expect after completing the initial interview. In the follow-up interview, some selected responses were discussed, and follow-up questions were asked. The follow-up interview provided me as the researcher an opportunity to share some of my own

personal experiences as a teacher. These left teachers feeling safe and willing to share more.

3.5.1.3 Initial interviews and follow-up interviews with school management team members

Before the commencement of the interview, school management team members were given a brief overview of the study, a description of questions and offered the opportunity to take part in the study. All four members were interested in the study and agreed to participate. Participants were given a written consent form which they completed. The aim of the data collected from interviews with the school management team was to gain a different perspective of creating an invitational learning environment and help support the crystallisation of the study. Through the extraction of multiple opinions and perspectives of a phenomena the researcher can get a reliable and holistic understanding (Maree, 2007).

School management team participants were also given the opportunity to have face-to-face interviews or give written responses. All four participants chose written responses due to their busy schedules. Follow-up interviews were conducted face-to-face with some participants to gain clarity and more detailed responses , notes were taken and transcribed by the researcher. Rapport was not as abundant with school management team participants in comparison to the teacher participants as there was less common personal experience shared with the researcher. In the follow-up interviews I assumed more of a listening role and allowed myself as the researcher to gain knowledge from the school management team participant responses.

3.5.2 Observation of teachers

Observation of teachers took place between the initial and follow-up interview. Observation was conducted in an unstructured manner, meaning that the researcher recorded as much of what was seen in a natural setting to give a detailed account of

the environment. A set checklist was not created but key areas of focus were identified before observation (Harding, 2013). These areas of focus were determined from the theoretical framework as well as the responses given in the initial interview. The researcher assumed the role of observer as participant, allowing the researcher to be fully immersed into the environment, but remaining uninvolved. As a participant in the class I completed the group activity and tasks set by the teacher but collecting data remained as my primary goal. This ensured that the dynamics of the environment were not affected (Maree, 2007). Observations were recorded in an unstructured format, using the areas of focus as categories for recording data.

3.5.3 Visual data

Visual data was collected in the form of photographs of the physical learning environment. No photographs of participants or learners were taken for ethical reasons. Photographs were used to further assist the researcher display a full account of the learning environments being studied. Visual data collected in this research were used with the purpose to add to and support data collected in interviews and observation (Banks, 2007).

3.6 DATA ANALYSIS

Bogdan and Taylor (1977) describe the data analysis as engaging with data, organising the data, sectioning them into units, synthesising them and identifying patterns as well as identifying which data are of importance and need to be shared. Qualitative data are often inductive as themes and commonalities present from within the data (Harding, 2013). The data analysis process is an on-going process of collecting, studying and identifying patterns (Maree, 2007). This process continues until the point of data saturation, meaning that no new data are being discovered (Simon, 2011).

Due to its flexible nature and strengths in identifying patterns and commonalities in data, a thematic data analysis was conducted in this research (Clarke & Braun, 2012).

Thematic analysis refers to the identification of patterns and themes in qualitative data (Delahunt & Maguire, 2017).

This data was analyzed using Braun and Clarke (2012) steps as a guide to thematic data analysis.

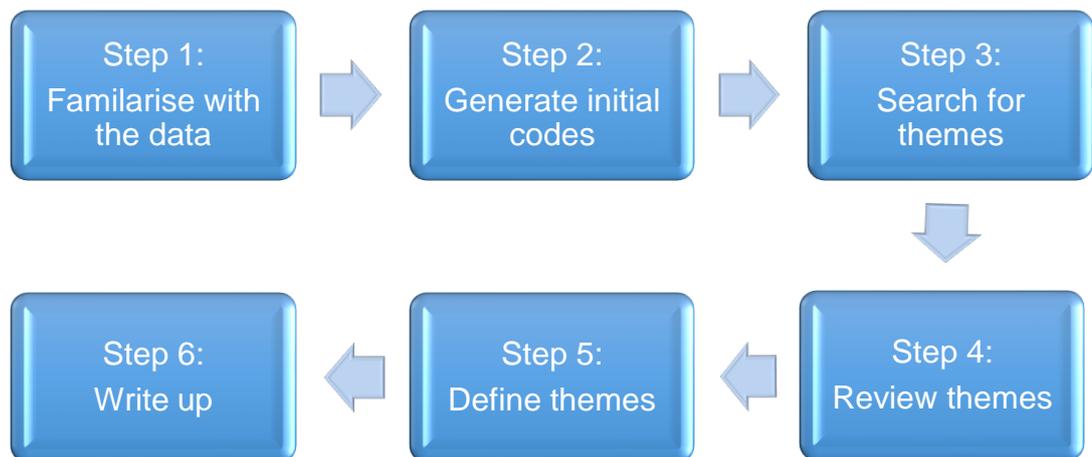


Figure 3.1 Thematic data analysis (Adapted from Braun & Clarke, 2012).

Step 1: Interviews were read and reread to ensure familiarity with the entirety of the data. Brief notes were made, and first impressions were recorded (Delahunt & Maguire, 2017).

Step 2 : marked the beginning of systematic analysis and was achieved by assigning codes to data of similar character, all relevant data were grouped together with the same code (Clarke & Braun, 2012).

Step 3 : was achieved by identifying significant or intriguing information in the data (Delahunt & Maguire, 2017). Similar recurring ideas were noted to create preliminary themes, studying the research questions gave guidance to the creation of themes.

Step 4: involved reviewing the organised data and evaluating its relevance in answering the research questions. Patterns were changed and modified to develop themes to make them function effectively in the context of the research (Delahunt & Maguire, 2017). Themes were logical and supported by the data.

Step 5 : established clear and concise themes and sub themes , ensuring the “essence” of the theme was identified (Delahunt & Maguire, 2017). Focus was placed on what the theme was communicating in relation to the research context, how themes work with each other as well as how they relate to the main topic.

3.7 TRUSTWORTHINESS

Reliability and validity are key components of producing data that are trustworthy (Maree, 2007). Trustworthiness was achieved through the following:

Crystallisation: This refers to the multiple perspectives of a phenomenon (Maree, 2007). Crystallisation allows for multiple dimensions, realities and understandings (Richardson, 2000). Crystallisation was achieved through multiple data collection methods. The use of two interviews, observation and visual data allowed data to be explored from multiple perspectives until data saturation was achieved.

Tactics to ensure honesty: The research attempted to establish good rapport s from the onset. Participants were encouraged to answer honestly and were assured that no “right answer” existed (Shenton, 2004).

Consistency: Data was collected from each participant in the same manner and in the classroom setting to create consistency in the environment.

Member-checking: Member-checking is a strategy used to ensure the credibility of results, by returning data to participants to check for accuracy (Birt, Scott, Caver, Campbell, Walter, 2016) Participants were asked for feedback on the data collected.

3.8 ETHICAL CONSIDERATIONS

Ethical clearance was obtained from the University of Pretoria Ethics Committee before research commenced. The procedure included the researcher becoming well versed in Research Ethics, Responsible Research as well as the Integrity Policy of the University of Pretoria. This process included gaining consent from the Department of Education to perform research in a Gauteng public school. The following measures were taken to ensure research was conducted ethically.

3.8.1 Informed consent and voluntary participation

Informed consent refers to a voluntary agreement made by participants to participate in research. It involves informing participants about the nature of the study and procedures that will take place, their rights in the study as well as their right to withdraw from the study at any time (Cohen, Manion & Morrison, 2000) All participants in this study were well informed and signed voluntary consent to participate in the study; participants were made aware of their right to withdraw from the study at any time as well as their right to not answer questions they were not comfortable answering (Cohen & Manion , 2007).

3.8.2 Protection from harm

The researcher must ensure that participants are protected from harm. Participants must be informed of any possible harm in the consent form (Cohen & Manion, 2007). Participants were protected from harm by ensuring they were treated with dignity and respect. It was ensured that participants were not exploited as well as treated fairly.

3.8.3 Privacy, confidentiality and anonymity

All consent forms guaranteed the confidentiality and anonymity of participants. No names of participants were disclosed, and participants were referred to using codes

such as “Participant T1”. Confidentiality can be guaranteed through privacy, meaning that despite the researcher having knowledge of who provided specific responses the research will ensure that no data can be linked to any individual participant (Cohen & Manion, 2007). No visual evidence was captured that would allow participants to be identified. Information regarding income, race, religion and personal attributes were not included to ensure the privacy of the participants (Cohen & Manion, 2007).

3.9 SUMMARY

In this chapter a detailed account of the research methods and designs were given. The qualitative research design and case study approach had been explained and linked to the context of this study. This chapter includes the data collection methods used, namely semi-structured interviews, observation and visual data. A thematic data analysis method was explained and was used to analyse the data collected. Ethical considerations as well as trustworthiness of this study were outlined and explored. Chapter 4 explores the analysis of the data collected. Data analysis is presented, discussed and visually shared for ease of understanding. Major patterns and themes are covered.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

In Chapter 3, the research design and methodology used to study teacher experiences of an invitational learning environment were justified. The use of qualitative research and a case study approach were described and validated as appropriate methods for this study. The semi-structured interviews and observations were described, and participants were organised and coded.

Chapter 4 presents the data found through the semi-structured interviews and data collected during classroom observations. The interviews were transcribed and studied allowing for emerging themes and categories to be organised and analysed. Themes were collaborated with observations and participant quotes from the semi-structured interviews. The quotes from the interviews and informal conversations are presented verbatim.

4.2 RESEARCH SETTING

The school selected for this research fulfilled the criteria outlined in section 3.4.2.3 of Chapter 3. The school chosen was a public school in Gauteng, which was actively attempting to create an environment that was conducive to learning and teaching. The school agreed to participate in the study. The Foundation Phase consisted of Grades 1, 2 and 3. Each grade consisted of three classes with a class size ranging from 38 to 40 learners per class.

