



**SOCIAL JUSTICE CONSIDERATIONS FOR THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE
TOPICS IN MULTICULTURAL PRIMARY SCHOOL SETTINGS: A CASE STUDY OF UNIVERSITY
TEACHER EDUCATION STUDENTS**

by

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Declaration

I, **Titus Williams**, hereby declare that:

“SOCIAL JUSTICE CONSIDERATIONS FOR THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN MULTICULTURAL PRIMARY SCHOOL SETTINGS: A CASE STUDY OF UNIVERSITY TEACHER EDUCATION STUDENTS”

is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of a complete reference section. This thesis has not been submitted to another university previously.



Date: 31 December 2020

(Titus Williams)

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LIST OF ABBREVIATIONS

ANC	African National Congress
CAPS	Curriculum Assessment Policy Statement
C2005	Curriculum 2005
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
FGD	Focus Group Discussion
GHERC	General/Human Research Ethics Committee
ICSS	International Council for Social Studies
IQMS	Integrated Quality Management System
NCF	National Curriculum Framework
NCS	National Curriculum Statement
NCSS	National Council for the Social Studies
NETF	National Education and Training Forum
QCDA	Qualification and Curriculum Development Agency
SACE	South African Council for Educators
SAHRC	South African Human Rights Commission
SASA	South African Schools Act
SMT	School Management Team
TPOS	Teaching Practice Observation Sheet
TRC	Truth and Reconciliation Commission
UFS	University of the Free State
WP	White Paper

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ABSTRACT

In South Africa, the National Education Policy of 1996 and the National Qualification Framework Act, 2008, requires that all teachers be socially just teachers, with education being perceived as a perfect tool to realise the ideals of democracy. Education should lead people to become critical citizens with the mandate to play pivotal roles in the transformation of a multicultural society. It was inevitable that a new curriculum for a new South African dispensation should be welcomed and be unavoidable, but the *sine qua non* was that diverse cultures; the background of learners; the values in education and so forth, had to be taken into account. The dawn of the South African democratic period was associated with the emergence of multicultural schools in South Africa. Furthermore, universities and colleges needed to transform their teacher education training programs in line with the changes in the educational sphere of South Africa. Student teachers needed to be trained to understand and adapt to the challenges of multicultural schools and the new policies that govern these schools. Social Science as a subject deal with the interrelationship of humans and their environment and can thus play an integral role to meet the needs of diverse populations. The inclusion of controversial topics in social science curricula is widely considered to be an essential element of quality education. The sequential mixed methods study was compounded in the theories of civic education as a moral imperative in social sciences education; Social Constructivism as a teaching and learning paradigm; and critical multiculturalism. The population of the study was final year social science student teachers, attached to the identified university. Quantitative data emanating from 78 questionnaires, ascertained the participants' perceptions of using social justice considerations in the teaching of controversial social science topics in multicultural classrooms. Qualitative data emerged from the four focus group discussions held virtually with participants from different race groups, respectively and teaching practice classroom observations, as well as the investigation of the role of social justice considerations in the teaching of controversial social science topics in multicultural school settings. The findings of the study revealed that pre-service teachers lack training to teach controversial social science topics. The study further indicates teacher education students fear of being ostracised leaves them vulnerable and unwilling to teach controversial topics. A lack of support from education authorities and School Management Teams make teacher education

students feel unprotected. Moreover, the vagueness of strategies on how to teach controversial topics according to the current policies does not assist the cause. The study also recommends that schools develop open relationships with parents about the importance of children discussing controversial Social Science topics. It is recommended that the adoption of a more positive and realistic view of Social Science as a subject, will advance social cohesion and citizenship. The study further suggests that the provision of a space should be made which is collaborative and respectful, and which will promote opportunities for open dialogue where learners can air their views in an open forum for critical, in-depth and respectful discussion. In-service teacher training opportunities should be provided for teacher education students and the formation of partnerships with Teacher Training Institutions to focus on social justice as a vehicle for the teaching of controversial Social Science topics and for proposing policy reforms that address the teaching of controversial Social Science topics in multicultural primary school settings, should be considered. It is also further recommended that teacher education students be supported by the school management teams (SMTs) and a possible mentor (experienced) teacher be attached to support the newly appointed intermediate phase Social Science teachers.

Key words: Teacher education students, perceptions, controversial topics, Social Science, social justice, multicultural classroom, intermediate phase, primary school

CHAPTER 1

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter provides a brief overview of my research on social justice considerations for the teaching of controversial Social Sciences topics in multicultural primary school settings of the Free State province, South Africa. It begins by delineating the statement of the problem, rationale, and describing the purpose of the study, research questions, and the research design. Social Science has been identified as the subject in the school curriculum that is used as a vehicle for equipping learners with the requisite knowledge, skills and values, attitudes and dispositions relevant for producing functional and effective citizens (Ministry of Education, 2005).

Since 1994 after the first democratic elections, there has been a significant redesigning process of the education and training landscape in South Africa. The period 1994 introduced a radically new historical era for all South Africans and most importantly, for schooling (Grades 1-12) in South Africa. The political thinking in 1994 was to abolish all the old that had been systemically linked with apartheid and to introduce new policies in all the various spheres in the country (Du Plessis, 2009). As schooling had been in dire straits for many years which were based on separation, exclusion and marginalisation of black South Africans. Government deemed it necessary that policy should be enacted to transform the national system of education and training. The latter needed to recognise that pedagogies, curricula and qualifications were not absolutes, but rather, that they were the result of decisions, as well as priorities, and therefore needed debating (Young & Kraak, 2001; Wedekind, 2016).

It was inevitable that a new curriculum for a new South African dispensation was welcomed and unavoidable, but the sine qua non was that diverse cultures, the background of learners, values in education and so forth, had to be taken into account (Harley & Wedekind, 2004; Maphosa,

Mudzielwana & Netshifhefhe, 2014). This period will forever be associated with the emergence of multicultural schools in South Africa. Furthermore, universities and colleges needed to transform their teacher education training programmes to be in line with the changes in the educational sphere of South Africa. Student teachers needed to be trained to understand and adapt to the challenges of multicultural schools and the new policies that govern these schools. Within the South African context, perceptions were common that teacher education students would be going into uncharted waters with only the knowledge and skills gained at institutions of higher learning and seemingly, with very limited experience on how to respond to many challenges. These were, for example, poverty, inequality, unemployment, social justice, HIV-AIDS, child-headed household, etc.

It is therefore, with regards to the above said in mind that the aim of this study was to establish the role of social justice considerations in the teaching of controversial Social Science topics in multicultural primary schools. The Qualification and Curriculum Development Agency (QCDA), (2016) recognises the need for the development of essential skills necessary to function in a democratic society, of which school are also part of. Society must consider a wide range of political, social, ethical and moral problems (that is, controversial issues). As noted by Office of the Standards in Training and Education (OFSTED), this is a part where at least some, perhaps many, practicing teachers are neither assured, nor efficacious.

This perceived deficiency has significant implications for the intermediate phase in multicultural primary schools and society, e.g.:

- acceptance that the classroom is diverse and requires a different approach to create a classroom climate and atmosphere that will make everyone feel welcome; and
- adjust the teaching strategies to accommodate the diversity, as they are such an important aspect of the development of democratic values and skills - the ability to present and discuss controversial issues.

Particular incidents of racial intolerance in Free State schools is a typical example and relate to the challenges schools are facing in dealing with diversity in their classrooms. In the “Mail & Guardian” newspaper of 24 July 2014 it was reported that the South African Human Rights

Commission (SAHRC) found a Bloemfontein school's staff member guilty of hate speech towards black and 'coloured' learners. The investigation uncovered that learners at the school were exposed to dehumanising and racist treatment by staff. Teachers form part of society and they frequently share the same stereotypes and prejudices with the majority and thus could have "blind spots" when their attitude towards diversity is in question. Teachers with stereotypes and prejudice towards certain social groups, or those who tend to be blind to inequalities and discrimination, can hardly teach learners about the significance of education for diversity, for learners' future professional work in multicultural school settings. If teachers are incompetent to teach about diversity, it might be extremely difficult for them to prepare their learners for work in a multicultural environment.

Theories and practices that assists unbiased and socially accepted opportunities for learners is what multicultural education incorporates (Barndt, 2007; Arslan & Rata, 2015). Therefore, I agree with opinions that reinforce apposite arguments that relate to teaching and learning in multicultural classrooms. The notions of culture, schooling, and education are embedded in democratic multiculturalist approaches to teaching, learning, education reform programmes and social justice initiatives (Witsel, 2003; Alismail, 2016).

I am of the opinion that the inclusion of social justice in teacher training programmes can contribute to preparing intermediate phase Social Sciences teachers to be agents of change. The discipline of Social Science is better positioned to examine critical, social issues from multiple perspectives, explore past and present inequities, and propose possibilities for change in an increasingly globalised world (Agarwal-Rangnath, 2013). However, it needs to be noted that social science teachers face a wide range of challenges and obstacles when teaching about controversial topics surrounding injustice. Variables outside of the South African school context, eg School Governing Bodies, parents, community members and the increased marginalisation of Social Sciences content may easily influence a teacher's decision-making skills. In response to the latter mentioned issues, there is a pressing need to clarify social justice and its position within the Social Sciences.

The inclusion of controversial issues in Social Science curricula is widely considered to be an essential element of a quality, democratic, civic education (Hess, 2010). One of the leaders in the field, such as Hess, usefully identified a variety of ways teachers may treat controversial issues in their classrooms, by denying that controversy exists; ignoring contentious issues; privileging particular viewpoints; or presenting a so-called “balanced” multiplicity of perspectives. This said, less is known about how the political, geographic, economic, social and emotional particulars of any one controversy influences teachers’ decisions about how and what to teach (Swalwell & Schweber, 2016).

In South Africa, the National Qualification Framework Act, 2008, requires that all teachers be socially just individuals, with education being perceived as a perfect tool to realise the ideals of democracy, and to lead people to become critical citizens with the mandate to play a pivotal role in the transformation of a multicultural society (Msila, 2013). As newly appointed teachers, the fate of student teachers is sealed, as they have to contend with multicultural learning environments characterised by different challenges, such as the lack of knowledge or understanding of the diverse groups of learners; a lack of understanding of the different cultures and social behaviour; and the acquisition of teaching competencies of social justice considerations, such as the ability to support learning in schools, and raising critical questions. These may be, for instance, equity, privilege, democracy and the capability to provide leadership as a collective responsibility for school improvement (Cambron-McCabe & McCarthy, 2005, Whalan, 2012).

Social justice generally embraces values, such as the equal worth of all citizens and their equal right to meet their basic needs. Kea, Campbell-Whatley and Richards, (2006) aver that in the context of democratic education, teacher competencies such as sociocultural consciousness, adopting responsible teaching strategies, and having an affirming attitude towards learning from culturally diverse backgrounds, should form part of teacher education students’ professional development. Most advocates of social justice education note that preparing pre-service teachers to teach in such learning environments and challenging oppression is difficult work, facing a multitude of barriers (Pace, 2014). As such, democratic education requires teacher

education students to lead and teach for social justice and combat oppressive practices, while creating an equal and dignified classroom environment.

Controversial topics are of seminal importance in African schools because without them, African children are not likely to form citizenship dispositions that are vital to the health of their communities. (Asimng-Boahene, 2007). Masote (2016) concurs with this stance by indicating that in traditional African society, children were taught about societal values and responsibilities at an early age and these values were regarded as the effective cultural elements that also shaped individuals as members of a community that live together. Student teachers spend about four years at Higher Education Institutions and part of the task of higher education is to respond to the challenges which confront South African society. One of the crucial challenges is how non-racialism as an ethical imperative can be foregrounded in higher education. An integral part of transformative education must be to work against inequality and inhumanity, systemic domination, and to foreground social justice (Hess, 2010).

The content of social science as a subject, respond to many societal challenges currently associated with issues such as urban and rural settlement, pandemics, climate change, poverty, racism, etc. -these contents as portrayed in some subject themes, fulfils a role in enhancing social cohesion and tolerance for one another (Busey & Mooney, 2014). In an age in which diversity and multiculturalism are increasingly prominent features of higher education and society, researchers are tirelessly exploring numerous ways to meet the educational needs of diverse populations (Banks, 2004). Social science as a subject in the intermediate schooling phase of South Africa deals with the interrelationship of humans and their environment and can thus play an integral role to meet the needs of diverse populations. Historically, the primary function of Social Science was the development of civic virtue; helping students acquire through instruction and practice, the knowledge, attitudes, values, habits and behaviours that are central for maintaining a healthy, diverse and dynamic society to foster effective civic participation (Chapin, 2011).

1.2 RATIONALE OF THE STUDY

As this study resides within the field of teaching and learning, it ought to make a contribution with regard to initial teacher development and training within a post-apartheid, multicultural school milieu. Exposure, interaction and a comprehensive understanding of the current South African intermediate phase classroom is of paramount importance for the teacher education student to engage with different challenges and issues in the classroom. In particular, the Social Science classroom where controversial topics such as poverty, slavery, social justice, HIV-AIDS, homosexuality, religion and religious wars, xenophobia, etc. should be discussed. It should also be kept in mind that to define controversial topics in Social Science is difficult because there is no universal accepted agreement on what is controversial to whom. Invariably, controversial topics are complex, have no fixed point of view and have competing interpretations, which will challenge personal beliefs and values (Wasserman, 2011). By implication it would be fair to argue that any historical issue will be controversial to some individuals or groups while certain issues have the potential to polarise people on a large scale. Therefore, the rationale to explore the contribution of social justice considerations to the teaching of controversial topics, in Social Science. The development of a guideline document will be suggested as a means of addressing the challenges student teachers have to navigate in the post-apartheid, South African, multicultural primary school classroom.

1.3 BACKGROUND OF THE STUDY

South African universities are under pressure to alter their institutional cultures and policies in order to provide compensation for the neglect of black students during our apartheid past, as part redress and to level the playing field. Many universities in South Africa before 1992 were accessible only to white students and offered all its courses in Afrikaans as the medium of teaching and learning. These institutions were seen as institutions that reflected segregation due

to non-accessibility for non-white students. In 1993, some adopted systems of parallel-medium tuition. However, some universities decided to make English the primary or dual medium of instruction. Subsequent to the adoption of a new university statutes, which boasted multicultural student populations.

Prior 1994, the South African education system was unable to respond to the multiple needs of all learners, due to the segregation policies of the past (Mouton, Louw & Strydom, 2012; 8 South African Schools Act, 1996). The situation perpetuated the educational inequalities initiated by apartheid education. A comprehensive South African education system gradually moved towards a concern for people who were previously marginalised and restored human rights with regard to access to education. This shift in thinking led to the drafting of the Educational White Paper 6 (EWP6) Special Needs Education: (DoE, 2001). The core principle of WP6 was to value human rights and achieve social justice for all learners, regardless of their race, gender, socio-economic background and their abilities to learn. This White paper also emphasised the intention to incrementally transform the education system to effectively respond to and support learners, parents and communities, by removing barriers in participation and social integration in education (DoE, 2001). It further proclaimed an inclusive education system to foster equal access to the curriculum and combat discriminatory attitudes, in order to meet the diverse needs of all learners. This framework also placed importance on the quality of education for all learners, which affirmed that teachers needed many forms of support to be able to respond to the multiple abilities of learners. It was in this way that government illustrated its willingness and effort through its obligation, to promote social justice and equal access to education (SASA, 1996).

The challenge, however, was the support from teacher education students in the teaching and learning of controversial Social Science topics in the intermediate phase which was less noticeable, especially with regard to multicultural classrooms and the possible role social justice considerations could play. The training and development of teachers, support from all stakeholders and policy application are keys in this endeavour.

1.4 PROBLEM STATEMENT

This study seeks to ascertain the considerations of social justice in the development of teacher education students to prepare them for the teaching of controversial issues in Social Science in multicultural schools. As a Social Sciences lecturer at university, I have observed that teacher education students have problems in understanding their learners. The current South African schooling landscape is of a multicultural setting, where learners from different racial, ethnic, cultural and socio-economic backgrounds are admitted. Teacher education students appear to lack skills in dealing with some of the multicultural and Social Science topics e.g. Slavery, Apartheid South Africa, Segregation, South African History before 1652, and others (Hess, 2010).

At the heart of the democratic debate is the recognition of the legitimacy of diversity, difference and disagreement, without which meaningful discussions is impossible (Liggett, 2012). Assimeng-Boahene (2007) states that conducting beneficial discussions on controversial issues is an art that requires skill and practice. However, previous studies have shown that most teachers lack this very ingredient, as there is a great shortage of trained and experienced teachers. Part of the problem may be the training methods used in Higher Education institutions, policies not allowing reform in training, and the methods and strategies that some institutions are using. Chikoko, Gilmore, Harber and Serf (2011) mention in their study that some teachers are prepared to engage in controversial issues, others not; some pre-service teachers handle opinions well, others not.

This study seeks to ascertain the consideration of social justice in the training of teacher education students as a mechanism in preparing them for the teaching of controversial topics in the Social Sciences in multicultural schools of South Africa. The research problem aims to respond to the manner in which social justice considerations should be taken in account when teaching controversial Social Science topics in the intermediate phase of multicultural primary school settings.

The main research question of this study is therefore responding to the abovementioned:

Teacher education students' willingness to explore the teaching of controversial topics in social science in post-apartheid, South African, multicultural schools and the consideration of social justice.

The related sub-questions that will further provide direction to the investigation are:

- What according to student teachers, is understood by the concept Social Justice and what value does it have in the post-apartheid primary schooling context of South Africa?
- How are teacher education students prepared and trained to teach controversial topics in Social Science in the intermediate phase?
- What are the perceptions of student teachers with regards to the teaching of controversial Social Science topics in intermediate phase of multicultural primary schools?
- Which social justice considerations should be taken in account in preparing teacher education students for the challenges they may face in intermediate phase multicultural primary schools?
- What are teacher education students' understanding of the issues of the post-apartheid (democratic) multicultural primary school?
- How can social justice considerations contribute to the teaching of controversial Social Science topics in the intermediate phase of multicultural classrooms.