4.3 DESCRIPTION OF SEMI-STRUCTURED INTERVIEWS

The semi-structured interview was developed with the theoretical framework in mind, with the focus on the elements people, places, policies, programmes and processes guided the structure of the semi-structured interview. The elements were embedded in the theoretical framework of William Purkey and Kim Novak.

To ensure and uphold the ethical principles of the University of Pretoria, codes were used for each participant. The participants were coded as PT1-PT5 as well as PM6-PM9 to ensure anonymity and trustworthiness of the researcher. The code PT was used for participants who were teachers and PM was used for participants from the school management team . All participants provided written voluntary consent to participant in this study. Participants where coded as follows

<i>Participant</i>	<i>Code</i>	<i>Observation Code</i>
<i>Participant 1</i>	PT1	Observation A
<i>Participant 2</i>	PT2	Observation C
<i>Participant 3</i>	PT3	Observation B
<i>Participant 4</i>	PT4	
<i>Participant 5</i>	PT5	
<i>Participant 6</i>	PM6	
<i>Participant 7</i>	PM7	
<i>Participant 8</i>	PM8	
<i>Participant 9</i>	PM9	

Figure 4.1: Coding of Participants

4.4 DATA ANALYSIS PROCESS

Semi-structured interviews were used with the intention of capturing the experiences of teachers in creating invitational learning environments. Questions were structured using *Purkey's 5 Powerful P's (people, place, policies, programmes and processes)* to gain insight into the experiences and practices of Foundation Phase teachers engaging in invitational practices. Questions addressed the use of invitational practices in and out of the classroom as well as interactions characterised by invitationality.

During the data analysis process, interviews and notes were transcribed directly after the interview was conducted to ensure data were collected and transcribed accurately. Following transcription, I read and examined each interview searching for and making note of patterns and commonalities in the data. This allowed for themes and sub-themes to emerge from the data. Responses were changed slightly for readability

4.5 EMERGING THEMES

The following seven themes and sub-themes, described in the table below, emerged from the data.

Table 4.1: Emerging themes

EMERGING THEMES	
	Theme 1: Teacher perceptions of invitational learning
4.5.1.1	An understanding of the term “invitational learning”
4.5.2	Theme 2: Teacher perceptions of invitational people
4.5.2.1	Promotion of trust and respect
4.5.2.2	Promotion of care
4.5.3	Theme 3: Teacher perceptions of invitational places
4.5.3.1	Importance of invitational places
4.5.3.2	Perception of invitational places
4.5.3.3	Creation of invitational places
4.5.4	Theme 4: Teacher perceptions of invitational policies
4.5.4.1	Personal invitational policies
4.5.4.2	School policy
4.5.5	Theme 5: Teacher perceptions of invitational programmes
4.5.5.1	Engaging and constructive lessons
4.5.6	Theme 6: Teacher perceptions of invitational processes
4.5.6.1	Creating democracy
4.5.6.2	Encouraging learners
4.5.6.3	Creating collaboration and cooperation
4.5.7	Theme 7: Teacher perceptions of school management team support
4.5.7.1	Degree of support from school management team
4.5.7.2	School management team perception of support

Data analysis is presented and discussed based on the identified themes and sub-themes in the study.

4.5.1 Theme 1: Teacher perceptions of invitational learning

Haigh (2011) describes the aim of IE as an understanding of what is required to create and maintain invitational environments. To achieve this, a sound understanding of IE is necessary. IE is a philosophy which is aimed at intentionally inviting all members of the environment to recognise and achieve their full potential (Purkey & Aspy, 2003). Theme 1 explores the teachers' understanding of invitational learning environments. This theme places an emphasis on the teacher and allows for a more insightful understanding of invitational learning through the teacher's perception.

4.5.1.1 Sub-theme: Invitational learning environments

Creating an invitational learning environment involves applying intentionally inviting practices into people, places, policies, programmes and processes of the environment (Fretz, 2015). An invitational learning environment focuses on the development of the learner holistically, namely academically, physically, socially, cognitively, emotionally and spiritually (Smith & Hunter, 2007).

All participants showed some understanding of the concept "invitational learning environment." Emphasis was drawn to the "place" element in their definition of invitational learning. Both PT1, PT4 agreed with PM8 who expressed his understanding of an invitational learning environment as follows:

An invitational environment is neat, tidy and decorated. It must look inviting in that it must be pleasant to be there.

PT1 further stated;

Every teacher should aspire to keep his or her classroom neat and tidy. A clean classroom is more inviting to teaching and learning than an untidy classroom.

PT5 said:

I have a cleaning roster in my class. Learners know which week they are responsible to clean the classroom. Everyone has a turn to keep the classroom clean. It is not pleasant to be in a dirty class.

PT7 commented:

In ensuring that the classroom is clean and tidy, we are teaching our young learners responsibility and accountability.

PM8 went on to describe other elements of the physical the environment such as having good ventilation. She fervently expressed her view:

Fresh air does not kill, and our children should be exposed to clean and pure air. I make sure that my windows and doors are open. I have learners assigned the duty to open the windows on a weekly basis. They know that on a cold day, they may only open a few windows.

PT3 explained an invitational learning environment as warm, friendly, colourful and loving classroom filled with teaching aids. She went on to say:

I don't make all the posters and charts myself in class. It is rather time-consuming. During show and tell activities my learners make posters and I pin them up for them. They get excited because their posters have been selected to be displayed. They love making colourful posters and this enriches my classroom environment.

Another dimension of an invitational learning environment was provided by PT2, PT5, PM6, PM7 as well as PM9 participants as they outlined an invitational learning

environment as an environment which invites the learner to take part in learning, as stated by PT5:

The environment must make the learner want to learn. It must encourage the learner to develop. An attractive environment is inspirational.

This was confirmed by PM9 who said:

An invitational learning environment is appealing to learners and a positive safe area where learners want to come and learn.

This was reiterated by PT2, where it was expressed that an environment is invitational when learners feel safe and ready to learn. PM6 defines an invitational learning environment as follows:

An invitational environment is an environment that only manifests when the participants have been invited to take part in learning.

Similarities can be drawn with Purkey's (1991) definition as he describes an intentionally inviting environment as one where individuals are encouraged to develop physically, intellectually and emotionally (Purkey, 1991:8). None of the 9 participants mentioned the domains or 'powerful P's of IE. According to Yin (2008), teachers who have an in-depth understanding of IE will be able to create environments which are inviting (c.f 2.3.1). I believe that some participants had a partial understanding of IE, but would benefit by having a more rounded in-depth knowledge of invitational education.

4.5.2 Theme 2: Teacher perceptions of invitational (inviting) people

Theme 2 explores the teacher perceptions of invitational people, people who are friendly, warm, kind and welcoming. This theme examines the teachers' role as the facilitator of trust and respect in relationships in the learning environment. This theme discovers methods teachers use to create trust and respect between peers. The role of the teacher as the transmitter of care is examined as well as the techniques used to make learners feel an atmosphere of care. Section 2.3.2 highlights the essential elements of trust, respect and care and the teachers' role in their formation.

4.5.2.1 Sub-theme: Promotion of trust and respect

Responses from participants differed slightly when asked to how they promote relationships of trust and respect between learners. PT2 and PM6 had similar views in using rules and discipline to create trust and respect. PM6 opined that it occurs by instilling discipline amongst learners. PT2 stated that:

Learners help to set up class rules that promote trust and respect; when they create the rules, they are more likely to follow them.

PT5, PM7 as well PM9 believed elements of trust and respect can be promoted through conveying values and morals to learners, for example PT5 explained:

Make them understand that they are all the same. Treat others the way you want to be treated! Avail yourself to bring across the basic values to the learners.

PM7 listed elements such as trust in themselves, compassion with others, self-discipline, respect other points of view as elements needed to create trust and respect in relationships. PT1, PT4 and PT5 spoke about modelling behaviour characterised by trust and respect. PM8 introduces this idea stating:

Set a good example as a teacher, to respect learners and to show your trust at all times.

PT1 modelled behaviour that is kind towards learners, loyal, warm hearted, PT4 similarly revealed kindness, respectful conduct, and open-mindedness. PT1 encouraged open-ended conversations, and to listen when asked something. This was confirmed at observation A as the teacher shows learners respect by taking the time to help each child, showing they are worth her time. Yin (2008) highlights the importance of the role of the educator in teaching the values of trust and respect to learners (c.f 2.4.2) and according to Purkey and Stanley respect is, "...an indispensable ingredient in invitational teaching is shared responsibility based on mutual respect" (Purkey & Stanley, 1991:18).

4.5.2.2 Sub-theme: Promotion of care

When participants were asked how they displayed care for learners all participants had strategies to share. One participant, PT3 explained it was very difficult with big classes. PT1 and PT3 both drew attention to the importance of listening and holding conversation with individuals, PT3 advised that teachers must connect one on one, and listen to learners' stories. PT1 stated advised that they had to allow them to discuss problems with them.

Both PT1 and PT4 highlighted that being respectful towards learners were key elements in showing care. PT4 and PT5 listed attention to convey care for learners. PT4 explained:

The teachers must allow full attention towards them and even give hugs and individual attention when needed.

This was seen in Observation B as the teacher attends to all learner's requests for help showing her care. PT2 and PT3 offered another method of showing care through

rewards. They mentioned rewards, free play, extra art activities, and a coupon system as ways to show learners care.

PT3 supported and posited:

Stickers for good behaviour is a method for creating care. Following a learner's individual progress and taking interested in it makes the learners feel like they are not 'lost in a crowd'. I make individual name cards for each child to put on their desk, so they know I recognise each of them. I also put in an effort to learn their names.

Section 2.3.2 and 2.3.3 highlight the importance and effectiveness of inviting communication in conveying messages to learners that they are valuable, able, responsible and cared for. This idea is found in responses from PT2 and PT5 as they state that they speak in a loving tone and use many encouraging words. PT2's response was validated in Observation C as the teacher used inviting communication and caring words such as "You are so clever," and "Look how smart you are."

PT2 explained:

By using positive communication, you help the children know that you believe in them. Use 'can' words rather than 'can't' words for example you can highlight that the learner is able to write neatly instead of telling them that they made a mess. The learner will want to write as beautifully as you said they can.

When exploring how participants created an atmosphere of care in the classroom PT1, PT4 and PT5 described the behaviour required from the teacher as needing to be "soft and warm hearted". PT4 advocated that the teachers need to be approachable and learners should feel free to approach them at any given time.

4.5.3 Theme 3: Teacher perception of invitational places

Theme 3 explores the teachers' perception of invitational places. The place element of invitational education refers to the physical attributes of the classroom (Purkey, 1991, c.f 2.2). This theme aims to understand the importance of invitational places as well as the teachers' perception on what is involved in creating them.

4.5.3.1 Sub-theme: Importance of invitational places

The importance of the physical environment was a theme that emerged strongly in the semi-structured interviews. Participants unanimously voiced that creating an aesthetic or conducive classroom was of great importance. Participants used words such as *‘very important’* and *“great importance”* to explain how much importance they place on creating a physically inviting classroom. PT1 explained:

My classroom allows for positive teaching to take place as it is very inviting. I focus on attractive posters and a neat and tidy classroom.

Observation A showed PT1's classroom to have many examples of bright, visual media, fun educational posters as well as age-appropriate pretty decorations. PM9 highlighted:

It is very important to for the learners and therefore it is important to me.

PM7, PT4, PT5 and PT3 addressed some of the reasoning why it is important to have an aesthetically inviting learning environment.

PM7 revealed:

Learners must feel safe, invited, comfortable and a learner cannot focus on the work when they feel uncomfortable or unsafe. They will be worrying about that rather than the content.

PT4 agreed and said:

An invitational environment is needed where learners can feel safe.

PT5 gave a more in-depth account saying:

For effective learning to take place the classroom must be inviting and conducive to learning.

PT3 stated:

I want my workplace to be nice for me as well.

Steyn (2005) confirms the importance of inviting physical places arguing that the physical environment sends a powerful message to all members of the school. PT2 seemed to place less importance on the physical classroom and stated that she spent as much as time allows. She said they had many things to worry about as teachers, yet this was not concurrent in Observation C as the participants' classroom was found to be very beautifully decorated and bright.

Participants expressed their perception of the impact of a physically inviting environment. PT1 and PT4 agreed with PM8 that the impact of an invitational physical environment is positive. PT1 believed that both teachers and learners will take more pride in a neat and attractive school.

PT4 similarly answered that learners would take more pride in their environment if it was well kept. PT3 confirmed this in saying that a beautiful environment has positive impact. I believe the teachers understood the importance of having an inviting and functional classroom to facilitate invitational education.

4.5.3.2 Sub-theme: Perception of invitational places



Figure 4.2: An invitational classroom

Participants expressed their perceptions of an ideal physical environment that is inviting. PM6, PM 7 and PM8 highlighted that an ideal physical learning environment should be clean, empty dustbins, attractive with enough teaching and learning resources.

It must be safe and must be conducive to effective learning and child friendly. Furthermore, the rooms must be very colourful, print rich and inviting classrooms must be decorated on the learner's level.

Purkey and Stanley (1991) list the following as practical indicators of inviting classrooms : well painted walls, fresh smelling rooms, attractive notice boards, lots of resources, hygienic and clean areas, plants, good lighting and ventilation, colourful

areas, messages of positivity on the wall, pretty or interesting pictures and posters, a place to display students' creations. Decorations must be bright educational and age appropriate; there must be good lighting and ventilation as well as plants on the shelves. PT3 explained:

The learners want to be a part of keeping the classroom looking good. They want to sweep, empty dustbins and wipe desks everyday before going home.

4.5.3.3 SUB-THEME: Creation of invitational places



Figure 4.3: Educational resources.

Participants had various techniques to share when creating a physical environment that encompasses the aesthetic, warmth and functionality of an invitational learning environment. Section 2.3.5 discusses some of the characteristics of a physically inviting learning environment. PT1 believed creating reading corners and fun spaces with fun reading books are crucial. PT2 said:

The classroom must be functional by dividing the class into sections where learners can explore. Learners must feel cared for with names at their places and individual cards. Each child must have his/her own place in class.

This was evident in Observation C, as learners have a personalised space for their belongings as well as a space for their art work.



Figure 4.4: Personalised name tags

PT4 reported that:

A sense of collaboration is created by reading corners, carpets on which we learn together, and separate learning areas are important.

PM8 stated that learners must clean up every class before the next class is coming. Similar thoughts are found in research by Lipsitz (1984) who asserts that learner pride for their learning environment increased when they were included in maintaining the environment (c.f 2.3.5)

PT1 said:

The school environment would be more inviting if the school could clean the school grounds. It would be a great idea if learners would paint or upgrade the bathrooms. The bathrooms are dirty and in a terrible state. One would think you are at a dump site. We try to decorate the outside of the classrooms to extend the brightness into the school grounds.

PT4 agreed:

Improved, clean school grounds will be nice. We must upgrade bathrooms and make it fun to visit. We must try to take time in the day to pick up litter, so it looks a little better. More trees, clean and more apparatus on the field to play will make the learning environment more inviting.

This was reiterated what PM8 mentioned that the jungle gyms and slides for the foundation phases needed attention. PT5 stated that a pleasing and inviting playground for learners would be a pleasant contribution. PM8 also added that educational painting and art against the stairs and walls would make the school more inviting.

PT5 highlighted:

Our classrooms are too small to accommodate all the learning areas as well as the learners and the size are a problem. Facilities for the disabled must also be provided.

I believe that the participants offer valuable suggestions for creating invitational physical environments but still experienced many aspects of the physical environment not to be invitational. Teachers and management need to be skilled with more methods to upgrade uninviting aspects of the physical environment.

4.5.4 Theme 4: Teacher perception of invitational policies

Perceptions of invitational policies are discussed next.

4.5.4.1 Sub-theme: personal invitational policies

Section 2.3.5 explains the role of policies to ensure all members of the school environment are treated with respect, equally and fairly (Purkey, 1991). Policies “communicate a strong message regarding value, ability, and responsibility” (Smith &

Hunter, 2007). Participants gave insight into their own creation of classroom policy regarding inclusion and discipline. Participants also shared their views on consistency and tolerance. PT1 and PT4 stated that they create inclusion through classroom discussions that engage all learners equally. PT5 used guidelines from the department and stated:

Time, space and content load makes inclusion very difficult. We have no formal policies. Give everyone a chance, every week to act as a new leader in attempt to create inclusion in the classroom.

When looking at responses regarding the school's policies for inclusion although inclusion is practised and there is no clear or set policies evident. PM6 stated:

Inclusion is created by ensuring equal quality education for all. Inclusion is practised within the classroom environment.

PM9 described the school's inclusion policies to be in line with the constitution of South Africa. When studying the responses from participants it is evident that teachers lacked the skills and knowledge surrounding classroom policies.

When examining the responses from participants regarding discipline, various strategies were offered. PM9, PM8, PM7 and PM6 mentioned a code of conduct, yet responses from participants indicated that teachers did not stick to one consistent policy regarding discipline which may result in behaviour problems due to inconsistency. This idea was highlighted by PT5 who said:

It is however difficult as the discipline system is not implemented from Grade 1.

Positive reinforcement and rewards system were identified as a dominant strategy in the responses of PT1, PT2 and PT4. Observation C confirmed PT2's response as techniques as the discipline and reward peg chart was used. PT4 responded that

rules, motivational charts, time-out chairs, positive and reinforcement were successful discipline strategies. Figure 4.5 shows a time out chair.



Figure 4.5: Time-out chair

Participants created consistency and equality similarly. PT1 explained:

All learners must be treated exactly the same, without any exceptions. All rules apply to every child. Learners must be rewarded in the same manner.

PT4 said all learners must be treated the same to promote tolerance and equality. PM6 stated that everyone must be treated with dignity and must be given a fair hearing. PM6, PM7 agreed with PM9 who opined:

I feel most comfortable working along the lines of the code of conduct. You have to work according to the policy framework as supplied by the departmental school act. Schools' code of conduct and school rules must apply to everyone.

PT3 offered a different opinion suggesting teachers should keep their distance.

4.5.4.2 Sub-theme: School policy

PM8 said:

Policies are there for both teachers and learners so that both know what is expected of them.

PM9 stated that the policies are fair, objective and do not discriminate against any teacher or learner. The above-mentioned responses were provided by management members, when asked to describe the school policies that protect learners and teachers. When teacher participants were asked the same question, they expressed concerns regarding the level of protection they receive from these policies. PT1 and PT4 both stated that a code of ethics protected them. PT2, PT3 and PT5 expressed doubts. PT3 averred:

It feels as if the learners are more protected than the teachers. School policies grant learners much protection. This however is not the same with teachers.

PT2 described policies to not effectively protect learners and teachers. Although school policies are evident it seems that teachers do not feel sufficiently protected, this may result in teachers having poor attitudes towards the policies that stand to protect learners.

4.5.5 Theme 5: Teacher perception of invitational programmes

4.5.5.1 Sub-theme: Engaging and constructive lessons

Purkey and Novak (2015) describe invitational programmes as enriching, stimulating, interactive and constructive. Participants had their opinions on the content that they taught as well as described the steps they took to ensure their programmes are

engaging and constructive. Lastly participants gave insight into how their programmes could be more enriching. PT1 said:

The content is very good, as it teaches the learners a wide variety of content. It covers a wide spectrum. There are many topics and themes that we can demonstrate and teach in a practical way.

This shows that the programme allows for teachers to design engaging and constructive activities. This idea was evident in PT4's response as she stated:

There is a wide variety that we are teaching.