1.5 AIM OF THE RESEARCH

1.5.1 General aim

The general aim of this research is to respond to the way social justice considerations should be taken in account when teaching controversial Social Science topics in the intermediate phase of multicultural primary school settings. To establish a guideline document for teacher education institutions to include in their training programme, which could possibly capacitate teacher education students to use social justice considerations in the teaching of controversial topics in Social Science, as well as preparing them to face the challenges of a post-apartheid, South African, multicultural primary school classroom.

1.5.2 Specific objectives

The following secondary aims will also guide the research project:

- To establish what the teacher education student understands by the concept social justice and what value it has in the post-apartheid schooling context of South Africa.
- To ascertain to what extent teacher education students are prepared and trained to use social justice pedagogy in teaching controversial topics in Social Science in a multicultural primary school classroom.
- To uncover the perceptions of teacher education students on the use of social justice in teaching controversial Social Science topics in intermediate phase multicultural classrooms.
- To investigate which social justice considerations should be taken into account in preparing teacher education students for the challenges in teaching controversial Social Science topics in intermediate phase multicultural classrooms.
- To determine whether teacher education students understand the issues of teaching controversial Social Science topics using social justice considerations in multicultural primary school classrooms.
- To develop guidelines to address the challenges teacher education students would have to navigate when using social justice considerations to teach controversial Social Science topics in a multicultural primary school.

1.6 THEORETICAL FRAMEWORK

The theory of the study is supported by the theoretical framework and presents and elucidates the theory that ultimately provides an explanation of the existence of the research problem. Within this section, various theories that form the framework for this study, such as civility/citizenship as a moral imperative and social constructivism as a teaching and learning paradigm, will be briefly discussed.

1.6.1 Civic education as a moral imperative for social justice

In Social Science education, the quality of civic education has also come under scrutiny. Scholars (Knight-Abowitz & Harnish, 2006; Westheimer & Kahne, 2004; Nene, 2013) acknowledge the promise that public schools will instil in learners a sense of respect and passive forms of citizenship. Thus, there is a unique close link between the Social Sciences and citizenship education and in some countries Social Science is referred to as civic education. In this study, the term civic education as a moral imperative in Social Science is perceived as a complex concept that is central to character education and democracy; a political system based on the ideas of majority rules with respect for minority rights, dissent, compromise, equality, individualism, tolerance, and rigorous debate regarding proper laws and policies (Boyd, 2006).

Aristotle defined civic education as a situation where citizens are civil to one another. Despite their political disagreement, they reveal that these disagreements are less important than their resolution to remain fellow citizens (Peck, 2002; Thiranagama, Kelly & Forment, 2018). The fact that liberals, conservatives and others along the political spectrum often hold very divergent views about the most important contemporary issues in society, can be a source of conflict in the Social Science classroom (Chapin, 2011). These issues e.g war, abortion, gay marriages, civil rights and equality, religious differences, national security concerns, terrorism, human rights, social and economic justice, crime and many other topics, can generate passionate debates. Bitter disagreements, anger and hostility amongst learners may foment because their opposing political views reflect their deeply held moral values and beliefs about what constitutes moral behaviour and just laws and policies (Hess, 2009).

Dynamic Social Science classrooms that encourage political discussions about relevant issues, including controversial topics, will naturally be characterised by diverse experiences, perspectives, and conflict. Thus, it is the teacher's responsibility to establish a proper climate so that learners can manage conflict in a rational and academic manner; this entails teachers acting as positive role models, establishing rules of decorum, and teaching the virtues that are necessary for meaningful civic participation in a democratic and pluralistic society (Chapin, 2011). Bayeh

(2016) further strengthens this notion by stating that civic education has brought awareness to society of what actions and behaviours are expected from a good citizen.

I am of the opinion that civic education is synonymous with the school subject of Social Science and from a South African perspective, social justice has a prominent role to play in the development of social cohesion in the classroom. Dealing with controversial topics in the Social Science intermediate phase classroom will unlock different emotions from both the learners and the teacher. The teacher as the leader and facilitator in the classroom will have to exercise a tolerant and accommodative approach than avoiding such conversations.

1.6.2 Social constructivism as a teaching and learning paradigm

According to Cottone (2007) and Sohel (2010), social constructivism posits that what is known or understood derives from communities of understanding, rather than from an individual operating as an isolated entity. In simple terms, I assert that the learner is affected by every other learner in a mutual process of interaction.

Jackson, Karp, Patrick and Thrower (2006) contend that social constructivism emphasises the importance of culture and context in understanding what occurs in society and thus constructing knowledge based on this understanding. Assumptions about knowledge, learning and reality is what social constructivism is grounded on. Initially, several constructivists human activity builds reality. Second, knowledge is also a human product and is socially and culturally constructed and lastly, learning is a social process, not within an individual, but occurs when individuals are engaged in social activity. The current topics in the National Curriculum Statement intermediate phase Social Science curriculum cover various social activities and events such as, food and farming, water, western and traditional medicine, mining and minerals, etc. These topics relate to activities in communities, therefore the link to social constructivism as a teaching and learning paradigm.

Sohel (2010) opines that social constructivism forms one of the major theories of child development arising from Piaget's theory of cognitive development and Vygotsky's theory of zone of proximal development. Piaget believed children need to construct an understanding of the world for themselves, while Vygotsky maintained that social interaction is an integral part of

learning. Furthermore, Powell and Kalina (2009) emphasise that social constructivism is a highly effective method of teaching from which all learners can benefit, since collaboration and social interaction are incorporated. This involves the social constructivist method, where learners act first on what they can do on their own, followed by the assistance of the teacher to learn a new concept. Therefore, cooperative learning could help create a deeper understanding and also a social constructivist classroom.

I found constructivism relevant as a framework for the study because it provides appropriate building concepts for a subject like Social Science especially in multicultural primary school context. In both settings, according to the Piagetian point of view presented by Williams and Chinn (2009), learners use their own generated knowledge or acquired skills e.g. gained from the society they come from to engage meaningfully in the intermediate phase Social Sciences classroom. I am of the view that training on how to deal with diverse classrooms and how to facilitate topics that spark emotions and evoke debate can contribute to conflict in the classroom and create an even bigger challenge for the teacher.

Teachers should be encouraged to use behavioural learning models if they want to understand and influence learners. Some teachers prefer to know the thinking process of their learners and are willing to enrich that particular thought process. Weegar and Pacis (2012) are of the view that constructivism will assist this aspect of teaching. The underlying premise of constructivism is that learning is an active process in which learners are active sense makers who seek to build coherent and organised knowledge (Kinniburgh, 2010). Learners actively build their own knowledge and meaning from what they experience in life and this is a typical characteristic of constructivism (William & Chinn, 2009). This is only possible if the learners are observant enough in society and if they make sense of those experiences in a particular learning situation. CAPS (2012) supports this learning style and indicated that this learning style is adaptive because it incorporates new knowledge with existing knowledge and it also encourage learners to be innovative; and make exploration and discovery possible. I believe that social justice considerations and an understanding of the diverse nature of the learners, their beliefs, cultures and traditions can make meaningful contributions in the social sciences classroom, especially within the South African post-apartheid primary school context.

Coming to the classroom with pre-constructive knowledges of certain topics, such as war, abortion, gay marriages, civil rights and equality, religious differences, national security concerns, terrorism, human rights, and social and economic justice can assist the teacher in introducing new knowledge around specific issues. Learners are influenced by their society and they develop knowledge in those communities through culture, language and through interaction with other community members. Martin-Stanley and Martin-Stanley (2007), Kinniburgh (2010), and Sohel (2010) are of the view that this is an active process and happens through collaboration with community members.

1.6.3 Critical multicultural education

Critical multicultural education is a transformative pedagogical context that brings diverse experiences and voices to the centre of learners' discourse and empowers them to critique and challenge the social norms that continue to benefit some groups at the expense of others (May & Sleeter, 2010; Bezard & Shaw, 2017). Drawing from a subject such as social science, critical multicultural education necessitates that teachers provide opportunities for learners to succeed by teaching to their unique backgrounds and strengths. The researcher is of the opinion that in order to make learning experiences more culturally significant for intermediate phase learners in South Africa, culturally-relevant teaching requires teachers to learn about their learners, invite learners' homes and community experiences into the classroom, so as to assist them to create meaning and understanding of a subject, such as Social Science.

According to Hopkins-Gillispie (2011) teacher education students must be consulted to determine their understanding of culture, their social standing and how this will influence their teaching and learning. Such a process will certainly be critical for multicultural education. At societal level, its major goals are to reduce prejudice and discrimination against oppressed groups; to work towards equal opportunity and social justice for all groups; and to effect an equitable distribution of power among members of different cultural groups (Banks, 2008; Bezard & Shaw, 2017).

Critical multicultural education also stems from anti-racist and anti-oppressive theories, which highlight structural inequities and discrimination that serve to marginalise, exclude and alienate

some groups, while benefiting others. Critical multicultural approaches aim to transform the education system into one rooted in equity and social justice by de-emphasising “majority” voices and redistributing visibility to diverse and traditionally marginalised voices (Therlault, 2012). I aver that critical multicultural education is a relevant theory to this study because it inspires critical consciousness in today’s learners and aims to shape well-rounded learners who are able to learn not in spite of, but because of an awareness of societal injustices.

1.7 RESEARCH DESIGN AND METHODOLOGY

Research design is a detailed description of the procedures employed for conducting a study (McMillian & Schumacher, 2010). The purpose of the research design in the current study is also used to specify a plan for generating empirical evidence that was used to answer the research questions. The present study opted for a case study as its methodology.

1.7.1 Mixed-method research

According to Creswell (2010), mixed-method research is both a method and a methodology for conducting research that involves collecting, analysing and integrating quantitative and qualitative research in a single study or a longitudinal programme of inquiry. It incorporates multiple approaches in all stages of the study. The advantage of this research method is that both qualitative and quantitative research in combination provide a better understanding of a research problem than either research approach. The use of both qualitative and quantitative methods is to seek a common understanding through triangulation. The sequential mixed-method used in this study has the ability to enrich and strengthen research; in it, one method complements the other. I drafted a questionnaire and distributed to teacher education students to complete firstly; secondly, I conducted the focus group discussions and then classroom observations followed thereafter. The sequenced followed during the data collection process made the data recording more efficient. In the context of this study, I gathered data from the questionnaire, the focus group discussions sessions and the observation of six teaching practice lessons.

1.7.1.1 Quantitative approach

Quantitative research is broadly viewed as the methodical empirical examination of observable phenomena through statistical, scientific or computational techniques (Given, 2008). The quantitative approach in this study maximised objectivity by using numbers and statistics. In this approach, a non-experimental design was used to describe phenomena and examine the relationships between different phenomena without any direct manipulation of the conditions that were experienced by the research participants (McMillan & Schumacher, 2010). I conducted a survey through administering a questionnaire, which probed teacher education participants' perceptions of teaching controversial topics in the Social Sciences. These questionnaires were distributed to final year Bachelor of Education, Intermediate phase students, with the Social Sciences as their major.

1.7.1.2 Qualitative approach

The qualitative approach in the study depicts concerns with an understanding of the social phenomenon relating to the research participants' views, experiences and perspectives on the phenomenon of social justice considerations. The teacher education students are prepared for the challenges they may face in multicultural primary schools when dealing with controversial topics in the Social Science subject (McMillan & Schumacher, 2010). Pre-planned focus groups discussion meetings were held virtually due to South African lockdown restrictions, as a result of the worldwide COVID-19 pandemic. Three zoom meetings were held, the prepared focus group discussion questions were discussed and the responses of the identified teacher education students recorded. The teaching practice classroom observations followed after the focus groups discussions, with six identified Social Science teacher education students. I conducted a pre-observation briefing session and a post-observation debriefing session with the teaching practice classroom observation participants. The rationale of having the briefing and debriefing sessions was to discuss the data gathered and allow inputs from teacher education student participants.

1.7.2 Case Study

Scrutiny and in-dept analyse one entity are regarded by McMilliam and Schumacher (2010) as a case study, while Creswell (2013) refers to it as a miniscule interpretation of a single system. Baxter and Jack (2008) counter argue that case study research carries much more value than merely the view that it conducts research on one situation or an individual. Their view is that case study sometimes deals with situations more challenging of nature, thus allowing the researcher to answer complicated questions.

The participants in the case study were final year Bachelor of Education, Intermediate phase students. I identified students who are offering Social Science as a specialisation. The students hail from a university in the central region of South Africa. The faculty has more than 513 final year students, across all phases of specialisation but only 138 enrolled for Social Science as a specialisation.

The initial focus of this study was to ascertain the perceptions of teacher education students on how social justice considerations can contribute to the teaching of controversial topics in the Social Sciences multicultural classroom in a post-apartheid, South Africa. I gathered the data on student teachers' perceptions through focus group discussion sessions, also observing teaching practice sessions and analysing, the self-structured questionnaires.

1.7.3 Data gathering tools

1.7.3.1 Questionnaires

Mclean (2006) describes a questionnaire as a set of cautiously prepared questions provided in the same form to participants for the purposes of collecting data related to a particular topic for the researcher's study. Many scholars usually suggest questionnaires for the gathering of data about experiences, opinions and behaviour of people.

The teacher education students who majored in Social Science received the self-designed questionnaire. My intention was to determine what Social Science teacher education students know about social justice; to what extent they are trained for the challenges they might face in

post-apartheid, South African, multicultural school settings and whether they are willing and prepared to teach controversial topics in Social Science, without fear or favour.

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1.7.3.2 Focus group discussions

Focus group discussions were held with the same cohort of teacher education students who were selected to complete the questionnaire. I conducted the workshop after the data from the questionnaire were collected with three focus groups of students from diverse races, genders and ethnic backgrounds. The total number of participants for the focus group discussion was 20 students in total. I recorded the virtual focus group discussions and transcribed the data. The intention of the focus group discussion with the students was to gather data pertaining to their perception of whether social justice considerations can contribute to the teaching of controversial Social Science topics in the intermediate phase classroom of a post-apartheid, South African, multicultural primary school setting.

1.7.3.3 Classroom observations

In South Africa, it is compulsory for all teacher education students to do teaching practice which entails actual teaching in a public or private school. I identified students from the population group whose lessons related to controversial topics in Social Science and also conducted classroom observations. This activity was held in between a briefing and de-briefing session to discuss the classroom observation. These lessons were then recorded with the required permission obtained from both the student and the schools' leadership. The researcher observed six lessons during practice teaching sessions to investigate the phenomenon of social justice considerations for Social Science teachers and to engage the focus groups on the observations from this exercise.

1.8 RESEARCH POPULATION

The accessible population and the target population forms the research population the research population is constituted by the accessible and target population. The entire group who will interest the research is regarded as the target population, while the accessible target is the small group used in the study from which the assumption is drawn for the study. The population the research targeted for this study, was the final year Bachelor of Education Intermediate phase student, from a university in the central region of South Africa. The participants were selected from the students that offer Social Science as a specialisation. The participants participated in the study on a voluntary basis. The population used to generate data in order to answer the research questions was 78 out of 138 students.

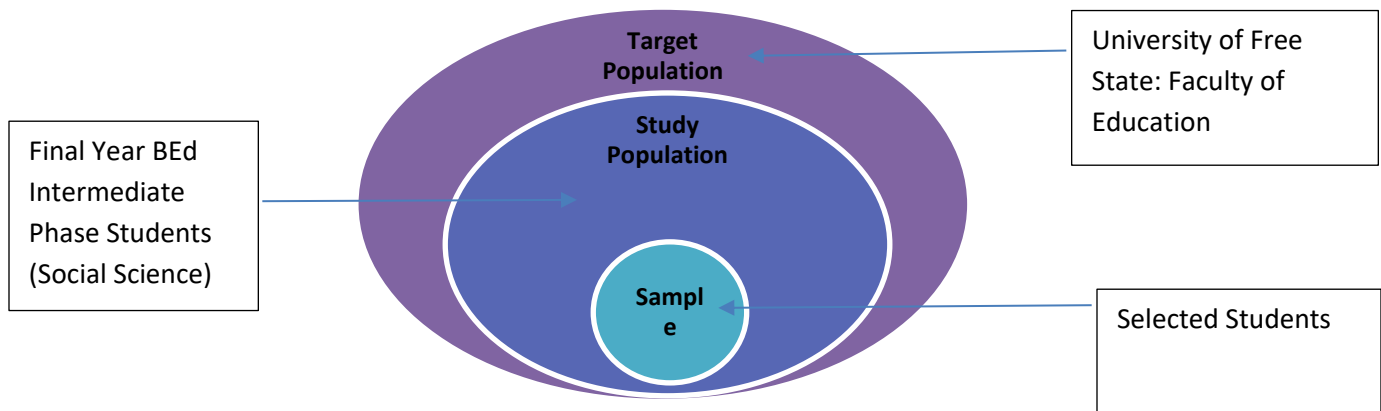


Figure 1.1 Population for sampling (Kumar, 2014)

Kumar (2014) indicates that for the purposes of the study design, the size of the sample population and from where the data was obtained is critical. Cherry (2017) avers that sampling involves choosing research participants that is representative of the larger group from which it is derived. The process to select participants from the target population is called the sampling (Cherry, 2017). Sampling is done to collect data and to then generate assumptions to be used in the study. Greenbank, (2003) is of the view that sampling is a method of scientifically selected cases for inclusion in investigative research. Purposive sampling is the method used to place the participants in different categories for the purpose of the study. The study needed to depict data from a diverse group of students; thus, the purposive stratified sampling.