PT2 raised class size as a concern stating programmes would be enriching and stimulating if there were 20 learners but it is not possible with 40 learners.

Teachers provided various steps to ensure that their lessons were engaging and constructive. PT1 explained:

I plan in advance and make use of a wide variety of media and posters. Planning is a method to create engaging and constructive lessons. Use of media, flash cards, use songs and concrete objects are helpful.

PT5 explained that she made the topic relatable to learners and tried to make the lesson about the learners. This was seen in Observation B as the teacher related content and examples to learners on a personal level. PT2 made lessons constructive and engaging allowing all learners to join in on all activities and participate. This was verified in Observation C as the teacher engaged learners by asking them to raise their apparatus in the air, so she could check their answers.

Haigh (2011) advocates cooperative learning as a successful method for creating programmes that are inviting. This is seen in PT3's responses. She said she used group work involving learners to achieve engaging and constructive lessons (c.f. 2.3.5). When gathering information from the school management team regarding how school programmes are made to be enriching and stimulating participants shared the following information. PM6 echoed PM9's remark:

The creation of invitational lessons can be achieved by following the guidelines. Teachers are given programmes to manage and they are very constructive. New programmes must be tested if not working you must try new programmes.

PM8 described an accountability system where H.O.Ds (Head of Department) monitor the work of Level 1 teachers. The Deputy Principal monitors the H.O.Ds and the Principal is monitoring the Deputy Principal.

PT4 and PT3 felt that their lessons would be more enriching if they had more time and less work from the ATP (Annual Teaching Plan), less admin, fewer learners in class. PT5 stated more individualised learning as well as more free play would create more enriching and constructive lessons. PT1 and PT2 both felt access and use of technology would assist them in providing lessons that are both more enriching and stimulating.

PT1 said:

We have white/smart boards in the classroom. Having internet to show the learners videos would actually really help. More technology causes us to use our own equipment. It is sometimes hard for all 40 learners to see the small screen.

Management participant PM7 and PM8 agreed saying lessons and programmes would be more enriching if teacher where to have fewer learners per classroom. Internet, data projectors and laptops can make a difference. PM6 and PM9 had no

improvements to suggest and said the current programmes are fine at the moment and there is no need for a change.

4.5.6 Theme 6: Teachers' perception of invitational processes

4.5.6.1 Sub-theme: Creating democracy

An essential aspect of an invitational process is teaching and practising democratic values. Purkey and Stanley (1991) suggest holding mock elections, trials and debates to encourage and practise the use of democratic values in the learning environment (c.f.2.3.5) are crucial. Participants shared their strategies on maintaining a democratic ethos. PT1 , PT4 , PT5 and PM7 shared similar responses in creating democracy through the equal treatment of learners. PT4 and PT5 agreed with PT1 who stated:

Treat all learners the same, always consistently. All learners are treated the same and I always try and be consistent. We are all the same and should be treated equally.

PM7 concluded:

All children must be equal stakeholders in the classroom. A democratic ethos can be achieved by allowing everyone in class to have a chance to participate and chores must be divided equally.

PT1 said:

My children are used to curriculum differentiation, as they do not tease each other and they understand that different children learn differently.

PM6 opined:

We can achieve democracy by encouraging diversity and curriculum differentiation. We are all different in life and its important to view our differences as something that makes us unique rather than something that sets us apart in a negative manner. We must be like beautiful unicorns.

PM8 stated:

We can show tolerance of diversity by not promoting any specific culture at any time. Tolerance and democracy can be achieved in the classroom.

4.5.6.2 Sub-theme: Encouraging learners

Purkey and Stanley (1991) identify an effective invitational teacher as one who can attend to the 'social side of learning', meaning the process of working collaboratively to achieve a common set goal. A sense of encouragement is an important ingredient in an invitational learning environment in order for all involved to realise their goals and reach their full potential. Participants shared there techniques on how they encouraged learners. Section 2.3.3. highlights the use of invitational communication as encouragement to learners. This was a common set of goals amongst participant responses. PT1 said;

Positive reinforcement and praising excellent efforts work well. Positive feedback for good behaviour helped much. Invitational communication ust be used as a encouraging tool. Praise them good or bad.

PT5's response was confirmed in Observation B as the teacher walked around the classroom mointoring the progress of learners and providing encouragement. PT2, PT3, and PT4 used a coupon system to keep learners encouraged. They used sweeties or stickers. Certificates during assembly worked well as the learners really wanted to walk up on stage in front of the school. Mentioning this in class instantly

motivated them. Observation C confirmed this as PT2 used stickers to keep learners motivated during the lesson.

Invitational education functions as a whole-school approach (c.f. 2.3.7) and therefore it is important that teachers are motivated too. Interviews explored the school-management methods to create teacher encouragement. PM6 explained that she kept teachers motivated and encouraged. She said:

Allowing them to view their opinions and allowing them to implement their ideas and run their own projects serve as a vote of confidence, as this allows teachers to feel valuable and able.

PM7 stated that teachers were encouraged by a positive learning environment but did not go into detail on how that positive learning environment was created. PM8 stated:

I try to support them, when they need me, like discipline in the classroom.

4.5.6.3 Sub-theme: Creating collaboration and cooperation

Yin (2008:16) asserts that educational change and effectiveness depend on people who work collaboratively. Collaboration and cooperation are interdependent with invitational education. Collaboration is required on all levels of the school system. For the environment to be invitational, each individual impacts the environment (Steyn, 2005 , c.f. 2.3.7).

Teachers describe the following techniques to promote collaboration amongst learners. PT1 used group work as well as encourages learners to support and encourage each other.

PT4 similarly uses group work she stated:

Learners do lots of group work and that helps them to read together, build together and tolerate each other even if we are not always fond of each other.

PT4 added;

It is not only about what they do in a group, but it is about learning the skills needed to work in a group. In life you are not going to like everyone, but you are going to have to work with them.

PT2 created collaboration by sharing chores, encouraging learners to take pride in their work and classroom. PT5 used similar tactics by dividing them into groups where different skills and knowledge levels will ensure cooperation between learners.

PT1 stated that:

I teach them to listen to each other and to show care and respect for one another. Sharing responsibility is a method for promoting and teaching cooperation between learner and learner.

This was confirmed in Observation C as learners perform classroom jobs in groups. PT3 uses tactics such as:

Let them share, do group work, and use a reward system for working together.

PT4 used strategies such as a wand. If you have the wand you are allowed to speak. This helps learners to take turns. PT4 went on to describe how she taught learners to care for each other and respect each other's belongings. PT5 stated that teamwork, worked well.

4.5.7 Theme 7: Teacher's perception of School Management Team (SMT) support

4.5.7.1 Sub-theme: Degree of support from school management team

PT1 and PT4 stated;

The school management team provides posters stationary, resources and books.

PT2 admitted:

The principal is supportive in the sense that he is understanding. If you have a personal problem then he is always ready to assist.

PT2 goes on to states that the school management team encourage creativity, but highlighted that funds were not available to succeed in all our requirements.

PT3 felt that the SMT did not provide any support for teachers.

PT3 shared:

There is more to supporting a teacher than providing physical resources; we need emotional and moral support.

PT5 agreed and posited:

They do not provide resources. Anything that I need I will have to provide myself. It would help if the SMT asked how they can support us. If they listened to us and made us feel that our opinions were valuable I think more teachers would feel supported and connected with the SMT.

School management support in terms of providing teachers with teaching resources is evident in many participants' interviews. Teachers would benefit from in-house training, and skills development to be more equipped to create invitational learning environments.

4.5.7.2 Sub-theme: School management team perception of support

School management team members were invited to share their opinions on how they support teachers to create invitational learning environments. PM6 stated that:

All parties need to feel welcomed.

PM7 again stated that:

A positive learning environment and realistic expectations support a teacher to create an invitational learning environment.

PM8 stated that she ensured good learning aids, stationary and both exercise books and textbooks are available for every teacher and learner.

PM9 responded similarly to PM8 stating:

I assist them with LTSM so that they do not need to buy LTSM using their own money. I believe that the SMT wants to support teachers but may lack the skills needed to support teachers in creating an invitational learning environment.

4.6 SUMMARY

In this chapter I have discussed the teachers' experience of creating an invitational learning environment. Teachers shared their experiences regarding aspects of

invitational people, invitational places, invitational policies, invitational programmes and invitational policies using interviews, observations and visual data. In the following chapter I will align my finding with literature as well as make conclusions and recommendations.

CHAPTER 5

INTERPRETATION OF RESEARCH FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4, the data analysis strategies and research findings emerging from the analysis of the data were presented. The research findings were presented according to themes and sub-themes that emerged from the analysis of data. The views, quotes and responses of participants were provided, with relevant evidence from the literature to support the findings. This study focused on teachers' experiences in creating an invitational learning environment.

Data analysis is the final step to interpreting and make meaning of the data that has emerged. According to Nieuwenhuis (2007:111) this step is important for acquiring an analytic understanding based on which an explanation of the phenomenon being investigated can be formulated.

Chapter 5 presents an interpretation of the research findings to discuss the research findings with reference to the research aim (see Section 1.3), the relevant literature on invitational teaching and learning (see Chapter 2), and the theoretical framework (see Chapter 2). Furthermore, Chapter 5 aims to use the findings to answer the research questions that guided the study (see Chapter 1). The limitations will be discussed and finally recommendations will be made.

5.2 EMERGING THEMES AND SUB-THEMES

In order to process the research findings and make recommendations that are structured and logical it is necessary to outline the relevant themes that emerged from the data.