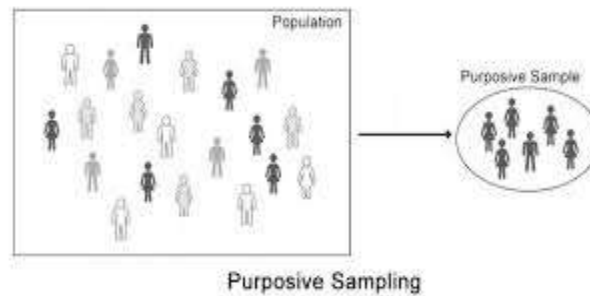


Figure 1.2 Diagram illustrating Purposive Sampling

The purposive sampling technique as illustrated in figure 1.2, also called judgement sampling, is the deliberate choice of informants due to the qualities the informant possesses (Gentles, Charles, Ploeg & McKibbon, 2015). A purposive sample is selected based on the knowledge of a population and the purpose of the study. The participants are selected because of some characteristics that are of interest to the researcher (Teddlie & Yu, 2007; Gentles, Charles, Ploeg & McKibbon, 2015). The rationale behind the selected sampling method is to ensure that the sample includes different genders from different race groups in South Africa. Cohen, Manion and Morrison (2011) also elucidate that this method will allow the researcher to make generalisations about the broader population under scrutiny. I applied to the Faculty of Education to receive the class list of all students who offer Social Science for the Bachelor of Education Intermediate phase. The list had all the information required from which to select participants. The racially classified selection was done specifically for the focus group discussion, as to allow all participants to feel free in expressing themselves without any fear of being viewed as being disrespectful towards any other race.

1.9 DATA ANALYSIS

Data analysis entails collecting information, looking for emerging themes and recurrent events, categorising them and re-evaluating themes and categories (Leedy & Ormrod, 2005). Roller and Lavrakas (2015) further state that the transformation of data with the objective to extract valuable data and the process to present assumptions from the data can be regarded as data analysis in a research study. The transcripts of the recordings of the focus group discussions were carefully scrutinised and analysed. In the quantitative research, I used descriptive research

techniques and in the qualitative research, a thematic analysis to analyse the data. In order to ensure a thorough analysis and interpretation of the research results, the average scores of the items on the questionnaires were calculated and graphic representations of the data given. I made comprehensive notes during the classroom observations and made voice recordings of the focus group discussions (Cohen, Manion & Morrison, 2011).

1.9.1 Thematic Analysis

I used thematic analysis for this study to analyse the qualitative data. The rationale for using thematic analysis was to analyse the classifications and present themes that emerged from the data. Alhojailan (2012) posits that thematic analysis exemplifies the data in a much more comprehensive way and deals with diverse phenomena through interpretations.

The thematic analysis provides a systematic element to data analysis and allows the researcher to associate an analysis of the frequency of a theme with one of the whole content (Blacker, 2009). This method of analysis goes beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas (McNiff, 2010).

1.9.2 Descriptive statistics

Quantitative data was analysed by using the descriptive statistics. Of the selected samples and the observations done within the setting, simplified summaries were provided by the researcher as recommended by McMillan and Schumacher (2010). The synopses become the essential base for the initial explanation of the data, as part of the all-embracing statistical analysis, or they become appropriate for an investigation. Grouping the data extracted from the investigation is what descriptive statistics does in any research study. Thereafter, in order to analyse the data and constructing assumption different statistical measures would be used. For the current study, the following statistical measures of descriptive analysis were used, namely measures of central tendency; measures of variability; measures of divergence from normality; and measures of probability.

The results of the three sets of data were then analysed and compared for resemblances and differences. After the triangulation of the findings, they were subjected to the participants' validation. This entails going back to the participants with the results to validate and refine them, in light of their initial responses (Stuckey, 2013). In the current study, I shared the notes with the participants to allow them to verify whether the notes represented what they had said.

1.9.3 Reliability

Durrheim and Painter (2009) define reliability as the dependability of a measurement instrument; that is, the extent to which the instrument yields the same results on repeated trials. It is a prerequisite that the data collected in academic research should be reliable because, as McMillian and Schumacher in Fredericks (2013) points out, consistency regarding research results should be obtained before the results are implemented in different settings. They further recommend that data collected should be carried out in a stable environment to improve the chances of obtaining results that are reliable. The nature of this study had the potential to cause conflict; therefore, the quest from me was to make sure that in the environment, every participant felt at ease. I ensured that the research findings, conclusions and recommendations were both significant and credible.

1.10 ETHICAL CONSIDERATIONS

Amin in Williams (2014) avers that it is prudent for a researcher to remain within the confines of acceptable ways of doing things. Thus, Struwig and Stead (2001) and Agwor and Adesina (2017) advise, that in order to maintain high ethical standards in conducting research, a consent form should be used that adheres to the code of moral guidelines on how research should be conducted in a morally acceptable way. Participants were assured that their perceptions, thoughts, ideas and experiences would always be kept confidential. All participants were not asked to identify themselves at any stage of the data gathering process. This basically meant that the participants remained anonymous throughout the study.

De Vos, Fouche and Delport (2005) in (Leepo, 2015) define ethics as a set of widely accepted moral principles that offer rules for, and behavioural expectations of the most correct conduct

towards experimental subjects and respondents, employers, other researchers, assistants and students. As a result, a consent form was used (Annexure H) to obtain permission from respondents to use the information obtained from the focus group discussions, information gathered from the lesson observation, and the questionnaires, for the purpose of the study. Respondents were informed that participation in the study was voluntary, anonymous and that confidentiality would be maintained. I obtained permission from the university authorities to conduct the study through an application process, before any contact was made with a participant (Annexure B & C).

1.11 SIGNIFICANCE OF THE STUDY

The results of this study, although limited, could assist teacher education students and institutions to develop suitable content to prepare Social Science teachers for the current Social Science classroom and the type of learners that they will have to face upon completion of their studies. The current South African, multicultural classroom has different dimensions e.g. different cultures, races, social and economic backgrounds, etc. and the fundamental question is: Does the current programme content cater for such?

As the study resides within the field of teaching and learning, it ought to make a contribution with regard to initial teacher development and training within a post-apartheid, multicultural school milieu. Exposure, interaction and a comprehensive understanding of the current South African classroom will be of paramount importance for the teacher education student to engage with different challenges and issues in the classroom. In particular, the Social Sciences classroom is a place where controversial topics are interrogated, such as poverty, social justice, HIV-AIDS, homosexuality, religion and religious wars, xenophobia, traditional healing. A guideline document is suggested in chapter 7, in response to the teacher education students' challenges to navigate in South African multicultural classrooms and possible interventions.

1.12 CHAPTER EXPOSITION

- Chapter one provides an overview of the study undertaken by me, the researcher. I include a preliminary literature review and the aims of the investigation, identify the problem and pose the research questions, as well as the purpose of the study.
- Chapter two is a presentation of the literature review. The chapter explores the literature regarding multiculturalism in South African schools, the theoretical lens the study uses and elaborates on the concept Social Justice and its meaning in the post-apartheid schooling context of South Africa.
- Chapter three provides a review of the relevant literature regarding a South African view on the training of teachers and other world views on the training of teachers. In addition, the chapter addresses Social Science content in South African schools, the controversial topics in the curriculum, and training methods on how to teach the Social Sciences in multicultural primary schools.
- Chapter four outlines the research design and methodology used for data gathering.
- Chapter five outlines the presentation, analysis and discussion of the results of the literature review conducted, regarding perceptions of the teaching of controversial issues in the Social Sciences, as well as the impact of social justice considerations in the teaching of controversial topics in the Social Sciences in multicultural primary school settings.
- Chapter six focuses on a discussion of the findings and recommendations for the study. Chapter seven focus on the contribution to new knowledge, the development and discussion of the guideline document to be used in guiding and capacitating student teachers on the teaching of controversial Social Science topics in multicultural primary school settings. In this regard, the guideline document for Teacher Education institutions responds to the challenges faced by Social Science teachers teaching controversial topics in intermediate phase classrooms and the appropriate interventions.

1.13 CONCLUSION

This chapter provides an overview of the study. A number of pertinent aspects, such as the aim of the study, the research questions, the problem statement, and a preliminary literature review have received attention. I have outlined the research design that includes the methods utilised to collect data. The chapter also explained how validity and reliability will be ensured. Ethical considerations will be implemented to ensure the anonymity of respondents.

CHAPTER 2

SOCIAL JUSTICE AND SOCIAL SCIENCE TEACHING: CONCEPTUALISATIONS AND CONSIDERATIONS; THE THEORETICAL LENSES, AND SOCIAL SCIENCE AS A SUBJECT

2.1 INTRODUCTION

The literature study elaborates on the three theories that form the framework for the study, which is civic education as moral imperative for social justice; social constructivism; and critical multicultural education. The chapter will also elaborate on the Social Sciences as a subject and the teaching of Social Science. In addition, the chapter will explore the Social Sciences with reference to legislature and from a post-apartheid schooling context of South Africa.

2.2 DEFINING SOCIAL SCIENCE

As the name itself suggests, Social Science is concerned with society. It aims at understanding all aspects of society, as well as finding solutions to deal with social problems. It is a broad area of knowledge and includes several different disciplines under its domain (Wasserman, Francis & Ndou, 2018).

It is interesting to note that the major problem in the debate over Social Science has been the lack of consensus about what the field is or should be (Nelson, 2015). However, scholars contend that the Social Sciences have remained an ideological battleground for diverse curricular programmes and that the debate over its nature, purpose, content and pedagogy continue to cloud its progress; thus, “the field continues to be a hotspot in the culture wars” (Ross, 2006).

In attempting to define Social Science, it would be incorrect for me to omit one of the earliest definitions of the Social Sciences that has paved the way for numerous definitions that were to follow in subsequent years. This definition is credited to Edgar Wesley, a renowned scholar and advocate for the Social Sciences, sometimes referred to as “the father of social studies” who developed what some scholars have called the most enduring definition of all time (Evans, 2004).

Social Science is defined as a science simplified for pedagogical purposes. It is this definition that has led to Social Science being defined in terms of content, as shown in the National Council for Social Studies (NCSS) in the USA charter, that social studies is used to include history, economics, sociology, civics, geography, and all modifications of the subjects whose content, as well as aim is social (Mhlaili, 2010). The author's further opinion is that it is a result of all these content orientated definitions that social studies/science was to be conceived as the subject matter of academic disciplines that is somehow "simplified", "adapted", "modified" or selected for school instruction.

Another earlier definition of Social Science is that Social Science is an integration of experience and knowledge concerning human relations for the purpose of citizenship education. First, James P Shaver in his comments and critiques on this definition argues that the definition by Barr, Barth and Shermis poses some problems for him, in that it is vague because it does not make reference to the schooling process; therefore, the need to provide the context within which the integration of experience and knowledge occurs (Ross, 2006). Second, these scholars argue that other problems arise from the exclusion of collective knowledge and experience and the affective aims in decision making.

Social Science are an integrated study of the social sciences and humanities to promote civic competence. The primary purpose of Social Science is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (Parker, 2006)

A thorough analysis of the definition reveals that it addresses both the content and purpose, unlike the earliest definitions that focus primarily on content. This definition is in tandem with the vision of powerful Social Science teaching and learning, as articulated by the NCSS (2016) which identified key features of ideal Social Science teaching and learning that are meaningful when they are integrated, value based, and active. The NCSS further articulates that if the nation is to develop fully the readiness of its citizenry to carry forward its democratic traditions, it must support progress towards the attainment of a vision of powerful Social Science teaching and

learning. Therefore, Social Science is charged with the mammoth task of developing effective citizens in a democracy, a challenging mandate indeed.

The intermediate phase of the South Africa Social Science curriculum as covered in the National Curriculum Statement, illustrates different themes that can, in some instances, provide elements of controversy, depending on the perspective from which it is facilitated. The study of Social Science can be emotive and controversial where there is actual or perceived unfairness to people by another individual or group in the past (The History Association, 2015). Invariably such issues are underpinned in these Social Science topics, because these themes deal with factors such as race, gender, class, politics, ethics, culture, language and economics in other words, issues of moral complexity. Polarisation will, therefore, in light of the above, come about when historical events and the related evidence elicit disagreement, arouse anger, raise emotions and cause bias to arise. However, emotional engagement is necessary for a topic to be controversial for it signifies that learners care enough to be curious and willing to think about and engage with it (Rougyie, 2017). The History Association, (2015) is in agreement and indicate that personal constructive engagement is therefore more likely if learners of Social Science, have a sense that their own identities, loyalties, interest and places in the world are at stake. Table 2.1 provides an outline of the Social science themes for Intermediate phase schooling phase in South Africa.

Table 2.1 The Social Science themes for the intermediate phase

SUMMARY: CONTENT OVERVIEW: HISTORY INTERMEDIATE PHASE			
Term	Grade 4	Grade 5	Grade 6
1	People who have made a difference	Hunter-gatherers and herders in South Africa	An African kingdom long ago in southern Africa: Mapungubwe
2	How we find out about the past and local history	The first farmers in South Africa	Swahili east coast society, African and global trade to the 15th century
3	Transport then and now	Ancient Egypt	Explorers from Europe find southern Africa
4	Communication then and now	The kingdom of Mali and the city of Timbuktu	Scientific western medicine through time

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY INTERMEDIATE PHASE			
Term	Grade 4	Grade 5	Grade 6
1	Places where people live (settlements)	Map skills (focus: Africa)	Map skills (focus: the world)
2	Map skills	Physical features of South Africa	Trade
3	Food and farming in South Africa	Weather, climate and vegetation of South Africa	Climate and vegetation around the world
4	Water in South Africa	Mining and minerals in South Africa	Population - why people live where they do

The listed topics are all compulsory and therefore do not allow teachers options to exclude any of them. I am of the view that the different perspectives in the teaching of the listed themes and the selection of applicable sources and materials might allow teachers to circumvent the controversial elements. The NCS advocates for the use of various teaching strategies, teachers can possibly explore when using a specific strategy to effectively teach controversial Social Science topics in a multicultural intermediate phase classroom.

2.3 CIVIC EDUCATION AS A SOCIAL JUSTICE IMPERATIVE

The research would address civic education as a social justice imperative by providing different scholars' definitions of civic education and explain why civic education can also be regarded as a moral imperative in Social Science education.

2.3.1 What is civic education?

At the simple and most basic level, civic education governs direct interactions between two individuals, whether they are related, friends, colleagues, or complete strangers, who may or may not have anything in common. At the larger and more comprehensive level, civic education governs our attitudes towards all other members of society, especially those with whom we have no direct interactions or much in the way of common interests, as well as interactions between individuals and groups, organisations, institutions, and all levels of government and business (Krupansky, 2017). Moore, (2012) states the definition of the term civic, which is derived from the Latin word "civis" (citizen) and "civitas" (city), which he calls a complex concept that is central to both character education and democracy. Civic education encompasses politeness, proper

manners and etiquette, together with presenting one's beliefs in a way that is both calm and rational and involves teaching students appropriate behaviour in different social settings by adhering to traditional norms of social behaviour. In addition, Arthur Schlesinger (2014), claims that the educational emphasis on diversity and multiculturalism would weaken the cultural ties that unify an ethnically, religiously and racially diverse society.

Civic education is therefore about building positive relationships, and according to Ocon (2016) this can be achieved if it demonstrates good character in both the teacher and the learner. Billante and Saunders (2002) have a different view of civic education and indicate that excessive civility threatens to squash innovation and fresh thinking, particularly in the classroom. Civic education is been overstated and overemphasised to bring social cohesion (Thiranagama, Kelly & Forment, 2018). I believe that in the Social Science classroom, innovation is essential to address the controversial topics and ensure that harmony prevails in diverse intermediate classrooms, such as those current in South Africa. I think that Ocon's, (2016) elements of civic education of making sure that people respect one another's perspectives; about treating one another with respect; and the act of showing regard for others by being polite, are most relevant to the Social Science intermediate phase classroom.

An effective way to build positive relationships is by incorporating the characteristics of civic education, when interacting with people, as is the case in an intermediate phase classroom where the interaction is between the teacher and the learners. I am of the opinion that the following characteristics of Hedtke and Grammes (2016) are applicable to this study: acknowledge others, show interest and give recognition; be considerate, be courteous; value others' ideas, beliefs and opinions and keep an open mind; value the person and respect individual differences; be sensitive to others and sympathise and empathise. The researcher also views the aforementioned characteristics as relevant to the relationship between the teacher and their learners in the Social Science intermediate classroom. Social Science due to its controversial nature, has the potential to create conflict between learners and between the teacher and learners, which could influence teaching and learning.

A university as an academic environment that promotes mutual respect should facilitate learning and academic success. In this regard, civic education can play a major role in the teacher's ability to get along with learners, colleagues and other stakeholders in the education fraternity, while aspiring the educational objective. The current post-apartheid classroom is a diverse learning context, therefore requiring education students who were empowered, during their training on how to face diverse groups and how to teach any topic in a multicultural school, may strengthen relationships and assist in achieving educational objectives.

2.3.2 Civic education as a moral imperative for social justice

Historically, the primary function of Social Science education was the development of civic virtue, helping learners acquire, through instruction and practice, the knowledge, attitudes, values, habits and behaviour that are central to maintaining a healthy, diverse and dynamic society, and to foster effective civic participation (Moore, 2012). However, for the purpose regarding Social Science education's primary mission to produce competent citizens, civic education can be defined as a moral imperative linked with other democratic virtues, such as respect for differing opinions, listening skills, self-control, rationality, and tolerance, that must form a foundation for acceptable public discourse (Kim & Strudler, 2012).

Scholars, Byford, Lennon and Russel (2009) perceive the concept of civic education as highly contested and understood differently in the literature. Kerr (2009) asserts that this situation is compounded by the fact that a country's expression of its values has a marked influence on how it defines and approaches civility as a moral imperative in education. In other words, the conceptualisation of civic education is bound to differ from one country to another. Barrue and Albe (2013) state that civic education is construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching and learning) in that preparatory process.

In the view of Boikhutso, Dinama, Kgotlaetsile (2013) civic education aims at developing the capacity of individuals to engage in thoughtful and responsible participation in the political, social, economic and cultural life of their community. Civic education according to the American

education system is not complete unless the learners are equipped with a set of fitting civic dispositions (National Council for Social Studies, 2009). Civic dispositions according to the National Council of Social Studies (2009) are described as those habits of the mind and heart that are advantageous for the effective functioning of democracy and include, open-mindedness; compromise; toleration of diversity. Schlesinger in Moore (2012) makes a salient point when he claims that the educational emphasis on diversity and multiculturalism, if carried to an extreme, would weaken the cultural ties that bind an ethnically, religiously and racially diverse people. Forrest, Lean and Dunn (2017) affirm that culturally diverse situations, sometimes fraught with racist attitudes, that teachers have an important role in dealing with cultural sensitivities and multicultural values, to modify attitudes regarding race and culture within the school system. The researcher is of the opinion that the major role of multicultural education is to help student teachers to develop the knowledge, attitudes and skills to function successfully within their own and other micro-cultures and within the global community.

Civic education becomes stronger when diverse people see themselves as part of a larger national community; incivility, which can be inflamed by ethnic and religious conflicts, may degenerate into more barbaric behaviour, racism, segregation and violence that have destroyed several civilisations and countries (Andrews, 2015). Zurn (2013) is of the opinion that incivility, which communicates the belief that others are inferior and not deserving of respect, may be spawned by notions of racism, xenophobia and ethnocentrism. Thus, Social Science teachers must be responsible for teaching the essential attributes of equality and dignity in all human beings.

I believe that civic education, like other virtues and good habits, can be inculcated into teacher education training and practice. It takes time and vigilance on the part of parents, teachers and learners to develop virtuous citizens (Riddell, 2018). Baez and Ore (2018) argue that civic education evolves through a process of learned behaviour; more specifically, civic education is a matter of moral education, involving the shaping of youthful character. Indeed, inculcating civic virtue into learners has been a primary goal of public education, especially Social Science intermediate phases classes.

2.4 SOCIAL CONSTRUCTIVISM AS A SOCIAL SCIENCE TEACHING AND LEARNING PARADIGM

Social Constructivism is regarded as a theory related to a scientific study and observations of peoples learning behaviours. Richardson (2005) concurs with the statement and postulate that learners develop their own knowledge and understanding of their surroundings, through experiences and the reflections on those experiences. Social constructivists believe that knowledge is constructed through social experiences in different social contexts and therefore, learners need to collaborate on an interpersonal level (Nel, Hugo & Nel, 2016). Donald, Lazarus and Lolwana (2010) affirm that knowledge is constructed when discourse between people in different social contexts takes place. I believe that these discourses, underlying values, assumptions and views are important for the process of developing learners' critical thinking skills especially in the intermediate phase of multicultural primary schools.

When a human being encounters something new, they have to reconcile it with their previous ideas and experiences; perhaps changing what they believe, or maybe discarding the new information as irrelevant. Politics, ideologies, values, power, status, religious beliefs and economic self-interest determines knowledge and builds human beings (Grosser & Nel, 2013). I therefore maintain that my approach centres on the manner in which power, economy, political and social factors affect the way in which groups of people form understandings and formulate knowledge about their worlds. Social constructivism is a variety of constructivism that emphasises the collaborative nature of learning.

Social constructivism was developed by the post-revolutionary Russian psychologist, Lev Vygotsky. Vygotsky disagreed with the views of Piaget and Perry that knowledge is only actively constructed by learners- he held a strong view that learning and social contexts plays a role in knowledge construction (Topciu & Myftiu, 2015). Vygotsky further argues that all cognitive functions originate in social interactions and that learning does not simply comprise the assimilation and accommodation of a new knowledge by learners; it is the process by which learners are integrated into a knowledge community, as observed by the NCS Social Science curriculum of South Africa.

Social Science content as encapsulated in the NCS intermediate phase curriculum of South Africa, emanates from events and activities that take place in communities and in the broader society, thus having a relevance to the role communities should play in constructing knowledge. I assert that learners develop knowledge through the influences of society, their interaction with culture and the language used at home, in schools and in the broader society. This assertion is confirmed by the articulation of Kinniburgh (2010) and Sohel (2010), which states that learning does not take place in isolation but requires inaction with society members and other stakeholders to be successful.

2.4.1 Vygotsky's view on Social Constructivism- relevance for the Social Science's intermediate phase curriculum

Knowledge construction originates from social interaction between two or more persons and some might have less knowledge than the others (Shabani, 2016). Moreover, Pouliot (2010a) is in agreement with the statement that knowledge is socially developed, and that social reality is created and is synonymous with social knowledge. Reality, alongside the social development of knowledge is indistinguishable. Vygotsky's view postulates that more knowledgeable community members of society direct social interactions with learners can be beneficial for those learners. Moreover, the creation of knowledge is a sociocultural, mediated process. Behaviour and consciousness is according to Vygotsky key in the development of individuals who have little or no knowledge. Vygotsky regard behaviour and consciousness as important characteristics in his development theories because it describes exactly what constitutes human development. I also argue that a subject, such as Social Science in multicultural primary schools has a lot to do with human development and preparing learners for the greater scope of life.

Social interaction is the origin of learning and language used between learners and more knowledgeable community members such as parents, teachers, and other adults becomes the mode that promote learning (Shabani, 2016) Schools are the sociocultural settings where teaching and learning take place and where "cultural tools" such as reading, writing, mathematics and certain modes of discourse are utilised. This approach assumes that theory and practice do not develop in a vacuum; they are shaped by dominant cultural assumptions. The framework of

education will have to be unbundled first and things like culture assumptions, authority relationships, and other influences must be dissected and reformed, if society wants to achieve the objectives of social transformation and the rebuilding of societies (Powell & Kalina, 2009). Social constructivism is relevant for this study because it is regarded as a sociological theory of knowledge that focuses on how individuals construct and apply knowledge in socially mediated and multicultural educational contexts (Kutay, Howard-Wagner, Riley & Mooney, 2012). The fundamental premise of this theory is that knowledge is a human construct and that the learner is an active participant in the learning process (Thomas, Menon, Boruff, Rodriguez & Ahmed, 2014). Social Science, as stipulated in the South African NCS guideline documents recommend groupwork, class discussions and debates as ways of sharing knowledge, therefore encouraging the active participation of learners in the learning process.

2.4.2 Variants of social constructivism

The variants of social constructivism, applicable to this study are situated constructivism; social reconstructivism; sociocultural constructivism; sociohistorical constructivism and emancipatory constructivism. I define each of the variants in exploring where each plays a key role in the teaching of Social Science and the social justice considerations used in a multicultural classroom.

2.4.2.1 Situated constructivism- implication for the intermediate phase Social Science classroom

Situated constructivism, in contrast with most classroom learning activities, involves abstract knowledge which is situated learning, and learning is embedded within activity, context and culture. This cannot be regarded as inadvertent instead of intentional Mattar (2018) calls this a process of legitimate participation. Knowledge needs to be offered in a dependable framework, setting, and appropriate surroundings that would customarily encompass that knowledge to the benefit of the learners. Social collaboration is an essential component of situated learning; learners become involved in a community of practice which embodies certain beliefs and behaviours to be learnt. As the novice teacher moves from the periphery of a community to

becoming a prominent role-player, they become more active and engaged within the culture and eventually, assumes the role of an expert.

I believe that situated constructivism would be a relevant lens to this study because of the element of social interaction and collaboration; these should be the building blocks for any Social Science teacher aspiring to effectively deal with controversial topics in the Social Sciences subject content. The awareness of cognitive internship which supports learning by empowering learners to acquire, develop and use cognitive tools would be ideal in Social Science (Besar, 2018). Learning, both outside and inside school, aided by collaborative, social interaction and the social development of knowledge is also recommended. This mode of learning is similar to that of Vygotsky's developmental theories which is underpinned by learning taking place if social interaction occurs between knowledgeable and less knowledgeable persons of society.

2.4.2.2 Social reconstructivism- implication for the intermediate phase Social Science classroom

Social reconstructivism, another variant of social constructivism, is a philosophy focused on addressing social questions in a quest to create a better society and worldwide democracy (Matthews, 2003). Reconstructionist educators focus on a curriculum that highlights social reform as the aim of education. Theodore Brameld was the founder of social Reconstructionism, in reaction to the realities of World War II (White, 2016). He recognised the potential for either human annihilation through technology and human cruelty or the capacity to create a beneficent society using technology and human compassion. George Counts (2014) recognised that education was the means to prepare people to create this new social order (Garza, 2016). Critical theorists and scholars that belief in social reconstruction, are of the view that most curriculums focuses on student experience and social issues like violence, famine, global terrorism, inflation and inequality. Strategies for dealing with controversial issues (particularly in social studies and literature), inquiry, dialogue, and multiple perspectives are the focus. Many studies suggest community-based learning and teachers that brings the world to the learners in the classroom as more effective strategies for Social Science (Cohen, 1999). I believe that a diverse social constructivist's perspective may encourage Social Science teachers in the intermediate phase to

progress towards a serious consideration of the significance of their learners' ethnicity, culture, race and social class to learning. The South African multicultural classroom requires acknowledgment and respect towards diverse learners for success.

2.4.2.3 Sociocultural constructivism- implication for the intermediate phase Social Science classroom

Sociocultural constructivism as a variance of social constructivism is an emerging theory in psychology that looks at the important contributions that society makes to individual development. Human learning is regarded as a social activity because of interaction between developing people and their culture. Sociocultural theory focuses not only on how adults and peers influence individual learning, but also on how cultural beliefs and attitudes impact on how instruction and learning take place (Cherry, 2018). I am of the view that the Social Science teacher's cultural beliefs and attitudes have an impact on their teaching, and how social justice considerations, would be addressed as a contributing factor in a subject, such as the Social Sciences.

2.4.2.4 Sociohistorical constructivism- implication for the intermediate phase Social Science classroom

Sociohistorical constructivism focuses on the dialectic between the individual and society, and the effect of social interaction, language, and culture on learning. Learning is a continual movement from the current intellectual level to a higher level, which more closely approximates the learner's potential. This movement occurs in the so-called "zone of proximal development" as a result of social interaction. Thus, an understanding of human thinking depends, in turn, on an understanding of the mechanism of social experience, with the force of the cognitive process deriving from social interaction. In addition, the role of the adult and the learner's peers as they converse, question, explain, and negotiate meaning, is emphasised (Driscoll, 2000). This study attempts to establish whether the pre-service teacher's cultural background and upbringing play a significant role in teaching and learning, and in dealing with controversial topics in the Social

Science classroom. The South African multicultural classroom is diverse and can be regarded as a melting pot of different cultures; therefore, mutual respect and understanding is required.

2.4.2.5 Emancipatory constructivism- implication for the intermediate phase Social Science classroom

Emancipatory constructivism as a variance of social constructivism, is a commitment to social change; justice and responsibility; the reduction of inequality; and the exposure of relationships of exploitation and oppression (Srivastava & Dangwal, 2017). In order for learners to learn to question and explore, such behaviour must be modelled by the teacher. When teachers recognise their own biases and model this struggle to their learners, they develop with their learners and are able to challenge whatever fears or insecurities that may exist in the classroom. Teachers can construct and act on emancipatory conceptions of knowledge, yet the effects of these conceptions may be confined to their own classroom. The movement of knowledge from the classroom context to the larger community will be limited, unless an action component is also emphasised (Richardson, 2005). Emancipatory constructivism is a theory on how people develop and acquire knowledge and its main premise is that knowledge and reality are based upon social consensus. This is a theory that challenges the traditional model that the majority of social science programmes institute. I maintain that there needs to be reform in the way Social Science is delivered to the learners; the emancipatory constructivist theory needs to play a crucial role in the way the content of Social Science is presented to the learners (Srivastava & Dangwal, 2017).

2.4.3 Constructivism in the Social Science classroom- implication for the intermediate phase Social Science classroom

In order to understand how social constructivism can be applied in the Social Science classroom, it is important to understand the subject, Social Science. The fundamental purpose of Social Science is to educate learners on how to become effective citizens (Baez & Ore, 2018). The National Council of Social Studies (NCSS), through its president, Richard Theisen, stated that

every Social Science teacher has a mission to educate learners for citizenship (Theisen, 2000). The NCSS is a professional organisation that supports Social Science teachers worldwide. The NCSS supports the use of constructivist methods because of their interaction with society and the place of social justice considerations in the Social Science classroom. This is also in line with the South African education guidelines captured in the National Curriculum Statement (NCS) that Social Science envisages developing learners who are able to operate within a group (society). The discipline of the Social Sciences is very complex and dynamic, and tends to align itself with constructivism as a paradigm, because in the constructivist model the learners are urged to be actively involved in their own process of learning. Coaching, mediation and to assist learners to develop and assess their learning is nowadays the core functions of teachers, compare to how teachers operated in the past.

2.4.3.1 Traditional classroom vs a constructivist Social Science classroom

There are significant differences in the basic assumptions between a traditional classroom and a constructivist classroom about knowledge, learners, and learning. The chart below illustrates the significant differences:

Table 2.2 Teacher’s and learner’s thinking of knowledge construction

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Basic skills are highlighted	Curriculum highlights big concepts, starts with the complete and escalating to include the fragments.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary source material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the learner already knows.
Teachers disseminate information to learners; learners are recipients of knowledge.	Teachers have a dialogue with learners, helping learners construct their own knowledge.
Teacher’s role is directive and rooted in authority.	Teacher’s role is interactive, rooted in negotiation.
Assessment is through testing and correct answers.	Assessment includes learner’s work, observations, and points of view, as well as tests. Process is as important as products.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.

The chart illustrates how both teacher and learner think of knowledge not as inert factoids to be memorised, but as a dynamic, ever-changing view of the world we live in, and the ability to successfully expand and explore that view (Phillips, 2000). In the most general sense, it usually means encouraging learners to use active techniques (experiments, real-world problem solving), to create more knowledge and then reflect on and talk about what they are doing and how their understanding is changing (Olusegun, 2015). The teacher makes sure they understand the learners’ pre-existing conceptions and guides the activity to address these conceptions and build on them (Barman & Bhattacharyya, 2015). I believe that the Social Science content requires the teacher to have a broad educational background, complemented by an open-minded perspective

for diversity and transformation. These are the elements that pre-service teachers require in a diverse intermediate phase classroom for successful teaching and learning.

2.4.3.2 Constructivism theory of learning

Constructivism has roots in philosophy, psychology, sociology and education, but while it is important for teachers to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Olusegun, 2015).

Brooks and Brooks in Olusegun (2015) comprehend of a constructivist teacher as someone who will:

- ❖ Encourage and accept a learner's autonomy and initiative;
- ❖ Use a wide variety of materials, including raw data, primary sources, and interactive materials and encourage learners to use them;
- ❖ Inquire about a student's understanding of concepts before sharing their own understanding of those concepts;
- ❖ Encourage learners to engage in dialogue with the teachers and with one another;
- ❖ Encourage a learner's inquiry by asking thoughtful, open-ended questions and encourage learners to ask questions of one another and seek elaboration of learners' initial responses;
- ❖ Engage learners in experiences that show contradictions to their initial understanding and encourage discussion;
- ❖ Provide time for learners to construct relationships and create metaphors.

Having listed the characteristics in the aforementioned for a teacher in a Social Science classroom, the researcher is of the opinion that pre-service teachers need special skills from a constructivist perspective. The intimations of the teaching and learning in a subject like Social Science are mammoth compared to other subjects. Constructivism's central idea is that human learning is constructed; that learners build new knowledge upon the foundation of previous learning. This view of learning is in total contrast with one which is inactive; a view in which

reception of knowledge, not construction of knowledge, is significant (Barman & Bhattacharyya, 2015).

A constructivist learning model is a thinking which improves learners' common-sense and theoretical growth (Driscoll, 2000 & Srivastava & Dangwal, 2017). The underlying concept within the constructivism learning theory is the role which experiences or connections with the adjoining atmosphere play in education. Constructivism has a thought process that experiences in society has a role to play in education. Active community involvement and societal interaction are vital knowledge dissemination tools for learners. Two of the key notions within the constructivism learning model which generate the building of a learners' new knowledge are accommodation and assimilation. Amalgamation of new experiences into existing experiences is happening through assimilation, causing the individual to develop new viewpoints, reconsideration what were initially misunderstandings, and assessing what is significant, thus eventually shifting the learners' perceptions. Accommodation, on the other hand, is described as reframing the world and new experiences into the mental capacity already present. Learners regard a particular method in which the world operates and when things do not function within that context, they must accommodate and reframe the expectations with the outcomes (Olusegun, 2015). Teachers are therefore required to reflect on their preparation in order to apply these thoughts in their classroom, thus providing them with ever-broadening tools to continuously learning. This study wishes to depict the relevance of continuous training and development, with the emphasis on diversity and social justice.

2.5 CRITICAL MULTICULTURAL EDUCATION

As schools engage with their transition from multicultural education to a more social justice perspective, I am of the view that teacher training institutions and policy makers need to recognise this evolution. Goriski (2000) states that as the conceptualisation of multicultural education evolves and diversifies, it is important to revisit its historical foundation. In addition, it is important to consider what contributions, if any, multicultural education has provided for the rise of social justice education. The voices of historically marginalised groups have encouraged educational institutions and organisations to address their concerns with a host of programmes,

practices, and policies, mostly focused on changes or additions to the traditional curriculum (Gray, 2017).

Alexander (2016) citing Banks perceives multicultural education as an entity striving for ushering equal opportunities for learners irrespective of their social class, ethnicity, or race. He sustains the argument by submitting that opportunities presented by multicultural education offer equal opportunities to all learners. The resultant school environment will be evident in classrooms that are, in essence, reflective of the nation's multifarious cultures. Thus, multicultural education is perceived as a process through which its enshrined goals are essentially the ideals that school administrators and teachers aspire to attain.

Multicultural education has been theorised as a transformative curriculum reform effort that seeks to help learners from diverse backgrounds to develop the knowledge and skills needed to mediate and cross-cultural borders by engaging in authentic dialogue, social action, and active civic engagement (Dilworth, 2004). Alexander (2016) views multicultural education as a human right and a comprehensive reform philosophy and process aimed at changing the entire education environment, so that the learners from diverse backgrounds and social group identifications (race, language, ethnicity, gender, culture, socio-economic status, sexual orientation, social class, age, disability, ability status, religious/ spiritual traditions and migration status) experience equal opportunities and quality education.