Table 5.1: Summary of emerging themes and sub-themes

Themes	Sub-themes
1. Teacher perceptions of invitational learning	a. Invitational learning environments
2. Teacher Perception of invitational people	a. Promotion of trust and respect
	b. Promotion of care
3. Teacher perception of invitational places	a. Importance of invitational places
	b. Perception of invitational places
	c. Creation of invitational places
4. Teacher perception of invitational policies	a. Personal invitational policies
	b. School Policy
5. Teacher perception of invitational processes	a. Engaging and constructive lessons
6. Teachers perception of invitational processes	a. Creating democracy
	b. Encouraging learners
	c. Creating collaboration and cooperation
7. Teacher perception of school management team support	a. Degree of support from school management team b. School management team's perception of support

5.3 CONCLUSIONS OF RESEARCH FINDINGS

5.3.1 Teacher perceptions of invitational learning

Teacher perceptions are summarised next.

Invitational learning environments

The findings of the study confirmed that all participants had some understanding of the concept 'invitational learning environment'. Participants had a good understanding of the physical aspects that are needed to make an environment physically inviting, neat, tidy and decorated. Participants emphasised the importance of making the classroom bright, colourful and pretty in order to encourage and motivate learners in the classroom. Participants included aspects such as good lighting and ventilation in their explanations of an invitational learning environment.

Participants also included their understanding of an invitational learning environment as one which invites learners to learn. Participants had a partial understanding of the term invitational learning but lacked knowledge surrounding the key elements of the theory, for instance participants did not include the aspect of intentionality in their explanations. Whilst participants gave in-depth descriptions on the *place* domain of invitational learning, the participants tended to neglect the domains of people, policies, programmes and processes.

5.3 CONCLUSIONS OF RESEARCH FINDINGS

5.3.1 Teacher perceptions of invitational people

Teacher perceptions are shared next.

Promotion of trust and respect

Participants provided varying perceptions on how to create trust and respect within the learning environment. The three dominant themes that emerged in creating trust and respect were instilling effective rules and discipline, teaching sound values and morals and lastly modelling good behaviour. Participants felt that with a clear and effective rules used learners found routine. This helped them trust teachers as well as treat each other and themselves with respect. Participants further stated that they believed that trust and respect come from within and that they are produced through a sound understanding of morals and values. Participants aimed to educate learners about morals and values in order to create trust and respect between teacher and learner and between peers. A dominant strategy of producing trust and respect was through modelling behaviour that displayed such. Participants explained that by treating others with respect and displaying behaviour that was trustworthy, learners would learn to be respectful and trustworthy. Lawrence (2006) echoes this in saying that great importance is placed on the teachers' promotion of respect, trust, optimism and intentionality through their behaviour.

Promotion of care

Participants promoted an atmosphere of care by displaying caring behaviour such as giving hugs, listening to learners when they wanted to share and give learners individual attention and recognition. Participants stated they used rewards such as sticker charts and small gifts to make learners feel cared for, participants believed that by focusing on the learner's progress and behaviour that learners felt individually

recognised and cared for. Participants used positive and inviting communication to express to learners that they were cared for. Furthermore, participants explained that teachers can rephrase negative into positive encouraging phrases that make learners feel able. It was expressed that the class size made promotion of care a difficult task.

5.3.2 Teacher perceptions of invitational places

The perceptions of invitational spaces are summarised next.

Importance of invitational places

Participants highlighted the physical environment as a high priority in creating an invitational learning environment. Participants explained that for effective learning to take place that the physical learning environment needs to be inviting. It was concluded that an inviting classroom was not only important for the moral and effectiveness of the learner but was equally important for the educator. One participant did not prioritise the place aspect of invitational learning as a result of time constraints. Participants agreed that having an invitational physical environment leads to pride and a positive impact on the schooling experience.

Participants viewed an invitational learning environment as clean and attractive. Participants achieved this through emptying dustbins, wiping and sweeping the classroom daily and made the classrooms attractive by using pretty pictures, plants and posters. Another major component of an invitational place according to participants is a space that is child-centred meaning displaying motivational messages, using areas and posters that are all child-centred and age-appropriate. In addition, the functionality of the classroom is designed with the child in mind.

Creation of invitational places

A variety of different techniques were offered by participants when discussing the creation of invitational learning environments. Participants described aesthetic, warmth and functionality as the framework to designing an invitational learning environment. Participants addressed the aesthetics by including decorations, bright posters and child-centred media in the classroom. Participants created warmth in the learning space by making learners feel valued through personalised name tags and bag hooks, furthermore each learner was allocated an area to display their work, engraining a sense of pride and ability in themselves. Organised spaces such as the designated learning areas for example the reading corner as well as the set places for storing bags make the classroom functional and help avoid unnecessary interruptions. Other aspects such as collaboration were integrated through function learning areas such as the reading corner as well as through group work on the carpet.

Participants had some valuable strategies for making areas more invitational, but also expressed the aspects that hindered the creation of invitational places. Participants described the poor state of the bathrooms as well as described the grounds as a dumb site with a lot of litter laying around. Participants also highlighted the need for additional resources and space for learners to play in. Participants made clear the need for facilities that accommodate disabled learners in order to make the school inclusive for all learners.

5.3.3 Teacher perceptions of invitational policies

Personal invitational policies

None of the participants had personal or classroom policies, but had strategies and techniques that created respect equality, consistency, tolerance as well as discipline in the classroom. Participants created respect and inclusion by integrating these qualities in the way they conduct themselves in the classroom as well as in the way

their classroom functions. By including all learners and allowing learners to take terms they believed they would learn inclusion and respect for others. It is evident that participants had little to know knowledge on classroom and school policies that intentionally promote respect and inclusion.

Multiple different discipline strategies and techniques were presented by participants indicating that no set policy is implemented for the use of discipline. Positive reinforcement such as reward charts was the most dominant discipline strategy. Other strategies included time-out and clear classroom rules.

Participants did not have a set policy regarding consistency and equality but used their own way of behaving as a guideline for learners. Participants treated learners equally through equal involvement and opportunity as well as equal discipline.

School policy

Participants had a sound understanding of what a school policy and its importance entailed. Participants from the SMT described the school policy as equally protective to learners and teachers, but when teacher participants expressed their opinion they did not feel protected by the school policies. Participants further expressed that the policies do not effectively protect neither teachers nor learners.

5.4 Teacher perceptions of invitational programmes

Engaging and constructive lessons

Participants expressed that the curriculum was wide and allowed opportunity for information to be taught in an engaging and constructive manner. Engaging and constructive lessons were achieved by participants through careful planning of work and lessons to avoid unnecessary delays in teaching. The incorporation of teaching media and resources stimulated learners during the learning process and kept

learners captivated. Participants taught topics practically to increase understanding, as well as made lessons child-centred by making the information relatable to learners.

A disconnect between the school management team and teachers was identified when management stated that no changes needed to be made to the current programmes where as teachers had offered many suggestions for improvements to the programmes. Having a class size of 40 learners posed as a major barrier in creating lessons that were engaging and constructive. Participants also expressed that a lack of time due to the heavy workload hindered their planning time. Moreover, participants felt they could process more constructive and engaging lessons with more time. A need for access to technology was identified in order to improve lessons.

5.3.5 Teacher perceptions on invitational processes

Teacher perceptions on invitational processes are discussed next.

Creating democracy

Participants did not have a set method on promoting democracy but shared their personal methods of creating democracy in their classrooms. Modelling behaviour was a dominant method. Participants ensured all learners are treated equally and consistently; furthermore, learners must become equal stakeholders in creating the classroom rules. This sense of equality was carried through in the classroom jobs. Participants were careful to not promote any language or culture and celebrated difference, placing importance on uniqueness. I believe that although teachers have different ways of creating democracy in the classroom, more intentional methods could be incorporated.

Encouraging learners

Positive communication was used to encourage learners and to help them identify their full potential. Using communication that focuses on what the learners can do rather than what they cannot do helped learners feel motivated. Participants also used incentives such as sweets and stickers to help encourage learners to work or behave accordingly. Participants explained that learners were motivated by the good behaviour certificates that were awarded during assembly, since being recognised in a public forum encourages the learners to behave in classroom.

Creating collaboration and cooperation

Collaboration and cooperation were evident in the classroom observations. Participants successfully created collaboration amongst learners through group work. Participants also strived to teach learners the skills of working in a group. They used group work as an opportunity to teach learners how to work collaboratively and cooperate even if they had personal differences with team mates. Learners developed their collaboration skills through mixed ability grouping, and learners spent time working together to achieve a common goal. The division of classroom jobs helped divide responsibility the group and helps children learners to be a valuable member of a team.

5.3.6 Teacher perceptions of the School Management Team (SMT)

Degree of support from School Management Team (SMT)

From the responses of participants, revealed that it teachers in this learning environment did not feel they are sufficiently supported by the school management team. Participants felt that the school management team was successful in providing teachers with resources and teaching materials but neglected providing teachers with emotional and moral support. This raised concern as the principal and SMT are described as crucial in the smooth running of the school as well as on teacher performance and on the child's all-round achievement (Moswela, 2006).

School Management Team's perception of support

The school management team provided their understanding of support. Members of the SMT stated that they supported teachers through the provision of teaching and learning materials as well as textbooks and stationary. Participants did not address emotional and mental support and did not address helping teachers develop professionally. One participant mentioned support through a positive learning environment but did not elaborate on how they attained that.

5.4 THE EFFICACY OF THE THEORETICAL FRAMEWORK TO THE RESEARCH FINDINGS

The open systems theory in combination with Purkey's (1991) Invitational Learning Theory was used as a theoretical framework to study the teacher's perceptions of invitational learning environments. This theoretical framework allowed me to gain a deep understanding of the phenomenon and helped guide me in my decision-making regarding the collection of data. The use of the open systems theory was relevant and helpful in examining an understanding the environment as a system. The open systems theory gave insight into how environments are influenced by inputs and how they undergo change during the process or through-put, as well as gave insight into how the output or results in turn affect the environment. Purkey's Invitational Learning Theory assisted in focusing the interview questions to address the relevant components of an invitational learning environment. The Invitational Theory additionally helped the formation of emerging themes from the data. In conclusion the theoretical framework of this study was effectively assisted in the formation of valuable findings.