As a philosophical construct, multicultural education is embedded in the ideals of freedom, social justice, equity and human dignity. In essence, multicultural education needs to extend the daily classroom dynamics, learners' interaction and the curricular processes; it should facilitate a transformative agenda which is geared at understanding the school as an organisation, its teaching staff, learners, parents and the broader community (Aydin, 2012). Clarifying a vision for social transformation through critical pedagogies, such as critical multicultural education is important for pre-service teachers, so that elements of social justice, equity, and fairness can be realised in the curriculum and in teaching; thus providing accessibility to all learners (Ligget, 2011). While there is a broad spectrum of ideological interpretations of multicultural education, I locate my guiding framework in critical multicultural education. I follow the notion that power

underlies and informs the identity factors of race, culture, ethnicity, gender and class in a dynamic hierarchy that works to marginalise groups within society. A lack of understanding of diversity is one of the reasons why some individuals marginalise others.

Arslan and Rata (2015) claim that critical multiculturalism creates a platform for the introduction of democratic initiatives in the curriculum; pedagogy; social relations in school settings; and an understanding of participation in diverse communities, which seems to support efforts towards the acquisition of social cohesion and cultural harmony. Hopkins-Gillespie, (2011) views critical multiculturalism as an enabling form of education which focuses on harnessing the abilities, skills and commitments of teachers and learners in promoting social change, nation building and competent global citizenry. In the end, critical multicultural education should be directed at expounding the principles and values of the South African Constitution, whilst also instilling a conducive school culture which is geared at transformation, reconciliation, inclusion, nation building and quality education.

This study wishes to acknowledge that a critical multicultural framework requires a theoretical lens that recognises the importance of racial positionality and the role that community and family play in the expectations/aspirations of identity construction (Bolgatz, 2005). Norton (2001) asserts that identity reconfiguration is the impetus behind all learning and according to this author, learners participate in learning when such learning helps them to attain the identities they desire, and as such, increases their value within the social environment. Gray (2017) is of the opinion that learners' investments in certain imagined communities and identities influence positively or negatively participation in classroom learning. The influences of imagined communities for pre-service teachers then becomes an important factor in determining how the empowered feel about teaching the controversial topics of Social Science. This empowerment forms the sense of agency that serves as a key component in pre-service teacher decisions about whether and /or how to implement aspects of critical multicultural education e.g. taking up issues, such as social justice, power, and diversity as foundational in their teaching.

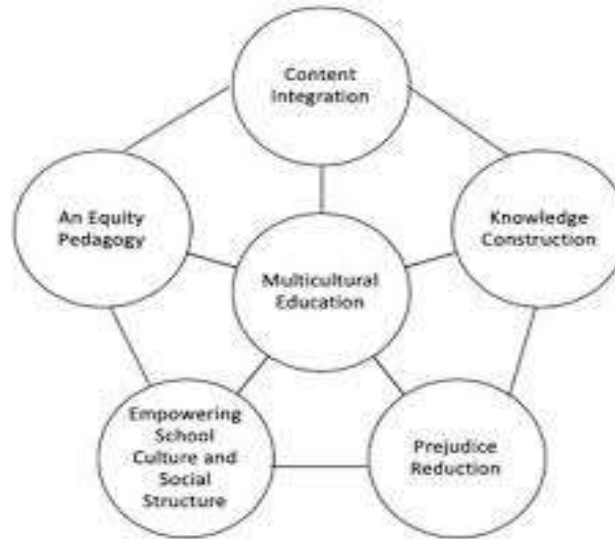


Figure 2.1 Dimensions of Multicultural Education (Aydin, 2012)

Analysing figure 2.2, it appears that the descriptions of multicultural education may differ and consist of different dimensions. Multicultural education is generally regarded by scholars as a loaded, broad-encompassing concept. It holds various understandings, meanings and interpretations for different individuals, people and nations alike. Furthermore, Aydin, (2012) states that multicultural education goes beyond diversity and is a reciprocal undertaking in which students and teachers are challenged to critically examine curriculum content, themselves, and others through different and multiple lenses.

Advocates of multicultural education promote the revision of the total curriculum to reflect accurately the multicultural composition of society and diverse groups' contributions to society. However, a variety of influences on the prescribed content of the social studies curriculum may have an impact on the degree to which classroom teachers include it. The importance of learning about controversial topics lies first and foremost within the subject as a body and form of knowledge which by its very nature is based on different interpretations and perspectives and, as a result, provides but a mere provisional understanding. Social Science teaching and learning is therefore rooted in controversy and dealing constructively with controversial topics cannot be avoided as it is an integral and inescapable part of the subject. I contend that the curriculum contents and specifically that of the Social Sciences has a bearing on how the teacher approaches

it in the classroom, and to what extent the teacher deals with those controversial topics, while embracing the diverse nature of the class at the same time. In view of Wasserman (2017), active engagement with controversial topics is similar to preparing learners for the real world by presenting them with the opportunity to analyse a variety of perspectives, but in a controlled and intellectual honest environment.

2.5.1 Multicultural education in South Africa

In the South African schooling context, multicultural education holds its own distinctive meaning. Education for the black majority group in South Africa was previously characterised by a divided, racialised system, focused on promoting segregation, unequal access and distribution of resources. Before the advent of democracy in 1994, a characteristic of South Africa's education was the official segregation of education, resulting in separate schools for separate races. However, racial segregation at school was officially terminated in the period 1990 to 1994. Equality (Section 9) and human dignity (Section 10) are some of the values promulgated by The Constitution of the Republic of South Africa, Act 108 of 1996. It furthermore outlaws any form of unfair discrimination (Section 9.3) and guarantees education as a basic human right (Section 29). Within this context, various educational laws and policies aimed at advancing the principles of the Constitution have since been enacted.

The South African Schools Act (SASA) (Act, 84 of 1996) is one such instrument designed to achieve equal and non-discrimination in education. By articulating the stipulations of the Constitution, this Act effectively advanced the opening of doors of learning to all races and created opportunities for all to attend the school of their choice. With these policy directives, the Department of Education demonstrated its intention to “redress past injustices in educational provision” (DoE 1995) and to advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, and to protect and advance our diverse cultures.

The desegregation of South African schools should therefore be seen against the backdrop of the efforts that are intended to advance equality and non-discrimination in education, as well as to

promote the transformation of South African society (Teise, 2016). The view of Teise (2016) strengthens what I am exploring: whether social justice considerations can meaningfully contribute through the Social Sciences curriculum, to promote the transformation of South African society.

2.5.2 Multicultural classroom in South Africa

The desegregation of education saw many black learners in particular enrolling in formerly white, coloured and Indian schools. Although the demographics of the learners at these schools have changed significantly, the demographics of the teachers have remained largely unchanged (Soudien & McKinney, 2016). South African schools were desegregated because of The South African Schools Act (Act No 37 of 1997) supported by other legislation like the Bill of Rights and the South African Constitution. The public schooling system in South Africa has undergone fundamental changes because of the mentioned Constitutional measures that are in place. The reforms in schools' systems and policies in South Africa are in place because of the democratic laws of the country. These changes allowed for learners from different cultures, races and socio-backgrounds to be able to attend school together by choice. This choice however was accompanied by an overabundance of reactions from different members of society. Some circles in society had differences of opinion about the transformation, thus many changes to the education curriculums during this democratic era (Soudien, 2015).

Whilst the desegregation of schools implied the promotion of social equality, it anticipated the creation of solid relationships amongst various races at all schools, which would ultimately promote tolerance and strengthen social cohesion and unity in South African society as a whole. The downside of the status quo remaining with regard to teachers, triggered challenges, such as teachers having little or no understanding of the learners' social, cultural and socio-economic backgrounds, which resulted in uncomfortable situations, especially in the Social Science classroom. The researcher experienced that many teachers found the educational reforms, challenging because those changes conflicted with their upbringing, beliefs, value systems and customs. The study aims to explore the role of social justice considerations in teaching of controversial topics in the advancement of transformation in a multicultural primary school.

It is demoralising to observe media portrayals of racism, racial abuse, acts of segregation and patronising behaviour in South African schools. A study by Vandeyar (2010) on the response of South African teachers to the challenges of school integration has shown that few teachers take the initiative to create a classroom that is warm and inviting. Considering the aforementioned issues, I aver that the Constitutional imperatives could be compromised and this action as such, could limit the promotion of transformation and nation building (Alexander, 2016). The classroom is a place where learners spend most of their time; thus, an unbearable class environment could be construed as an infringement of the learner's Constitutional right as a citizen of this country. Individuals' interpretation of Constitutional obligations and meanings attached to multicultural education become further blurred when they appear to promote subtle forms of oppression and racial segregation.

Some research, I maintain, seems to be devoted to the examination of the perceptions that pre-service Social Science teachers have regarding multicultural education. Once this intervention has revealed the perceptions of prospective Social Science teachers on multicultural education, Social Science teacher education programmes can be re-designed to enhance and address the social and academic injustices. This study is based on one important assumption: a long-range goal should be implemented to institutionalise the broader and more inclusive concepts of multiculturalism in Social Science instruction. If prospective Social Science teachers do not understand issues and concepts or their role in a multicultural dispensation, the realisation of meaningful Social Science teaching, might be extremely difficult to achieve.

During 2015, the Curro private school incident in South Africa occurred and a regional manager of Curro Holdings appeared to justify segregation on the grounds that it is not because they would like to segregate the whites, but to develop friendships. He indicated that children are better able to make friends with children of their own culture (City Press, 2015). The above-mentioned incident illustrates that multicultural schools and education authorities should make concerted efforts to promote social justice awareness and initiate programmes aimed at supporting their teaching staff, learners, parents, and the wider school community. Alexander (2016) further states that social justice is central to the promotion of multicultural education. At societal level,

the main purpose of multicultural education is to reduce prejudice and discrimination against oppressed groups; to promote equal opportunities and social justice for all citizens of a nation; and to affect the equitable distribution of power amongst individuals of different race and cultural groups (Soudien & McKinney, 2016). Noting the prevalence of various social justice concerns (racism, prejudice, oppression, discrimination, segregation, school inequalities, etc.), in the South African school system, the state of multicultural education, in particularly historically White schools, requires a deep reflection and a genuine involvement of all relevant education stakeholders. Fry (2016) in his research on multicultural perceptions, indicated that “Good social studies’ instruction is virtually synonymous with multicultural education”.

The relevance of multicultural education in particular for this study, is that the current university student teachers are exposed to multicultural environments while they are trained as teachers, because most South African universities, especially the previously white universities, are multicultural in nature. Students from different, races, ethnic groups, cultural groups, social groups and socio-economic groups interact on a regular basis and my view is that these environments should stimulate debates around social justice concerns. Yilmaz, (2016) further implies that the attitudes and behaviour of teachers directly affect learners and may cause them to exhibit positive or negative behaviours and attitudes. It is also stated in previous studies conducted on the subject that the attitude of schoolteachers in multicultural education contributes to the critical thinking abilities of their learners. The above author also states that there is a decline in the negative racial attitudes of student teachers who have received multicultural education and cultural awareness is created among university students through multicultural education; thus, their prejudices are overcome. It is thought by me that studies to be conducted on multicultural education in teacher training will contribute to a possible change in teachers’ views on multicultural education. Changing the view of a teacher on multicultural education can inform their approach in dealing with the curriculum content objectively and without clouding it with their own beliefs.

Finally, it should also be noted that critics of multicultural education seemingly debunk the policies of multiculturalism with the prejudicial effects of national unity and nation building

attempts. The effects of heterogeneities such as, ethnicity, religion, gender, class, professional status, educational credentials, and nationality with reference to multicultural education, may in a sense obscure certain inequality, social injustices or even promote inequalities (Davis, Phyak & Bui, 2012). If teachers remain committed to making a concerted effort to impact academic achievement in schools, then multicultural education must be at the core of teacher education programmes, such as the Social Sciences, in order to promote students' ability to function effectively in a diverse, democratic society (Stake, 2008).

2.5.3 Social Sciences and Multicultural education

Education is the vehicle for social change, and many who are in the profession have a desire to be change agents, seeking to realise a better and healthier community. In the book, 'Where Do We Go from Here: Chaos or Community?' (1967), Dr Martin Luther King challenges readers to consider the idea that "effective teaching requires strategies which can assist teachers to teach more effectively". He further suggests that teachers need to better understand family life and the social context in which learners and families are embedded, in order to teach in a manner that family background and circumstance would no longer become a part of the question about academic achievement gaps.

Despite various approaches for Social Science teaching, most teachers invariably institute some form of multicultural education as the primary goal for Social Science instruction. It is in this context that the National Council for Social Studies (1994) could be viewed as the proponent, through its mission, the inclusion and inculcation of civic competence in learners. However, Arslan and Rata (2015) observed that fundamental differences exist in the way in which individuals define multicultural education. For example, according to Aydin (2012), multicultural education in the broadest sense is concerned with helping students to acquire the appropriate knowledge, skills and values in an increasingly ethnically diverse nation-state. The Curriculum Assessment Policy Statement (CAPS) in South Africa is built on the principles of providing all learners with knowledge, skills and values. Similar to teaching for multicultural education, teaching Social Science involves teaching about and for multicultural perspectives and

viewpoints; establishing respect for cultural diversity; and working towards identifying and transforming areas of injustice that inhibit the goals of democracy (Castro, 2013).

Multicultural education draws on the relationship between increased cultural awareness and exploration; Social justice and multicultural advocacy; and a critical awareness of issues (Castro, Field, Bauml & Morowski, 2012). Views of multicultural education galore. Grey's (2017) two-pronged typology for instance, uses acceptance for other diverse groups and multicultural education as a social justice tool that strives to halt oppression.

2.6 SOCIAL SCIENCE AND CONCEPTUAL UNDERSTANDING

The conceptual, theoretical and philosophical foundation of university transformation discourse is often led by the Social Sciences and presented as a template for other fields, such as pure science and engineering, as well as other professional fields which include accounting, health, economics and management sciences. This has caused tension and the perception of imposition, instead of co-creation and co-determination of the terms of transformation. Social Science is more advanced in critical theory and has dedicated more time and effort to developing tools for analysing the weaknesses of our education systems. There is an urgent need to affirm the principle of co-creation and a reciprocal dialogue among these disciplines to advance the transformation of content and pedagogy (Midford, James & Hutchinson, 2018).

The first stated goal of Social Sciences in the National Curriculum Statement (NCS) is understanding the world, and it uses the term 'understanding' consciously because learning in Social Science involves more than simply memorising factual information. Factual knowledge is used as the foundation to support learners in their development of concepts and general understanding. Thinking skills are more imperative in the Social Sciences because learners use them to process facts in order that specific items of information may be related to one another in a variety of ways to become ideas (Ngulube, Mathipa & Gumbo, 2015). Social Science as a school subject enables learners to deal with multifaceted social reality; reality that is not given but produced and reproduced under the influence of authoritative discourse of power and hegemony. By virtue of being 'social', the best place to teach students to question prevailing

social norms, processes and practices, is in the Social Science classroom (Midford, James & Hutchinson, 2018).

I believe that Social Science should make learners aware of present scenarios and expose them to the 'reality' of society, not only the 'ideal' of society (Ogle-Klemp & McBride, 2007). Mishra (2014) concurs that school should provide multiple opportunities for the learner to learn what a democratic way of life means and how it might be led; the teacher therefore should be capacitated to deal effectively with such content.

The National Curriculum Statement (NCS), in the Curriculum and Assessment Policy Statement (CAPS) (2011) states that the Social Sciences curriculum aims to provide opportunities for learners to look at their own world with fresh and critical eyes and perhaps more importantly, it aims to introduce learners to a world beyond their everyday realities; it is with this aim that this study would welcome teachers who embrace diversity in their classrooms. I am of the opinion that by being exposed to diversity in their training, it would empower a student teacher to tackle various challenges head-on. Knowledge about the learners and the circumstance of the learners would enable the teacher to show empathy towards them.

2.6.1 Social Science teacher

The diverse and often controversial subject matter in Social Science, places a Social Science teacher in a position where they must be well trained in a variety of disciplines. Currently, in many intermediate phase classrooms, Social Science is taught through teacher-centred activities. This involves techniques, such as the memorisation of facts, teacher-tell, and a heavy reliance on textbooks (Ngulube, Mathipa & Gumbo, 2015). This style of teaching is what Dewey (2016) and many others have referred to as the "traditional" model of education. This "traditional" view of communicating information in the Social Science classrooms is paradoxical, when one thinks of the way that the material, facts, and processes, are determined.

As an ex-Social Sciences teacher and currently a Social Science teacher trainer, I believe that the material which teacher education students in the social studies classroom are exposed to is socially constructed. For example, the facts and concepts in textbooks are decided upon by a

group of authors and editors. They come to a consensus and deem that this material is essential for the students to understand. There needs to be an effort to teach the materials in the same way that are constructed - socially. Therefore, the teacher needs to have a broader pedagogical, cultural, social and psychological understanding of the teaching of Social Science (Baildon, Lin & Chia, 2016).

The National Curriculum Framework (NCF) in New Zealand (2005) also adheres to similar views, such as Baildon, Lin and Chia, who recommend that Social Science teaching will enable learners to think critically and take an informed position regarding different social issues, thus in turn making the teaching of controversial topics in multicultural classrooms effective. It gives preeminence to learners' experience and emphasises that there should be a connection with the knowledge acquired to life outside the school. The classroom process should not be like a 'closed-box' process; rather, it should reflect the interface between school learning and what a learner learns through their everyday experience (NCF, 2005). This notion is also explicitly mentioned in the South African context by the Curriculum and Assessment Policy Statement (CAPS) (2011) that Social Science teaching recommends fieldwork in order to expose learners to learning outside of the classroom, especially with the controversial topics.

I am of the opinion that learners' everyday experiences in the community are a legitimate source of knowledge; a kind of cultural capital that can be tapped by teachers to improve their pedagogic practices. These studies led me towards the theoretical underpinnings of Social Constructivism which explains learning and knowing as a social process, situated in a physical, as well as a socio-cultural context and distributed across persons and tools (Picken, 2012). Learning also involves negotiating understanding through dialogue or discourse shared by two or more members of the community who are pursuing shared goals (Picken, 2012). The basic tenets of the socio-cultural approach are:

- (a) Learners construct their own knowledge, participating in authentic activities and internalising the tools of practices;
 - (b) Learners are reflective beings; they can think and reflect on their lived experiences;
- and

(c) Social interaction/ dialogue plays a crucial role in learning.

This perspective focuses on learning as sense-making, rather than on the acquisition of rote knowledge that exists somewhere outside the learner. It expands the horizons of the teaching learning process and stretches it beyond content and curriculum transaction, to establish a community of learners who are engaged in the process of knowledge construction. I therefore believe that the aforementioned could benefit the student teacher and assist them to be able to take up the challenge of engaging with controversial Social Science topics and the use of social justice considerations in multicultural classrooms.

2.6.2 The role of the Social Science teacher

Assisting young people by developing their abilities of reasoning, decision-making, problem-solving and providing them with skill to become good citizens that are accepted by any democratic society, is the primary objective of Social Science in most countries (National Council for Social Studies USA, 2010). These skills are deemed effective tools in the teaching and learning of controversial Social Science topics in multicultural primary school settings. The teacher's role in the development of the learner cannot be over emphasised as many scholars see teachers as links that connect learners to the curriculum they are required to learn (Dada, 2008). The results of research have shown that the mode in which learners learn, really displays that learning is connected to life challenges. This view, therefore, prompted teachers to reassess their methods of teaching learners about their society and how they should properly adapt (Bamusiime, 2010). Following the above submission, the syllabuses and teaching and learning techniques are being transformed in many nations. I am of the view that these changes could also contribute to the effective teaching and learning of controversial Social Science topics in intermediate phase classrooms of multicultural primary schools in South Africa.

The subject, Social Science as a school discipline for the young generation was introduced basically to enable learners adapt to their environment and be able to adjust to the stress of a rapidly changing society. A number of research findings have reported problems regarding the methodology used to teach the subject by teachers (Abdu-Raheem, 2010). The key challenge is

that teachers of Social Science find it extremely difficult to apply specific techniques that could help facilitate the realisation of the desired objectives of the subject and effectively prepare teachers to teach controversial Social Science topics in multicultural classrooms. Therefore, the effective imparting of Social Science knowledge to learners and the ability to teach controversial Social Science topics in the Intermediate phase, requires a teacher who is grounded in a variety of both content knowledge and pedagogical skills, from the integrated curriculum of the subject. The question I am interrogating in this study, is whether this is part of the student teacher's training programme?

The teaching of Social Science in schools has been reportedly difficult, and the inclusion of controversial topics contributes further to this challenge, because of the inability of some institutions or teachers to conceptualise the nature of the subject itself. Ajiboye (2010) further explains that Social Science as a school subject has not been clearly understood by countless scholars. He notes that many teachers of the subject are unaware of its content and methods, most especially the concepts of integration and multidisciplinary settings, thereby causing them to impart knowledge of the subject inappropriately to the learners. Dada (2008) observes that the difficulty in the effective application of the concept of integration in the teaching of Social Science could be as a result of previous training acquired and the competencies on the part of the teacher. This study seeks to assist teacher education students to understand that teachers of Social Science need to determine their width and depth in the teaching of the subject, so as to establish how they should apply various techniques when they teach controversial topics in multicultural, Intermediate phase classrooms.

2.6.3 Social Science teaching approaches relevant for the teaching of controversial Social Science topics

Scholars suggest different teaching approaches for the subject Social Science and a short description of each of the four approaches is highlighted. I will for the purpose of this study employ the scaffolding approach; the cross-curricular approach; the segregated approach; and the extra-curricular approach.

2.6.3.1 Scaffolding approach

One primary function of the teacher in the Social Science classroom is that they take the role of a guide and a facilitator, or in simpler terms a coach. Gonulal and Loewen (2018) state that teachers are required to become facilitators of knowledge, not conduits who pour knowledge into a container. The teacher's role is to create experiences in which learners will learn and then they will guide the learners through those experiences, a form of scaffolding. In this model, the teacher is responsible for guiding the learners through the specific experiences or activities. This allows the learners to construct their own knowledge through exploration, rather than through the "traditional" educational model that simply provides the learner with the correct answer or fact (Van Driel, Slot & Bakker, 2018).

Scaffolding is in fact that metacognitive, strategic, conceptual or procedural support that the learner receives and that allows them to participate in activities and to build skills that they would not be able to form if not assisted (Bellande, 2010). To speak about a scaffolding intervention in the educational setting, Panselinas and Komis, (2009) consider that the following conditions must be met:

- If support is required for a certain learning task, scaffolding would be ideal, only if there is evidence of the preparedness from the teacher to assist the learner in acquiring a specific skill, mastering a certain part of the content but clear objectives need to be set;
- Whatever assistance provided to the learner must be to equip and empower the learner to achieve a learning objective that they are unable to master independently;
- The support provided must aim to bring the learner closer to a level of competence which would empower them to demonstrate an independent achievement of a learning objective. The assistance provided by the teachers should be push the learners to independent learning and achieving learning objectives with limited support;
- There has to be proof in the quality of discourse that the teacher has adapted the speech on the current state of understanding of the learner;
- Proof of the learner's success in achieving a learning objective, with support from the teacher has to be apparent; and
- It has to be evident that the learner has reached a level

of competence as a result of the scaffolding experience; therefore, demonstrate these skills or their learning ability to solve new problems independently.

My view is that though scaffolding as a teaching strategy is directed towards the development of a scaffold. The teacher gives the learner all the information needed to solve a Social Science task on the orientation of attention to important issues and updating the rules, so that the learner becomes able, finally to focus their own attention on planning and controlling their own activities (Van Driel et al., 2018). The support offered is a temporary one and adjusted continuously, according to the level achieved by the learner, and reduced as they learn to work on their own and take responsibility for solving the learning task.

Student teachers need to be equipped to use different teaching strategies that will assist them to teach the Social Sciences with its unique content, which have some controversial topics. The Social Science curriculum deals with human related themes, with an influence on the daily activities in all societies. The Social Science curriculum in most countries covers topics from the following ten themes: culture; time; continuity and change; people; places and environment; individual development and identity; individuals, groups, and institutions; power, authority and governance; production, distribution and consumption; science, technology and society; global connections; and civic ideas and practices. These topics infuse controversial Social Science topics and also require the use of social justice considerations, which in turn is influenced from the perspective, themes are presented to diverse learners. It is around these themes that all countries build their own curriculum content (International Council for Social Studies 2016).

2.6.3.2 Cross-curricular approach

The cross-curricular approach to Social Science is another viable way of conveying the elements of the subject and to deal with the controversial topics of the subject. While this approach has its own notable strengths, some advocates view the development of the whole-school approach as a difficult undertaking for Social Science education- this aspect could in turn, further deepen an understanding around controversial topics in the subject and how to teach these topics in multicultural primary settings. Regardless of the claims, Fito’O (2009) argues that Social Science

can be relayed only through some subjects' areas in the formal school curriculum, and this fact requires that consideration be given to the cross-curricula approach when planning a curriculum for Social Science and how to effectively teach controversial topics in multicultural classrooms. Cowan and McMurtry (2009) assert that opposite views should be seen as part of a continuum, rather than as a mutually exclusive position. The author is understood to opine that Social Science is contextual, and that its success rests on its flexibility. In other words, the imperative for Social Science is perceived differently by different countries and this has implications for the adoption and implementation thereof, by particular countries. For instance, in the Solomon Islands, education for Social Science means that learners gain valuable knowledge through parents and family interaction and peer socialisation. As a result, the right and freedom of the learners are largely determined by their families (Hodgson, 2019).

I assert that family and parents' involvement have a role to play. Teacher education can use this approach to assist teachers in having a clear understanding of the learner, which will then through it, self-contribute to the teaching for social justice and how to approach controversial Social Science topics in multicultural primary schools.

2.6.3.3 Segregated approach

This approach is the opposite of the cross-curricular approach to Social Science transmission. The approach is seen as critical for effective Social Science education transmission because it has the potential to ease the burden for others in subject areas which are expected to teach Social Science concepts. This means that it becomes easier for those responsible for teaching the subject, rather than expecting multiple people to teach it from different angles (Kerr & Cleaver, 2006). The approach also has an advantage in that Social Science will be taught by people with better proficiency levels in the area. For this reason, the development of Social Science as a segregated subject area is seen as a prerequisite for the effective and more efficient implementation of the subject in schools at all levels (Fito'O, 2009). This study investigates appropriate interventions to assist pre-service teachers in developing a better understanding of multicultural classrooms and how to facilitate controversial Social Science topics with the object of attaining social justice.

2.6.3.4 Extra-curricular approach

The extra-curricular approach is another strategy used to further Social Science as a subject in schools. This approach advocates the promotion of Social Science education through varied activities, such as the singing of the national anthem, holding competitive activities among schools, such as in sport and the raising of the national flag. The extra-curricular approach is thus capable of promoting national awareness and therefore, can act as a unifying device among people of different ethnic backgrounds (Oats, 2014). Through such practical activities, Social Science education could be made more meaningful by encouraging doing, on the part of the learners. This approach is located outside of the school academic timetable and thus, it allows learners enough time to participate in hands-on activities to demonstrate their patriotism. The Citizenship Education Foundation (2012) supports the notion that Social Science, irrespective of its format, must have the following features:

- **Active:** Emphasise learning by doing. Learners in the Social Science classroom should engage and use the knowledge to foster their own opinions and not rely on the teacher and the textbook.
- **Interactive:** Utilise discussion and debate. Encourage learners to participate in discussions without fear, by creating an environment that provides for open and robust engagement with the content knowledge.
- **Relevant:** Focus on real-life issues facing society.
- **Critical:** Encourage young people to think for themselves. Develop problem-solving skills in learners and allow mistakes to happen · Collaborative: Employ group work and co-operative learning. Provide tools for learning in and outside of the classroom without compromising teaching and learning.
- **Participative:** Give young people a say in their own learning. Unconventional methods, innovation and out-of-the-box thinking should not be restrained in a Social Science classroom.

Hussin, Adam, Hamdan and Ya'kub (2017) suggest in this case, that schools and community groups could provide an opportunity for learners to incorporate community participation, thus creating an additional intervention in the use of social justice considerations for the effective teaching of controversial Social Science topics in the intermediate phase classroom. In the case of South Africa, numerous organisations ranging from human rights organisations, cultural organisations, civic groups to other voluntary associations in society could be used to give Social Science teacher education students a hands-on feel through short-term work placements or attachments on how to use social justice considerations in the multicultural, Social Science classrooms. This will enable trainees to have a chance to exercise their citizenship roles and, in the process, develop more interest in participating in the affairs of their societies. I am of the opinion that the strategy can also ensure and promote community or stakeholder contributions to education and training.

2.6.4 Implications of the above approaches for the teaching of controversial Social Science topics

It is important to highlight from the outset that on a daily basis, teachers are confronted by complex decisions that rely on many different kinds of knowledge and judgements that can involve high-stake outcomes for learners' future. This is common in the type of Social Science subjects which accommodate change on continuous basis, with elements of controversy included in some themes. For teachers to make good decisions when faced with diverse daily issues in their multicultural primary schools, Bansal (2009) advises that they must be aware of numerous ways in which learning can unfold in the context of development; in learning disparities; in language and culture influences; and in individual temperament, interest and approaches to learning. This advice is understood to wield a huge challenge for teachers in terms of requiring them to be ever ready for emerging issues and as such, it can be argued that teachers with a better foundation in the Social Sciences stand a better chance of dealing with those topics.

Oats (2014) describes the professional development of a teacher as one including a trilogy of personal knowledge and environmental dimensions. That is, the personal dimension involves self-concept by the teacher and ideas of good practice. The environmental dimension entails

teacher interaction with their working situation. The knowledge dimension involves pedagogical content knowledge, classroom knowledge, and managerial skills. Student teachers are also expected to master the content of their respective disciplines, such as the ability to appreciate the philosophy of their subjects; demonstrate adequate knowledge of the subject content; have an understanding of various concepts and facts; and be able to acquire, assimilate and apply information in everyday teaching (Hussin et al., 2017). In addition, student teachers must be able to translate theory that they acquire into practice and show critical and analytic thinking skills and capability.

I believe that the theory of pedagogical content knowledge is a balanced approach, as it covers both content and methodological issues. For this reason, universities could adopt the principles of pedagogical content knowledge in their teacher training programmes, so as to produce a well-rounded and knowledgeable teaching force able to effectively use social justice considerations in the teaching of controversial Social Science topics in the intermediate phase classroom. One other important feature of pedagogical content knowledge is the notion that teachers have special knowledge about their learners. Tazhbayeva (2015) postulates that to understand what makes the learning of certain topics more challenging than other, are issues relating to the pedagogical content knowledge and the diversity learners bring to the classroom during commonly taught lessons.

2.7 SOCIAL SCIENCE TEACHING IN THE CONTEXT OF PREVALENT INEQUALITIES DURING THE APARTHEID-ERA EDUCATION

In the South African transitional justice environment, Social Science education also needs to take into account the legacies of the apartheid-era schooling system and the official history narrative that contributed to conflict. Apartheid education was Christian and National (Thobejane, 2013). Essentially, it was a policy crafted for Afrikaans speaking learners. However, it possessed elements meant to subjugate black South African natives. This was part of a racist ideology whose tentacles were nurtured by the ruling racist National Party from the 1930's. In 1953, the Bantu Education Act formalised the system of unequal education for black South Africans, who were to be educated to the level of manual labour (Tibbits & Weldon, 2017).

Zembylas and Kambani (2012) state that what becomes 'official' memory in the national curricula reflect the power of certain groups and ideologies in society to define the past, according to their interests. In apartheid South Africa, the power reflected in the history curriculum (Social Science), was defined by Afrikaner nationalist historians, who sought to justify white supremacy and Afrikaner control of the country (Weldon, 2015). The national narrative fed into the prevailing stereotypes of whites as civilised and blacks as barbarous, mirroring the patterns of inclusion and exclusion from citizenship and contributing to the shaping of social identities (Thobejane, 2013). Any resistance to apartheid that took place, for example the passive resistance of the 1950s and the increased resistance in the 1960s, 1970s and 1980s, did not appear in any of the curricula (Weldon, 2009). The curriculum for black learners ended with the date of 1948, when the National Party took control of government in South Africa. While in theory, the different education departments developed their own curricula, in practice there was tight control exercised by the white House of Assembly.

Tibbitts and Weldon (2017) indicate that through the department of Bantu Education 1953, the national government systematically took control of all schools for black learners and of the 7000 schools operating in the 1950s, 5000 had been run by missionaries and were taken over by the government. The above authors further indicate that all teachers were thereafter to be trained in government training colleges; and all syllabi were created by government officials and infused with ideas of racial inferiority. The segregation of schools and the concurrent underfinancing of black schools conspired to institutionalise deeply unequal education between whites and the majority of South Africans. There was a shortage of teachers in black schools, as well as a shortage of furniture, books and other equipment. This illustrates the injustices of the system and the effects it had on education as a whole.

History education (Social Science) under apartheid was regarded as a science and aimed to develop conformity and obedience from all South Africans, black and white, and was delivered as an uncontested body of knowledge (Weldon, 2009). There was no culture of problem solving, free enquiry or active learning and History (Social Science) teachers were expected to teach this subject that promoted social injustice and inequality. I believe that the deep-rooted ethos still

has some effects on contemporary Social Science teaching and the training of such teachers, therefore, it seems to be more challenging to consider social justice considerations for the teaching of controversial Social Science topics in the intermediate phase of multicultural primary schools.

2.8 SOCIAL SCIENCE TEACHING IN THE IMMEDIATE POST-APARTHEID PERIOD

The first democratic elections in South Africa in 1994 set up a Government of National Unity, which was the outcome of the politics of compromise. Between 1990 and 1994, the new democracy was negotiated within the context of intense political violence (Murphy, 2017). As neither the liberation movement, nor the apartheid state had been clear victors in the struggle prior to 1990, and the release of Nelson Mandela, compromises were made on both sides. As interim constitutions were drawn up in 1993, agreements were reached on a period of five years of power sharing, during which the new Constitution would be developed (Tibbits & Weldon, 2017).

The political reality influenced the first iteration of post-apartheid education policy, and in particular, the position of History (Social Science) within the curriculum. It was not until 1996 that work on a new curriculum began at that point for a number of reasons. Regrettably, the inclusion of that envisaged History in the school curriculum by education officers was deemed too sensitive (Thobejane, 2013). They further argued that this ironically, was the year in which the Truth and Reconciliation Commission (TRC) hearings began.

The Truth and Reconciliation Commission (TRC) was set up according to the provisions in the post-amble of the Constitution of the Republic of South Africa Act No200 of 1993 and passed in Parliament as the Promotion of National Unity and Reconciliation Act, No 34 of 1995. The Act established the TRC to investigate politically motivated gross human rights violations perpetrated between 1960 and 1994. While a number of institutional hearings were set up to provide a context for these human rights violations, the apartheid education system was not brought before the TRC. This meant that during the TRC hearings, there was no public debate on the role of education in contributing to apartheid, nor on the ways in which the education system might

respond to the requirements of a new, democratic South Africa. This was a serious ‘shortcoming’ on the part of the Commission, as it was in education that most damage to this society was done (Wildschut, 2007). In the first curriculum reform, there was no History (Social Science); in the second reform, the multiple narratives of South Africans became a basis for creating an identity predicated on diversity (Murphy 2017). I am convinced that the aforementioned had a significant bearing on the training of teachers in South Africa.