5.5 ADDRESSING OF RESEARCH QUESTIONS

The purpose behind this study was to gain a deeper understanding and insight into the teachers' experience of creating a learning environment which is invitational. Data were collected through semi-structured interviews with teachers as participants as well as school team members to create a well-rounded view of the school environment. Observations as well as visual data were collected to strengthen the study. Data were organised and analysed in order to address the research questions. The theoretical framework guided me in making decisions best suited to achieve the purpose of this study. Collectively the findings of the sub-questions answered the main research question: How do teachers create and maintain an inviting learning environment in culturally diverse Foundation Phase classrooms?

5.5.1 Secondary research question 1

How do teachers perceive and create an inviting learning environment?

Teachers perceived the need for an invitational learning environment as a high priority. An invitational learning environment was not only identified as important for learner success, but was equally valuable for the teachers' moral, functionality and effectiveness.

Elements of trust and care were created in relationships in the classroom as the teacher modelled behaviour that was characterised by trust and care. Learners were shown care by the teachers as they took time to listen to learners, having one on one conversations and taking interest in their personal lives. Teachers displayed behaviour that was warm and loving to learners by giving them their full attention and hugs when needed. The environment was filled with care as teachers created personal spaces for each learner using name tags and spaces for the storage of their items; these made learners feel a sense of belonging in the environment. Teachers always made themselves approachable to learners. Teachers made a point to encourage learners

through positive reinforcement and rewards such as stickers and behaviour certificates.

Teachers used positive and inviting communication when addressing learners, helping learners to focus on what they were able to do and how they were able to improve rather than focus on what they were not able to achieve.

Teachers identified the “place” domain of an invitational environment as very important, teachers felt the physical environment such as the decorations, posters, lighting, ventilation and learning resources as vital when creating an invitational learning environment. Teachers highlighted that the importance of the learning environment being safe and comfortable as well as aesthetically appealing to children.

Teachers included the following to ensure their classrooms were inviting to learning:

- Bright colours;
- Ample visual media such as posters and exciting pictures;
- Clean and neat;
- Interesting learning areas;
- Areas for collaborative learning;
- Pretty decorations;
- Functional desk arrangements;
- Media rich;
- Lots of teaching and learning resources;
- Freshly painted walls;
- Motive messages on the walls;
- Good lighting and ventilation; and
- Personalised spaces for each learner.

The teachers stated that a learning environment that is invitational will result in teachers and learners taking more pride in the school. The teachers encouraged learners to treat others with respect, equality and fairness through the way they treated the learners and behaved in the learning environment. The teachers helped promote these values by sharing responsibilities of classroom jobs and allowing learners equal opportunities. In the same way teachers addressed the aspects of consistency and equality, teachers strived to include all learners equally and use this same consistency when applying rules. The teachers treated each learner with dignity regardless of their behaviour. The teachers created discipline strategies that were invitational by using positive reinforcement, time-out and motivational reward charts.

When creating programmes that were engaging and constructive teachers incorporated the use of teaching resources and media and always aimed to make the lessons child-centred and relevant. Programmes must be developed for the wider scope of people (Smith & Hunter, 2007). The use of concrete objects and the exciting resources kept learners engaged for longer. The teachers designed lessons to be interactive with both peers and objects helping learners to strengthen knowledge through conversation and practical tasks. The teachers aimed to make the content relatable which helps learners to feel as if what they were learning was valuable to their lives. Collaboration and cooperation were incorporated into all lessons using group work, work that was done on the carpet, in pairs or tasks that were done in class. Purkey and Stanley, (1991) state that cooperative learning creates opportunities for group and individual accountability.

The teachers created the opportunity to teach the skills of group such as conflict resolution and working as a team despite our differences, an opportunity to show the value of working collaboratively in a team is also presented. The teachers extended this into the classroom by sharing responsibilities of classroom jobs, so learners collaborated to achieve a common goal.

Democracy was established by treating all learners the same and involving learners in decision-making. The teachers did not shy away from celebrating learner difference and made curriculum differentiation a norm in classroom. The children understood that they were all unique and did not find it strange that they needed different things to learn. The learners were involved in decision-making such as creating classroom rules. This shows that their thoughts were valued by the teacher and the class.

5.5.2 Secondary research question 2

How does invitational learning and teaching enhance learner achievement?

The teachers explained that for effective learning to take place the learning environment needs to be conducive and inviting to learning. It is the role of the teacher to facilitate this learning by providing an environment that is conducive for learning to take place (Smith & Hunter, 2007). Integrating elements of care and trust into the learner's environment allows them to feel a part of the environment resulting in them fully involving themselves in the learning. Learners that feel cared for and feel they can trust the teacher and environment are more open to learning. The use of positive communication allowed learners to feel more motivated to continue to strive to achieve the things they could do, resulting in more attempts at learning rather than the learner giving up as they tended to focus on all the things they could not do.

By creating programmes that were invitational lessons were focused on being constructive and engaging. The learners gained a deeper understanding of concepts using concrete materials, teaching media and interactive tasks. Lessons that were designed in this manner also resulted in learners staying focused and engaged in the task for longer. Invitational learning incorporates the use of cooperative learning; creating group learning is beneficial for both strong learners and learners who experience barriers to learning. Cooperative learning enables stronger learners to learn through teaching learners as well as enables learners who experience barriers

to learning with differentiated learning such as discussions and peer learning (Purkey & Stanley, 1991).

Invitational practices have a major impact on the quality of teaching and learning; by applying invitational practices in schools it can lead to effective teaching and learning (Steyn, 2010).

5.5.3 Secondary research question 3

What challenges do teachers experience when creating an invitational learning environment?

When focusing on the physical environment teachers expressed time constraint as one of the deterrents from creating a classroom environment that is visually inviting; teachers felt that it was not the priority, although it was identified as important. Teachers identified small classrooms and big class sizes as a barrier in establishing inclusion as well as a lack of teaching resources. Teachers stated that time, space and content load made inclusion difficult.

Teachers identified the consistency of discipline as a barrier to creating invitational policies in the learning environment. When creating invitational programmes teachers felt that they could create lessons that were more engaging and stimulating if they had more time and resources such as internet in the classrooms, laptops and data projectors. Observations indicated a lack of intentionality in the formation of school policies and programmes. Intentionality is seen as the key to the art of invitationality (Smith & Hunter, 2007). Teachers shared that they felt the school policy was not invitational to teachers and felt that they were not protected to the same extent that learners were protected. Purkey and Stanley (1991) describe invitational policies as representative of both teachers and learners. The school policy was described as ineffective in protecting teachers, policies should communicate messages of value, ability and responsibility (Smith & Hunter, 2007). When discussing support received

from the members of the SMT thought that although the principal was understanding and supportive of teachers' personal problems a general sense of lack of emotional and moral support was observed by the SMT. Teachers maintained that the support from the SMT ended at the provision of learning and teaching materials. Teachers experienced a disconnect from SMT and said their opinions did not hold value.

What strategies, if any, do teachers apply to overcome these challenges?

Teachers take the responsibility of creating physically beautiful learning environments on themselves, using their own time and resources. Teachers expressed the importance of having a loving and warm approach to learners as a key in overcoming barriers in the classroom between learners, Smith & Hunter (2007) promote that teachers who are warm and considerate promote growth and discovery. Teachers indicated the cleanliness and appearance of the school as important (Purkey & Stanley, 1991). Teachers tried to make the areas around their classrooms more appealing and take time to help pick up litter. When addressing the lack of policies and approaches to discipline teachers took time to create their own discipline strategies.

Purkey and Stanley (1991) propose creating policies that protect the welfare of the child, as well as suggested useful classroom policies such as keeping parents notified and having "buddy systems" for new learners. One teacher described her solution to the ineffective school policy was to keep her distance from learners, this raised concern for recommendation of the altering of school policy. Teachers used their own data, laptops and technology to provide learners with more enriching experiences. The teachers were observed to draw from their passion to compensate for the shortcomings felt, describe teacher attitude and commitment to their work as a vital ingredient for effective teaching and learning (Moswela, 2006).

5.6 RESEARCH LIMITATIONS AND RECOMMENDATIONS

The limitations of the study are discussed next.

5.6.1 Limitations of the study

This study was conducted in one school within the Gauteng province, therefore it is an isolated case and finding from this study may not be easily transferrable to schools under different contexts. The findings of this study would only apply to schools with similar background and context as the school in the study.

The second limitation of this study relates to the use of human experience and perception as data. Nine (9) participants were used; some teachers and other SMT members attempted to create a well-rounded voice. To gain further insight it would be valuable to do further studies incorporating teachers from different surroundings.

The third limitation takes form from the semi-structure interviews. Limited conversation took place during the interview process as participants were more comfortable writing their answers and only spoke about that which they were comfortable sharing. This was perceived as a limitation as the researcher was unable to ask leading questions to gain deeper insight.

These limitations affect the transferability of results and finding of these studies and call for similar studies to take place in different contexts in order to create a deeper understanding of the invitational learning environment and the implementation of recommendations on a wide spectrum. Further researcher would allow for the credibility to be tested on the findings of invitational learning environment.

5.6.2 Recommendations

5.6.2.1 Recommendation 1

Equal attention needs to be paid to making the school environment physically inviting. The teachers created inviting classroom learning areas, yet bathrooms and school grounds were uninviting. Grounds could be made more inviting by upgrading bathroom facilities, additional dustbins and filling passages and hallways with educational and child-centred media and play equipment for the playground.

5.6.2.2 Recommendation 2

Classroom policies should be set and clearly displayed to ensure the consistent treatment of learners and peers and to assist in teaching learners, respect, equality and fairness.

5.6.2.3 Recommendation 3

The school policy should be reviewed by the SMT, allowing teachers to raise their opinions and concerns regarding their representation in the policy. This would result in a more inclusive policy.