2.9 SOCIAL SCIENCE AN ASIAN CONTEXT

In the Lebanese national curriculum, Social Science is a compulsory subject for all grades (1-12) and has been ever since the first national curriculum in 1946. The subject lists nine main aims, but the researcher finds aim number 9 particularly applicable to this study, due to the fact that it addresses South Africa’s differences: To promote the awareness of his humanity through the close relationship with his fellow man, regardless of gender, colour, religion, language, culture and any other differences. Despite the male-gendered language, the aim delineates a maximal notion of citizenship with an emphasis on dialogue, critical thinking, conflict resolution, equal opportunities and participation at civil, environmental, national, vocational, regional and global levels. Among the paucity of research studies on learning and teaching in the Lebanese Social Science classroom, the following studies have started to highlight some growing concerns of classroom learning and school Social Science teachers in Lebanon. Descriptions of classroom teaching showed tensions when facilitating debates and discussions of controversial topics, and a high degree of didactic approaches including memorisation and the rote transmission of knowledge (Akar, 2007). Subsequently, two quantitative studies measured perceptions of teaching methodologies; Shuayb (2015) found in her survey that 77, 7% of the teachers agreed that of the learners in school, the teacher knows and 74, 8% teach learners the way they want, without listening to learners’ views. A large-scale quantitative survey on Social Science education of 14-year-olds in Lebanon suggested that the traditional, knowledge-transference approach to learning was predominant in Lebanese schools.

I am sure that this same study would find similar trends in the South African context. Learners and teachers’ responses indicate that teachers neither encourage debate and discussion, nor give

opportunities to learners to conduct research, carry out projects and present alternative points of view. These findings on teaching in the Social Science classroom raise serious pedagogical concerns regarding rote learning, limitations of discussions, and the role of assessment issues evidently present in classroom teaching in post-conflict societies.

2.10 SOCIAL SCIENCE IN EUROPEAN CONTEXT

Although historically the term “social studies” was used occasionally in English schools to encompass children’s learning in History, Geography and Religious Education, following the introduction of the National Curriculum by then Prime Minister Margaret Thatcher’s Conservative government in 1988, the term completely disappeared from British curriculum documents. The Educational Reform Act that established the National Curriculum required all government-maintained schools to provide a balanced and broadly based curriculum that promoted the spiritual, moral, cultural, mental and physical development of pupils at school and in the society; a curriculum that prepared pupils at the school for the opportunities, responsibilities and experiences of adult life. A good definition is given by the European Science Foundation that Social Science encompasses those subjects which examine and explain human beings. Understanding how minds operates and how societies functions should be some of the ways utilised.

In Turkey, Social Studies/Science is used to transmit citizenship ideas. Memisoglu and Kamci (2013) report that the Social Studies/Science programme aims to raise active and productive citizens in Turkey. They define Social Studies/Science as a life knowledge programme which creates appropriate aims for the role of the responsibilities of the citizens of the Turkish democratic society. The content comprises a combination of historical, geographical and citizenship knowledge subjects and life-long citizenship skills. In view of these basic themes that make up the Social Studies/Science curriculum, it is observed that the Turkish people have a curriculum that seems capable of giving learners the opportunity to realise themselves, to apply the principles of democracy, and to acquire democratic attitudes by creating contexts which will likely improve decision making. It is believed and wished that along with a relevant and adequate

curriculum for Social Studies/Science, the country has well qualified teachers and democratic schools to foster democratic citizenship transmission effectively.

2.11 SOCIAL SCIENCE AN AFRICAN CONTEXT

In the African context countries, such as Nigeria, Sierra Leone, Namibia, South Africa and Lesotho, to mention a few, the Social Science approach to the transmission of citizenship education is considered the most viable approach. Nigeria is one of the early starters of Social Studies Education in Africa. Oats (2014) reports that Social Studies/Science was introduced in 1958 in Nigerian schools and currently, the subject is taught right from primary to secondary level. The subject was introduced upon the realisation of the role that communities can play in explaining citizenship to learners and its importance in encouraging national integration and democratisation of a country that has just emerged from the devastating effects of a protracted civil war.

It should also be noted that during the colonial era Social Science programmes in African countries were non-existent, primarily because colonialism was not aimed at developing critical African citizens (Abdi, 2008). Interestingly, the post-colonial era led by a ruling African elite did not engage in any viable expansive and constructive, political education, except in a few cases where the agenda was to assure loyalty of the public to military junta and civilian dictators (Abdi, 2008; Mezeobi, Fubara & Mezieobi, 2013). One exception of Social Science education was that of Julius Nyerere's educational component of the Ujamaa in Tanzania and his well-known perspectives of Education for Self-Reliance (Abdi, 2008; Omatseye & Omatseye, 2008). Therefore, Social Science education in the post-colonial nations of Africa is defined within the Western democratic framework that is characterised by the nation-state, individual rights and political activity, such as voting (Ogunyemi, 2008).

At tertiary level, Edinyang and Ubi (2013) report that Social Science teaching in Nigerian colleges and universities is a recent innovation. The tertiary programme has adopted different approaches in teaching Social Science, as some use subject-centred approaches, while others use the interdisciplinary approach. It is also striking that curricula differ from place to place but all have

a common topic. Lessons from the Nigerian approach relate to the fact that curricula differ from college to college. This is a great advancement in the development of a curriculum aimed at being close to particular people. This is one innovation which could be adopted in South Africa, which has relied on the development of the national curriculum as opposed to the current curriculum. This study believes that a country, such as South Africa which has diverse environmental conditions, diverse cultures, and social heritages, deserves a regional curriculum for Social Science, instead of a national curriculum.

2.12 TRENDS IN SOCIAL SCIENCE

I wish to argue that if Social Science is to develop effective citizens in a democracy, it has to undergo a serious metamorphosis in dealing with some of the trends, such as the changing demographics; sexuality; racism; prejudice; and gender bias, to name a few. Social Science needs to find a way to teach and inform learners about all these inequities in our society. Learners need to understand that when dealing with such issues properly, they stand a good chance of developing into well-rounded, effective citizens in a democracy.

The role of the subjects within the South African school curriculum is enormous and one wonders the extent to which the Social Science curriculum has lived up to its expectations. It is the Social Science curriculum that has been charged with the responsibility of integrating knowledge from the other disciplines; the enormous challenge to provide civic education to all learners; provide critical inquiry into practices and social values; examine social knowledge; dysfunctional value systems; and the effects of racism, prejudice, and gender inequities on society (Nelson & Pang, 2013). However, Social Science has been criticised for its failure to carry out one of its mandates, that of addressing contemporary and controversial issues faced by different societies worldwide. The Social Science curriculum has been criticised for its failure to carry out its mandate of citizenship education (Ahrari, Othman, Hassan, Samah & D'Silva, 2013). This is exhibited by its failure to address issues of race and prejudice (Nelson & Pang, 2013), along with colonialism, sexism, homophobia and gender (Smith-Crocco, 2006).

The textbooks used in schools have neglected issues of race and excluded marginalised people, such as women and girls (Urban, 2013). Social Science has become dull and unable to deal with pertinent issues in society and fallen prey to reinforcing the status quo, thereby losing popularity and interest from its recipients, as it has become boring and unchallenging for learners (Nelson & Pang, 2013). Rains (2006) blames the Social Science curriculum for continuing to focus on selective content and instructional methods which perpetuate colour blindness, marginalise the “other” and reinforce the status quo, and at the same time appearing to be politically correct.

This colour blindness of Social Science is further exacerbated by the position of the National Council of Social Studies (NCSS) in addressing issues of racism and prejudice, which are strangely mixed, representing a peculiarly cautious and conservative leadership of the Social Science curriculum (Ahrari, Othman, Hassan, Samah & D’Silva, 2013). These inequities in the Social Sciences are also exhibited by the pictorial representations in textbooks that reinforce a particular ideology through making choices of who to include and exclude from the texts (McKnight & Chandler, 2009). Van Nuland (2013) provides hope for the Social Sciences that if taught well, the subject is better placed among all the subjects in the school curriculum to teach about controversial issues, such as race and prejudice, as well as human ideas and practices, and act as an emancipation tool to promote social justice.

To emphasise the important role of Social Science and the challenges that it faces, Nelson and Pang (2013) opine that the subject has the capacity, indeed it has the obligation to assist students (learners) in developing insightful knowledge about human issues and how to address them by practising critical thinking. It is the prime subject for doing this, but it must overcome its own history and lethargy to accomplish this. Given the nature of racism, it is even more difficult for its perpetrators to recognise that they have not changed attitudinally but have learnt to ignore the existence of the so-called discriminated and marginalised people. This has been emphasised by McKnight and Chandler (2009) who state that the abolition of racism and prejudice takes more than lip service, and is larger than a political, economic, or geographical question. It is more than a legal and moral question but rather, a social and psychological question that incorporates changes in values and behaviours. There needs to be a thorough examination of one’s attitudes;

more dialogue and deliberation is needed between the perpetrators and the victims. It takes more than legislation to unpack such attitudes that have been transferred from one generation to the next.

2.13 CONCLUSION

This chapter covered the theoretical lenses that form the framework for the study, which is civic education, social constructivism and critical multicultural education. The chapter encompasses a significant discussion on Social Science, covering vast areas with regard to Social Science. It began with a background to Social Science that included a brief history and from different contexts in the world. I also argued that there is a plethora of information that Social Science draws on and that the task that Social Science is faced with is enormous and one wonders if Social Science has been able to achieve its goals. The advent of global education and multicultural education has put Social Science under a lot of pressure and scrutiny. There is a need to be specific on what the subject ought to do and avoid jargon, such as national development, nationalism, and nation building and refocus, since the era reconstruction has been overtaken by events other events. Given the discussion in this chapter, I believe that the Social Sciences, if well conceptualised, is a viable tool within the school curriculum to develop good citizens. However, I still think there is a need to draw parameters to avoid the pitfalls of it becoming a mishmash of trivial issues.

CHAPTER 3

AN OVERVIEW OF EDUCATION TRANSFORMATION IN SOUTH AFRICA, SOCIAL JUSTICE, PRE-SERVICE TEACHER TRAINING AND THE TEACHING OF CONTROVERSIAL TOPICS IN SOCIAL SCIENCE.

3.1 INTRODUCTION

After the transition to democracy in 1994, the new South African government was faced with the urgent need to dismantle the deeply flawed education system it had inherited. It was from this standpoint that the Ministry of Education produced a series of White Papers on Education - the “White Paper Era”. The White Paper on Education and Training articulated a vision of transformation driven effectively in all the processes and institutions of a democratic society, with the intention of building a nation free of race, gender bias and any other form of discrimination (DoE 1995). The most important feature of the White Paper on Education and training of 1995 was the proposal for Outcomes-Based Education (OBE).

In 1998 Curriculum 2005 (C2005), driven by Outcomes Based Education was introduced into South African schools in Grade 1 and Grade 7. This policy was introduced with the hope that it would be implemented in all grade levels by end of 2005. However, this did not happen. There were concerns raised with regard to the policy implementation. This period was followed by a phase of particular emphasis on service delivery (1997 to 2003), with a renewed focus on implementation by former President Thabo Mbeki. For example, one of the concerns was that the implementation of C2005 would be sustained by teachers soon after taking office in 1999 as president of the country. In light of this statement, the then Minister of Education, Kadar Asmal, appointed the Review Committee headed by Prof. Linda Chisholm to review the policy.

The Ministerial Review Committee revealed the many challenges that impeded the effective implementation of C2005 (Chisholm, 2003), but for the purpose of this study, I want to highlight the following:

- Inadequate orientation, training and development of teachers; and
- Shortage of teachers to implement and support C2005.

It is with this background that I would like to engage further on matters related to adequate pre-service teacher training, orientation when they commence service, and on how to deal with learners of diverse races, cultures and upbringings.

3.2 SOUTH AFRICAN LEGISLATIVE MATTERS

The legislative component that impacts teacher training in South Africa and its strategic and national imperatives will refer to the following legislation: the Higher Education Act 101 of 1997; Green Paper on Higher Education 1996; Green Paper on Further Education and Training of 1998; Green Paper for Post-School Education and Training 2012; White Paper on Education and Training of 1995; and the Education White Paper: a programme for the transformation of Higher Education (RSA: Act No.97 of 1998). I view these legislative pieces as very important guidelines to educate, guide and protect every teacher who uses social justice considerations when they teach controversial Social Science topics in South African multicultural primary schools.

3.2.1 Higher Education Act 101 of 1995

The Constitution of the Republic of South Africa (Section 29(1-4) provides for the right of basic and further education to everyone in the official language of their choice, with equity, redress and practicability taken into account (DHET White Paper, 2013). The Constitution also further states in Section 31(1) that a individual attached to a cultural, religious or dialectal communal may not be deprived of their right, with other members of that community, to enjoy their culture, practise their religion and use their language; and to set up, and preserve cultural, religious and linguistic relations of other structures of society. In addition, the Higher Education Act 101 of 1995 desires to restructure and transform programmes and institutions to respond better to the development needs of society; to respond to the needs of the Republic and of the communities served by the institutions; and to promote the values which inspire an open and democratic society based on human dignity, impartiality and freedom (DHET White Paper, 2013). I opine that a subject, such as Social Science underpins the social discourse of societies and provokes

dialogue; thus, the relevance of an Act to stipulate the boundaries and on how to use social justice considerations in the teaching and learning of controversial Social Science topics in Intermediate phase classrooms.

3.2.2 Green Paper on Higher Education 1996

Higher Education is one of the most important activities in modern society. It creates a demanding but rewarding environment in which individuals may realise their creative and intellectual potential. Through high-level training across disciplines, it equips people with the necessary knowledge, skills and values to play a wide range of social roles and to become effective citizens (Terblanche, 2017). The Green Paper (1996) in Chapter 1 (page 3) postulates that higher education is responsible for the socialisation of enlightened, responsible and constructively critical citizens and is directly engaged in the creation, transmission and evaluation of knowledge. In its vision it states that it supports a democratic ethos and a culture of human rights by educational programmes and practices conducive to critical discourse and experimental thinking; cultural tolerance; and a common commitment to a human, nonracist and nonsexist social order. I believe that such pieces of legislation are needed to allow an open dialogue on contentious topics in the Social Science intermediate phase classrooms of primary schools.

3.2.3 Green Paper for post-school education and training 2012

The Green Paper provides a vision for a single, coherent, differentiated and highly articulated post-school education and training system. This system contributes to overcoming the structural challenges facing our society by expanding access to education and training opportunities and increasing equity, as well as achieving high levels of excellence and innovation (Ramrathan, 2016). The fundamental purpose is to redress past and present injustices, including overcoming barriers to progress based on social class, race, gender, geographical location, age, disability and HIV/AIDS status. Eliminating all forms of discrimination and inequality and developing a general culture of human rights and democracy are among the key priorities of the Department of Higher Education and Training (DHET). I maintain that student teachers deal with the above listed barriers daily in society and therefore cannot be oblivious to them, pretending that they do not

exist; in order to deal with them, these barriers should form part of their training. A clear understanding of this legislation would be beneficial in effectively teaching controversial Social Science topics and the use of social justice consideration in the Intermediate phase classroom.

3.2.4 White Paper on education and training

Education and training are central activities of society. They are of vital interest to every family and to the health and prosperity of the national economy. The government policy for education and training is therefore a matter of national importance. In a democratically governed society, the education system taken as a whole, embodies and promotes the collective moral perspective of its citizens; that is, the code of values by which the society wishes to live and consents to be judged (Terblanche, 2017). The fundamental purpose of the White Paper for Education and Training is to give the assurance that education and training are basic human rights, and therefore the state has an obligation to protect and advance these rights, so that all citizens irrespective of race, class, gender, creed or age, have the opportunity to develop their capacities and potential, and make their full contribution to society. This study explores the role of social justice in the teaching of controversial topics in the Social Sciences and the need to consider race, class, gender, creed and age in the development of learners, and it is of seminal importance to achieve the objectives of the subject.

3.2.5 The South African Schools Act 84 of 1996

The preamble to the Schools Act states that the document aims to devise uniform norms and standards for the education of learners in South Africa and build an education system that does not discriminate against anyone. It also contains the most important provisions for the restructuring, governance and management of public schools, and the establishment, registration and subsidizing of independent schools, as well as the conditions for home schooling. It is important to illustrate for this study, the following principles of the Act:

- Using education to remove poverty;
- Advancement of the democratic reform of communities through establishment of human rights culture;

- Making sure that cultures and languages are respected, protected and advanced; and
Forming partnerships with education role-players in society that are in and the around the school, e.g. the governments entities, parents, learners, teachers and other members of the community. (Joubert & Prinsloo, 2008).

The democratic reform processes and the use of new laws and policies, including education policies, are key to facilitating transparent and inclusive processes (Thobejane, 2016). There is a growing literature on the role of education in supporting changes in society's processes of governance, institutional structures and leadership, in order to promote democratic processes, transparency and accountability (Ramirez-Barat & Duthie, 2015). In particular, scholars have explored the intersection of transitional justice processes and history education (Dlek & Filippidou, 2015; Paulson, 2015; Waldron & McCully, 2015; Weldon, 2015). In the South African transitional context, the expected role of Social Science teachers in curriculum revision processes was suddenly and fundamentally different from what it had previously been. They were now expected to teach a Social Science subject that was based on enquiry and interpretation, and that had explicit goals to develop learners to contribute to a new, democratic, rights-respecting South Africa. I included different pieces of legislation in this study because schools, the curriculum and the teachers themselves, are all guided by legislation in their different spaces and cannot act outside of any of these. It is therefore, of significant importance that student teachers have a clear understanding of the legislation to avoid contravening it.

3.3 PRE-SERVICE TEACHER TRAINING IN SOUTH AFRICA

Pre-service teacher training has been a matter of concern since the dawn of democracy in South Africa to the extent that the Ministry of Higher Education has come to an agreement with South African universities to produce between 13 000 and 15 000 teachers per year from 2010 to 2014 (Thobejane, 2016). To back this up, the government made funds/bursaries available for teacher education training in the form of the FUNZA LUSHAKA bursary fund, which was exclusively for teacher training. The objective was to train pre-service teachers about the new education system and how to handle the diversity of learners before they started their teaching careers.

Pre-service teacher education is the education and training provided to prospective teachers before they have undertaken any teaching. Common topics include classroom management, lesson plans, and professional development. A major focus during such education programmes is the practicum, where the pre-service teacher is placed in a school setting, either at primary or secondary level. The pre-service teacher will be given the opportunity to develop skills through lesson plans, teaching lessons, and classroom management. Lesson plans, teaching lessons, and classroom management are not enough for developing a whole teacher (Nkambule, & Mukeredzi, 2017). Pre-service teacher training should include exposure to policies of education; education administration; and the structures of teaching, and the diversity of teachers and learners. These will help develop the teacher to be able handle a diversity of situations that may arise in the workplace. The training of teacher education students could also be an effective tool to equip Social Science teachers to infuse social justice considerations in the teaching of controversial topics in multicultural primary schools.