5.6.2.4 Recommendation 4

The discipline policy should be reviewed and workshopped to ensure the consistent implementation of discipline across the school environment.

5.6.2.5 Recommendation 5

Team building workshops between teachers and the school management team would help strengthen relationships and promote collaboration. A forum where teachers can express their concern and suggestions to the school management team would leave teachers feeling valued.

5.7 SUMMARY

This chapter outlined the themes that emerged from the data collection and provided conclusions on the findings presented on Chapter 4 as well as a literature control. It furthermore discussed the efficiency of the theoretical framework and made recommendations based on the findings.

I suggest further research is done on this topic. The recommendation in this study was centred on creating invitational learning environments in order to help all members of the school environment reach their true potential.

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7. APPENDICES

7.1 APPENDIX A: Ethics approval from UP



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Ethics Committee

24 October 2018

Ms Lyndsey Smart

Dear Ms Smart

REFERENCE: EC 18/09/01

This letter serves to confirm that your application was carefully considered by the Faculty of Education Ethics Committee. The final decision of the Ethics Committee is that your application has been conditionally approved. You are not allowed to proceed with data collection until the conditions have been met and approved by the Ethics Committee.

Please attend to the conditions stipulated below and provide proof to the Ethics Committee thereof:

- Section 1.1 - The anticipated duration is not mentioned in Section 1.1.
- The child's only involvement is being observed in the classroom. Children will not be interviewed. The Consent Letter titled "Participant information and informed consent form" is very confusing and misleading. The letter must be revised and resubmitted.
- No letters seeking permission from the school authorities and Gauteng Department of Basic Education were attached to the application

Please quote the reference number **EC 18/09/01** in any communication with the Ethics Committee.

Best wishes

A handwritten signature in black ink, appearing to be 'K. van der Merwe', written over a horizontal line.

7.2 APPENDIX B : Consent letter to teachers



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

___ August 2017

Foundation Phase teachers

_____ Primary School

TEACHERS' PERCEPTIONS REGARDING THE USE OF TECHNOLOGY TO SUPPORT LEARNERS WITH LEARNING DIFFICULTIES IN INCLUSIVE CLASSROOMS

Dear Foundation Phase teacher

PARTICIPANT INFORMATION AND INFORMED CONSENT DOCUMENT

I am conducting a study on the perceptions of teachers regarding the use of technology to support learners with learning difficulties in inclusive classrooms. Your participation in this research project can greatly enhance my understanding of the issue under investigation.

The purpose of my study is to explore the perceptions of teachers regarding the use of technology to support children with learning difficulties in inclusive classrooms. I would like to conduct an interview with you and thereby create an opportunity for you to share your experiences and concerns regarding this issue with me.

Your participation in this interview is voluntary and you are free to decide not to participate or to withdraw at any time during the process. You are welcome to ask questions about the study before or during participation. I will be happy to share the findings with you upon request after the research is completed. Your participation will remain anonymous, your name or that of the school will not be associated with the research findings in any way.

This study will not commence until you have given consent to participate. If you have read this document, understand what is expected from you, and agree to participate in this interview, please sign the attached form.

Yours sincerely
Lyndsey Smart

AGREEMENT TO PARTICIPATE IN RESEARCH

I, _____, hereby agree to be interviewed. I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and procedure of the study.

Foundation Phase teacher

Date

You will receive a copy of this letter to keep.

7.3 APPENDIX C : Consent letter to Principal



PARTICIPANT INFORMATION AND INFORMED CONSENT FORM

___August

Dear _____

My name is Lyndsey Smart and I am a Masters student at the University of Pretoria. The research I wish to conduct for my master's thesis involves an investigation into the teacher, head of department and principal experience of creating an invitational learning environment. This project will be conducted under the supervision of Professor Dr Roy Venketsamy, Department of Early Childhood Education, University of Pretoria.

Your participation in this research can greatly enhance my understanding of the issue under investigation. The purpose of my study is to explore invitational learning environments. I would like to invite you to participate in an interview and thereby create an opportunity for you to share your experiences and concerns regarding this issue.

Your participation in this interview is voluntary and you are free to decide not to participate or to withdraw at any time during the process. You are welcome to ask questions about the study before or during participation. I will be happy to share the findings with you upon request after the research is completed. Your participation will remain anonymous, your name or that of the school will not be associated with the research findings in any way.

This study will not commence until you have given consent to participate. If you have read this document, understand what is expected from you, and agree to participate in this interview, please sign the attached form.

Upon completion of the study, I undertake to provide your office with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 078 525 2207 or lyndssmart@gmail.com

Yours sincerely,

Lyndsey Smart



AGREEMENT TO PARTICIPATE IN RESEARCH

I, _____, hereby agree to be interviewed. I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and procedure of the study.

HoD_or Principal

Date

You will receive a copy of this letter to keep.



7.4 APPENDIX D: GDE research application



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

For admin. use only:

Ref. no.:

Enquiries: 011 355 0775

Simani Mkhodini

GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF
THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
a) Surname and Initials:	Smart LE	
b) First Name/s:	Lyndsey Elizabeth	
c) Title (Prof/D r /Mr/Mrs/Ms):	Ms	
d) Student Number:	U12118852	
e) SA ID Number:	9310280187083	
f) Work permit no. (if not SA citizen)		

1.2	Private Contact Details	
a. Home Address	c. Postal Address (if different)	
18 Gibson Drive West		
Bucluech		
Sandton		
b. Postal Code: 0083	d. Postal Code:	
e. Tel:	f. Cell: 078 525 2207	
g. Fax:	h. E-mail: lyndssmart@gmail.com	

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH



2.1	Purpose of the Research (Place a cross where appropriate)	
	<i>Undergraduate Study - Self</i>	
	<i>Postgraduate Study - Self</i>	x
	<i>Private Company/Agency – Commissioned by Provincial Government or Department</i>	
	<i>Private Research by Independent Researcher</i>	
	<i>Non-Governmental Organisation</i>	
	<i>National Department of Education</i>	
	<i>Commissions and Committees</i>	
	<i>Independent Research Agencies</i>	
	<i>Statutory Research Agencies</i>	
	<i>Higher Education Institutions only</i>	
2.2	Full title of Thesis / Dissertation / Research Project	
	Teacher experiences of creating an invitational learning environment in a culturally diverse Foundation Phase classroom.	
2.3	Value of the Research to Education (Attach Research Proposal)	
	Meier and Maris (2012:240) state, "It is really a challenge to create classroom atmosphere in most South African schools where teachers have to deal with constraints such as a lack of teaching and learning media, large numbers and disruptive behaviour". This research attempts to provide insight into creating invitational education to learners. It intends to gain insight into the skills and strategies employed in creating an environment that enhances the quality of learning and teaching. This research may be transferable to similar Foundation Phase learners and classrooms. It may form the foundation for further research into implementing improved teaching strategies in the classroom.	
2.4		Date
	a. <u>Estimated</u> date of completion of research in GDE Institutions	January 2018
	b. <u>Estimated</u> date of submission of Research Report /Thesis/Dissertation and Research Summary to GDE:	August 2019
2.5	Student and Postgraduate Enrolment Particulars	
	a. Name of institution where enrolled:	University of Pretoria
	b. Degree / Qualification:	Master's Degree

c. Faculty and Discipline / Area of Study:	Faculty of Education, Early Childhood Education
d. Name of Supervisor / Promoter:	Dr Roy Venketsamy

2.6	Employer (or state Unemployed / or a Full Time Student):	
a. Name of Organisation:	Laerskool Kwaggasrand	
b. Position in Organisation:	Educator	
c. Head of Organisation:	Mr J.M van der Walt	
d. Street Address:	1 Lyster Street Kwaggasrand	
e. Postal Code:	0183	
f. Telephone Number (Code + Ext):	012 386 5393	
g. Fax Number:		
h. E-mail address:	lyndssmart@gmail.com	

2.7	PERSAL Number (GDE employees only)
------------	---

2	8	3	4	1	3	6	8
---	---	---	---	---	---	---	---

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES		NO	x
-----	--	----	---

3.2 Interview/s (If Yes, provide copies of each schedule)

YES	x	NO	
-----	---	----	--

3.3 Use of official documents

YES	x	NO	
-----	---	----	--

If Yes, please specify the document/s: CAPS (2011)

3.4 **Workshop/s / Group Discussions (If Yes, Supply details)**

YES		NO	x

3.5 **Standardised Tests (e.g. Psychometric Tests)**

YES		NO	x
If Yes, please specify the test/s to be used and provide a copy/ies.			

4. **INSTITUTIONS TO BE INVOLVED IN THE RESEARCH**

4.1 **TYPE and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)**

INSTITUTIONS	Write NUMBER here
<i>Primary Schools</i>	1
<i>Secondary Schools</i>	
<i>ABET Centres</i>	
<i>ECD Sites</i>	
<i>LSEN Schools</i>	
<i>Further Education & Training Institutions</i>	
<i>Districts and / or Head Office</i>	

4.2 **Name/s of institutions to be approached for research (Please complete on a separate sheet if space is found to be insufficient).**

Name/s of Institution/s

4.3 District's where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district's)

District/s			
<i>Ekurhuleni North</i>		<i>Ekurhuleni South</i>	
<i>Gauteng East</i>		<i>Gauteng North</i>	
<i>Gauteng West</i>		<i>Johannesburg Central</i>	
<i>Johannesburg East</i>		<i>Johannesburg North</i>	
<i>Johannesburg South</i>		<i>Johannesburg West</i>	
<i>Sedibeng East</i>		<i>Sedibeng West</i>	
<i>Tshwane North</i>		<i>Tshwane South</i>	X
<i>Tshwane West</i>			

If Head Office/s (Please indicate Directorate/s)

4.4 Approximate number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

4.5 Approximate number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	Educators	HODs	Deputy Principals	Principal	Lecturers	Office Based Officials
Number	9	0	0	0		

4.6 Letters of Consent (Attach copies of Consent letters to be used for Principal, SGB and all participants. For learners also include parental consent letter)

4.7 Are the participants to be involved in groups or individually?

Groups		Individually	x
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4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes for ALL participants)

Participant/s	Activity	Time
Teacher	Interview	1hour

4.9 Time of day that you propose to conduct your research.

<u>Before school hours</u>		<u>During school hours (for limited observation only)</u>	x	<u>After School Hours</u>	x
----------------------------	--	---	---	---------------------------	---

SEE Condition 5.4 on Page 7

4.10 School term/s during which the research would be undertaken

First Term		Second Term		Third Term	x
------------	--	-------------	--	------------	---

5. CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

- 5.1 The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB) must be presented with a copy of this letter.
- 5.2 The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;
- 5.3 Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
- 5.4 Research may only be conducted BEFORE or AFTER school hours so that the normal school program is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
- 5.5 Items 3 and 4 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and paid for by the Gauteng Department of Education.
- 5.6 It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
- 5.7 The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
- 5.8 All research conducted in GDE Institutions is anonymous. The names and personal details of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may neither be asked nor appear in the research title, report / thesis/ dissertation or GDE Research Summary.
- 5.9 On successful completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit these documents may result in future permission being withheld, or a fine imposed for BOTH the Researcher and the Supervisor.
- 5.10 Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a GDE Summary.
- 5.11 The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;

6. DECLARATION BY THE RESEARCHER

6.1 I declare that all statements made by myself in this application are true and accurate.

6.2 I have read, understand and accept ALL the conditions associated with the granting of approval to conduct research in GDE Institutions and I undertake to abide by them. I understand that failure to comply may result in permission being withdrawn, further permission being withheld, a fine imposed and legal action may be taken against me. This agreement is binding.

6.3 I promise once I have successfully completed my studies, (before graduation) or on successful project completion, to submit electronic copies of my Research Report / Thesis / Dissertation as well a GDE Summary on the GDE template sent to me with my approval letter or found on www.education.gpg.gov.za

Signature:

Date:	
7. DECLARATION BY SUPERVISOR / LECTURER / PROMOTER	
7.1	<i>I declare that: (Name of <u>Researcher</u>) <u>Lyndsey Smart</u>.....</i>
7.2	<i>is enrolled at the institution / employed by the organisation to which the undersigned is attached.</i>
7.3	<i>The questionnaires / structured interviews / tests meet the criteria of:</i> <ul style="list-style-type: none"> • Educational Accountability; • Proper Research Design; • Sensitivity towards Participants; • Correct Content and Terminology; • Acceptable Grammar; • Absence of Non-essential / Superfluous items; • Ethical clearance
7.4	<i>The student / researcher has agreed to ALL the conditions of conducting research in GDE Institutions and will abide by them.</i>
7.5	<i>I will ensure that after success completion of the research degree / project / study an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent to the GDE. Failure to submit the Research Report, Thesis, Dissertation and Research Summary may result in: permission being withheld from BOTH the student and the Supervisor in future and a fine may be imposed.</i>
7.6 Surname:	Smart
7.7 First Name/s:	Lyndsey Elizabeth
7.8 Title:	Ms
7.9 Institution / Organisation:	University of Pretoria
7.10 Faculty / Department:	Faculty of Education, Early Childhood Development
7.11 Telephone:	0785252207
7.12 E-mail address:	lyndssmart@gmail.com
7.13 Signature:	
7.14 Date:	09/09/2018

ANNEXURE A: GROUP RESEARCH

This information must be completed by every researcher/ student / field worker who will be visiting GDE Institutions for research purposes, besides the main researcher who applied and the Supervisor/ lecturer / Promoter of the research.

By signing this declaration, the researcher / students / fieldworker accepts the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name...Dr Roy Venketsamy.....

DECLARATION BY RESEARCHERS / STUDENTS:

Surname & Initials	Name	Tel	Cell	Email address	Signature
Venketsamy R	Roy			roy.venkesamy@up.ac.za	
Smart L	Lyndsey			lyndssmart@gmail.com	

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.Mukatuni@gauteng.gov.za and please copy (cc) David.Makhado@gauteng.gov.za; Faith.Tshabalala@gauteng.gov.za and ResearchInfo@gauteng.gov.za. The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted or hand delivered (in a sealed envelope) to Gumani Mukatuni, 7th Floor Marshal Street, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Gumani Mukatuni on tel. no. 011 355 0775.

Other Information:

- i) On receipt of all emails, confirmation of receipt will be sent to the researcher. The researcher will be contacted via email if any documents are missing or if any additional information is needed.
- ii) If the GDE Research request submitted is approved, a GDE Research Approval letter will be sent by email to the researcher as well as the Supervisor / Lecturer / Promoter. Please ensure that your email address is correct.
- iii) After successful completion of your research, please send your Research Reports / Thesis / Dissertations and GDE Research Summaries (on the template provided to both the Researcher and the Supervisor with the GDE Research Approval letter) to the same addresses as the GDE Research Request documents were sent to, namely: Gumani.Mukatuni@gauteng.gov.za and copy David.Makhado@gauteng.gov.za ; or Faith.Tshabalala@gauteng.gov.za and ResearchInfo@gauteng.gov.za.



7.5 APPENDIX E: Interview questionnaire to Teachers

SEMI-STRUCTURED INTERVIEW SCHEDULE: EDUCATOR

INSTRUCTIONS:

1. Kindly respond to all questions.
2. The interview schedule consists of 7 sections.
3. Mark with an "X" where relevant

SECTION 1

BIOGRAPHICAL DATA

1.1 Age	<input type="text"/>
1.2 Gender	<input type="checkbox"/> Female
	<input type="checkbox"/> Male
1.3 What grade do you teach?	<input type="text"/>

SECTION 2

GENERAL

2.1 What is your understanding of an invitational learning environment?

SECTION 3

PEOPLE

- 3.1 How do you promote relationship characterized by trust and respect between learners?
- 3.2 How do you show learners that you care for them?
- 3.3 How do you promote an atmosphere of care in the classroom?
- 3.4 Does your relationship with colleagues effect your attitude towards your job?
- 3.5 How does the school management team make the work environment conducive to teaching and learning?
- 3.6 Would you like to share any other information regarding the people in your school?

SECTION 4

PLACES

- 4.1 How much importance do you place on creating an aesthetic and inviting/conducive classroom?
- 4.2 How do you create spaces that are personal and warm as well as functional and efficient?
- 4.3 How do you feel about the way your school grounds, bathrooms and other physical attributes look?
- 4.4 What could you improve at your school in terms of the ascetics?

4.5 If these the above- mentioned things were improved, what impact do you think it would have on the teachers and the learners?

4.6 Would you like to share any other information about the school environment?

SECTION 5

POLICIES

5.1 What classroom policies do you have in place that create inclusion in the classroom?

5.2 How do you approach discipline amongst learners?

5.3 How do you ensure consistency in treatment of learners?

5.4 How do you promote tolerance and equality in the classroom?

5.5 To what extent do you feel the CAPS policy document is consistent and promotes equality?

5.6 How do the school policies protect learners and teachers?

5.7 Would you like to share any other information about the policies in your school?

SECTION 6

PROGRAMMES

6.1 To what extent do you feel the content of what you are teaching is enriching and stimulating?

6.2 What steps do you take to ensure lessons are engaging and constructive?

6.3 How would you change current programmes in your classroom to be more enriching and constructive?

6.4 How does your use of the CAPS policies make provision for enriching, stimulating and culturally responsive teaching and learning?

SECTION 7

PROCESSES

7.1 How do you maintain a democratic ethos in the classroom?

7.2 What do you do to ensure learners feel encouraged in the classroom?

7.3 How do you ensure collaboration amongst learners?

7.4 How do you teach cooperation between learners?

7.5 How does the SMT support your needs in creating an invitational learning environment?

7.6 APPENDIX F: Interview questionnaire to Principals

SECTION 1

BIOGRAPHICAL DATA

1.4 Age

1.5 Gender

Female	
Male	

SECTION 2

GENERAL

2.1 What is your understanding of an invitational learning environment?

SECTION 3

PEOPLE

3.5 How do you promote relationship characterized by trust and respect between learners?

3.6 How do you make teachers feel invited in work place?

3.7 How do you promote an atmosphere of care among staff members?

3.8 Do you feel that staff members can approach you with problems?

- How do you ensure this?

3.9 What is your role when encouraging teachers to create inviting learning environments?

SECTION 4

PLACES

4.1 How much importance do you place on creating an aesthetic and inviting/conducive classroom?

4.2 How would you describe a physical environment that is inviting?

4.3 How would you describe the physical attributes of your school?

4.4 What could you improve at your school in terms of the ascetics?

4.5 If these the above- mentioned things were improved, what impact do you think it would have on the teachers and the learners?

4.6 Would you like to share any other information about the school environment?

SECTION 5

POLICIES

5.1 How do your school policies create inclusion?

5.2 How do you approach discipline amongst learners?

5.3 How do you ensure consistency in treatment of learners?

5.4 How do you promote tolerance and equality in the school?

5.5 How do the school policies protect learners and teachers?

5.6 Would you like to share any other information about the policies in your school?

SECTION 6

PROGRAMMES

6.1 How are your school programmes enriching and stimulating?

6.2 What steps do you take to ensure programmes are engaging and constructive?

6.3 How would you change current programmes in your classroom to be more enriching and constructive?

6.4 Do you have programmes that are aimed at teacher development needs?

SECTION 7

PROCESSES

7.1 How do you maintain a democratic ethos in the classroom?

7.2 What do you do to ensure teachers feel encouraged?

7.3 How do you ensure collaboration amongst teachers?

7.4 How do you encourage cooperation between teachers?

7.5 How does you support teachers needs in creating an invitational learning environment?