3.3.1 Education system

The education system is a structure, consisting of particular components for effective teaching, in order to provide for the education needs of a specific group of people, namely the target group in a territory (Mashau, 2012). Steyn, Steyn, de Wall and Wolhuter (2002) state that an education system has details on components such as: objectives; aims; administration; legislation; education control; school systems; financial structures and organisations; compulsory education; medium of instruction; teacher training and curriculum; education policy and legislation; organisational structure of the educational system; managerial and administrative structures; educational institutions; and support services. These components help teachers to know what kind of education system they are going to find themselves in, in terms of its policies; how it is structured; the kind of curriculum that is offered for the target group; and the kind of teachers that are envisaged. I am of the opinion that a subject, such as Social Science with its very interesting scope and thought-provoking controversial topics, needs to play a particular role in shaping our communities and enhancing social cohesion. Knowledge on the education system could possibly guide teacher education students in dealing with the thought-provoking

controversial topics- knowing what can lead to litigation and having knowledge of the process, especially if they find themselves in such litigations.

3.3.2 Teacher envisaged by the National Department of Education

Teachers are the key contributors of transformation of education in South Africa. They should be mediators of learning; interpreters and designers of learning programmes and materials; leaders; administrators and managers; scholars, researchers and lifelong community members; and assessors and specialists (DoE, 2003). The National Curriculum Statement (2003), which is the guiding policy of the South African education system, visualises teachers who are qualified, competent, dedicated, and caring and who will be able to fulfil the various roles outlined in the Norms and Standards of Educators.

Through the introduction of the new curriculum, the Department of Education (2003) placed demands on teachers to adopt integrated teaching, to organise their teaching so that it promotes integration of one learning area with another. When a new policy, the NCS, was implemented in schools, both experienced and new teachers needed to get used to it and be trained in the new system (DoE, 2000a). Du Plessis and Marais (2015) support this statement with the argument that if people, who need to be driving forces behind change are not equipped with knowledge, skills and attitude to empower them to be a positive force of change, any change attempt will be unsuccessful. Moodley (2013) contends that teachers are more likely to respond positively to initiatives if they are given additional support during its planning and development stages. The National Department of Education in South Africa requires a qualified teacher, able to teach all Social Science topics including the controversial topics. This includes different strategies which should embrace social justice considerations.

3.3.3 Policy applicable for teacher training

It is necessary for pre-service teacher training to offer its students the knowledge and understanding of legislations and policies that regulate the education system. Knowledge of the policies will assist them to contribute towards implementation, as teachers are regarded as implementation agents. South African education since 1994, has transformed and several

legislations in education have been promulgated. Some significant legislations are what Roos, Oosthuizen and Smit (2009) call “parliamentary education legislation”. These refer to parliamentary laws that are promulgated for education.

Over the past few decades, there have been four policy frameworks that have sought to regulate and evaluate the practices of South African teachers. These four frameworks are (1) The Role of the Educator and Their Associated Competences, which formed a part of the Norms and Standards for Educators (DoE, 2000a); (2) the SACE Code of Professional Ethics (SACE, 2002); (3) the criteria for performance evaluation of teachers in the Integrated Quality Management System (IQMS) (ELRC, 2003); and (4) the Basic Competencies of Beginner Teachers (DJHET, 2015). Collectively, these four frameworks have stipulated expectations of teachers’ conduct and have provided the criteria used to evaluate and remunerate teachers’ work. They have also informed the design of pre-service teacher education curricula and the construction of continuing development initiatives for in-service teachers. Despite the intention of these policies, teaching expertise remains highly uneven for differently qualified teachers (CHE, 2010). Furthermore, there is still little by way of a common language of teaching practice, potentially constraining the extent to which teachers can engage meaningfully in professional dialogue within their school and communities (Kimathi & Rusznyak, 2018).

All four frameworks include criteria about teachers working in professional relationships with others. It requires that teachers build supportive and empowering relationships with learners, parents and fellow educators, as well as with their community. The SACE Code of Professional Ethics places the teachers’ claim to professionalism very strongly in work-based relationships and in their conduct as individual educators who act within a collective. The code elaborates extensively on acceptable and unacceptable conduct within these relationships. Teachers are expected to respect the dignity of others, refrain from harming or undermining others, and exhibit “appropriate behaviour and language” in ways that elicit respect (SACE, 2002). The SACE Code of Professional Ethics has as a criterion that educators have an obligation, in particular, to support the induction of newcomers to the profession. This requirement is not reflected in the Competencies of Beginner Teachers. In addition, they are expected to be able to work with other

role players to support the learning and well-being of the learners they teach. Similarly, the IQMS requires that teachers form “appropriate interpersonal relationships” with learners, parents and their colleagues.

I wish to argue that it is important to bear in mind that professional standards for teachers should not be regarded as a panacea that is able to solve the complex problems within the education system. It is, however, crucial that the conversations about teachers’ work and their professionalism do not divert attention away from the responsibility of the state to ensure that all public schools are adequately resourced and meet the norms and standards for school infrastructure. Broader problems, such as inequalities in society; dysfunctional school management; inadequate infrastructure; and inequitable resource allocation continue to plague the public schooling sector, and these have an impact on the work teachers do (Graven, 2014). Nonetheless, professional teaching standards may have enormous value in drawing teachers’ attention to those aspects of practice that research shows have the greatest impact on promoting quality learning (Taylor, Robinson, Hofmeyr, Draper & Johnson, 2017).

3.3.4 Diversity and what it means for teacher education students

An education system is a structure for effective teaching to meet the needs of the target group. This target group in any education system has its own diversity which teacher training should consider when preparing prospective teachers. Diversity among target groups might be the product of culture, gender and socio-economic backgrounds. According to Meier, Van Wyk and Lemmer (2007), diversity applies not only to groups that are differentiated by such factors as ethnicity, race, language and religion, which in essence, leads to multiculturalism. The South African population is one of the most heterogeneous in the world, being characterised by racial, ethnic and cultural diversity (Pretorius, 2010). Diversity constitutes any kind of variety, including sexual orientation; disability; learning preferences; nationality; and education level. I am therefore convinced that teacher training should consider some of these aspects and incorporate them into their teaching and learning plans, in order to provide the student teachers with the required paraphernalia on how to use social justice considerations in the successful teaching and

learning of controversial Social Science topics. For the purpose of this study, the following three facets are under discussion:

3.3.4.1 Culture

Members of particular societies learn crafts and practices in social circles, receive them through inheritance, through knowledge, beliefs and customs from elders and use those to coping with persistent challenges in society, these practices are viewed as culture (Meir et al., 2007). Culture can be viewed as a composite of significant and interrelated factors, all of which have significance for the teaching and learning process. Young (2017) is of the view that culture is central to determining the learning preferences, styles, approaches and experiences of learners. I am therefore of the view that culture is determined to be central to learning and fundamentally applicable to learning in the intermediate phase, in order to lay the correct foundation going forward. A growing body of literature on culture and learning proposes that human learning and development are keenly influenced by culture; given this, scholars continue to advocate cultural considerations in the design, teaching, learning, and assessment of content area knowledge (Swartz & Warikoo, 2009).

3.3.4.2 Socio-economic diversity

Socio-economic diversity, which Mashau (2012) states that in South and southern Africa, as in most post-colonial societies, poverty has to do with a history of power relationships that have disadvantaged particular groups in the society. Even when these power relationships change, the process of changing the economic realities of daily living for the poorest of the poor, may take a considerable time. In a meeting in Lady Frere in the Eastern Cape Province, community members raised this concern: “We have a problem. The government says education is equal for black and white but in fact, ours lags behind. I blame the government. It has not created equal education for all. Different things are taught in urban and rural areas.” In Kwa-Zulu Natal Province, a learner tells her story as follows: “When I wake up in the morning, I fold the blanket and the grass mats, and I have a bath. I herd the cattle to the pasture and come back to eat. Then I get ready for school. at home I get dressed in my home clothes, eat and then fetch the cattle, I then have a

bath and sleep”. These are some of the community members and learners that a teacher who is in training will come across. Given this background, I ask the question: How can teacher training at the higher learning level guide and prepare the teacher on how to handle such community members and learners?

3.3.4.3 Gender

Gender stereotypes create contrasting expectations and, therefore, require contrasting or differential behaviours towards girls and boys in schools (Ragoonaden, Sivia & Baxan, 2015). Mashau (2012) states that gender bias in teachers’ expectations of learners effectively prevents them from reaching their full potential. I am of the opinion that it is therefore important that teachers carefully consider their behaviour and attitudes towards learners to determine whether they are gender biased. Lesbians and gays might be in class, and they must be accepted by all, including teachers, as nobody is allowed to discriminate against people’s sexual orientation, as stated in the Constitution of South Africa.

Realising that student teachers are thrown in at the deep end with seemingly no induction taking place in schools, might make it necessary for teachers training in South Africa universities to offer training which will include the three components mentioned above, including issues, such as culture, socio-economic status, and gender of the learners.

3.4 CHALLENGES FACED BY TEACHER EDUCATION STUDENTS

Teaching practice is a central element of teacher education programmes in most countries, because it provides prospective teachers with first-hand experience of the real schooling context (Maphosa, Shumba & Shumba, 2007). Furthermore, teacher education is related to how and what teachers should know about subject matter and pedagogy; how they are taught and how they learn during in-training and in schools. This is critical for well-prepared and effective teachers. The quality of teaching and learning in schools depends on the quality of the training pre-service teachers receive during teacher education programmes. Cansiz and Cansiz (2015) emphasise that policy makers and teachers, realise what learners learn in schools is directly connected to what and how teachers teach. This in turn, depends on the knowledge, skills and

commitment teachers gain during teacher training and preparation. Moreover, these authors argue that not only do learners require powerful learning in schools, but teachers also need powerful learning before starting their profession. Student teachers are faced with challenges on how to articulate contentious Social Science topics which in turn make the teaching of these issues a challenge -this may lead to either excluding these themes, not teaching or presenting these themes with the requisite emphasis.

I believe that although teachers receive training during their tenure at university, they may still face difficulties in performing their profession due to problems in addressing certain aspects in the classroom. There is important evidence in the literature that the success of teachers does not only depend on theoretical knowledge, but also on practical experience (Cansiz & Cansiz, 2015). Therefore, this study focuses on the classroom in which practical experience occurs. Crookes (2003) points out that much of what is happening in the classroom and taught by student teachers, remains unknown. With this in mind, this study aspires to investigate the difficulties teacher education students experience in real multicultural classroom environments, during teaching practice and in particular, the teaching of controversial Social Sciences topics in Intermediate phase learning settings.

Research by Amin and Rahimi (2018) made the observation that teacher education students view their encounter in classrooms a “practical shock”. This then results in an overemphasis on controlling learners, and that might cause them to see diversity as a problem. The first encounters with learners during teaching practice is full of highs and lows, and it is quite natural that there will be days when teaching seems wonderful and days when teaching causes anxiety. Thus, early experiences have a significant influence on teachers’ practices and attitudes throughout the remainder of their careers. Yuam (2017) identifies the early problems of prospective teachers as being perceived as a type of conflict between training and the real classroom situation, no or little support from mentor teachers; fear of the unknown, such as diverse classes; a lack of understanding of different culture groups; and fear of conflict with learners, parents, community members and other external stakeholders. These listed challenges have further ramifications for teacher education who need to teach controversial Social Science topics in multicultural primary

schools. For the purpose of this study, I observed the fear of engaging with the subject content, especially if it contains controversial topics, such as in Social Science.

Cansiz and Cansiz (2015) record some interesting findings in their study about pre-service teachers in the classroom. In one of the interviews, a pre-service teacher made the following statement, “Sometimes I know the subject, but I do not know how to teach it, so I just try to cover the topic”. This prevalent problem among pre-service teachers is the lack of pedagogical content knowledge. The fundamental goal of teacher education programmes should be preparing competent teacher candidates. Cochran-Smith (2004) state that the goal of teacher preparation programmes is to design the social, organisational, and intellectual context, wherein prospective teachers can develop the knowledge, skills, and dispositions needed to function as decision makers. I hold the view that teacher preparation is important because teachers are responsible for teaching and learning in the classroom and therefore, teacher training programmes should pay attention to controversial Social Science topics and the usage of social justice considerations.

3.5 DEFINING SOCIAL JUSTICE EDUCATION

After several decades, there still appear to be variations in the understanding and application of the principles of social justice in teacher education programmes. Some sentiments emphasise teacher beliefs and identity, whilst others focus on democratic education, and yet others concentrate on multicultural issues (Cochran-Smith, 2010). There are programmes focused on civic engagement or other essential advances, while others concentrate on changing course requirements or other aspects of the curriculum within traditional programmes (Gray, 2017). The critics of teacher education for social justice assert that conceptually, the term is ambiguous and possesses multiple embodiments and conflicting theoretical frames (Cochran-Smith, Barnatt, Lahann, Shakran & Terrell, 2009). It is further noted that only a few of those who write about teacher education and social justice are explicit about the philosophical and political roots of social justice education (McDonald & Zeichner, 2009), which increases the likelihood that it exists in name only or that it is diluted. For this reason and many others, it is important to help teachers operationalise social justice education and understand how such a transformation develops. I am of the opinion that an unambiguous understanding of social justice and its infusion in Social

Science, has an important role to play with regards to teaching and learning of controversial Social Science topics in our South African multicultural primary schools.

Some people see social justice as an outgrowth of multicultural education which gives respect to the way multicultural education has embraced a theoretical power analysis. But social justice can also be defined in ways that are distinct from multicultural education, as various writers address the idea of social justice as it relates to teaching and learning (Gray, 2017; North, 2006; Russo, 2004). Some of these works attempt to marginalise or reject social justice concerns, either because of a sceptical postmodernist denial of the tenability and desirability of universal principles or because of an uncritical approach to conceptualising answers to difficult problems (Cochran-Smith, 2010). However, there are those scholars who are committed to shining a light on the darkness of inequalities that manifest in education. As I connect the literature regarding social justice to this study, I am attempting to utilise the dialogue around the concept to develop an understanding of the barriers to the adoption and the transformative nature of this pedagogy that the teacher education participants in this study might highlight.

For the purpose of this study, Gray (2017) finds Lee Bell's approach useful; the author defines social justice as being a goal and a process and this idea is one that encapsulates the discourse of social justice. Equal participation of all groups in a society that is shaped to meet learners' needs, is one of the objectives of social justice education. The process for attaining the goal of social justice, should be democratic and participatory, inclusive and affirming of human agency and human capacity for working collaboratively to create change (Cornbleth, 2013). I further point to Hackman's (2005) definition of social justice education which does not merely examine difference or diversity but pays careful attention to the systems of power and privilege that give rise to social inequality. It also encourages teachers to critically examine oppression on institutional, cultural and individual levels, in the search of opportunities for social action in the service of social change. Although this does not represent an exhaustive or an exclusive definition of social justice education, Hackman's (2005) definition goes beyond classroom celebrations of diversity, dialogue groups in the classroom, and the existence of democratic processes regarding class goals and procedures. This author's definition requires social justice education to examine

systems of power and oppression, combined with a prolonged emphasis on social change in and outside of the classroom (Hackman, 2005). I question exactly that: How do teacher education students explore their own understanding and transformation within their conceptualisation and practices of social justice education?

It is critically important to recognise that several scholars challenge the prevailing technical conceptions of teachers' training programmes and urge reform in this area. Many scholars assert that teaching for social justice should be the core of teachers' training, even if it means teaching against the grain, and that the most important goals of teacher training programmes are social responsibility, social change, and social justice (Gray, 2017). The researcher agrees with those scholars that assert that equity needs to be placed at the forefront and centre of teacher training, thus connecting teacher development to the struggle for social justice.

What I believe has been most useful is Cochran-Smith's theory of teacher education for social justice (Cochran-Smith, 2010). In her article "Towards a Theory of Teacher Education for Social Justice" the author proposes ideas toward a contemporary theory of teacher education for social justice (Chang, 2014). Her theory is relevant to my study, due to its focus on three aspects:

- 1) A theory of justice that makes explicit its ultimate goals and considers the relationships of competing conceptions of justice;
- 2) A theory of practice that characterises the relationship of teaching and learning; the nature of teachers' work; and the knowledge, strategies, and values that inform teachers' efforts for social justice; and
- 3) A theory of teacher preparation that focuses on how teachers learn to teach for justice; structures that support their learning over time; and the outcomes that are appropriate for preparation programmes with social justice goals (Cochran-Smith, 2010).

The grounding for this theory is based upon three arguments that Cochran-Smith (2010) constructs:

1. Equity of learning opportunity – promoting equity in learning opportunities and outcomes for all learners, who are regarded as future autonomous participants in a democratic society, and simultaneously challenging classroom practices, policies, labels and assumptions that reinforce injustices;

2. Respect for social groups – recognising and respecting all social/racial/cultural groups by actively working against the assumptions and arrangements of schooling that reinforce injustice, disrespect and oppression of groups, and actively work for effective use in classrooms and schools of the knowledge traditions and ways of knowing of marginalised groups.

3. Acknowledging and dealing with tensions – directly acknowledging the tensions and contradictions that emerge from competing ideas about the nature of justice, and managing these in knowingly imperfect, but concrete ways.

Social justice might be comprehensively addressed in the classroom if the teacher is able to incorporate these arguments and make them part of Social Science teaching and learning. This should be implemented especially in the intermediate phase, as the foundation of Social Science teaching is to lay a solid basis on matters of social justice.

Based on the following authors' experiences of colleagues in communities, the areas of education, pedagogy, and schools, as well as teacher training, professional development and teacher quality, Chang, Welton, Martinez and Cortez (2013) argue that teaching and teacher education for social justice are fundamental to learning and the life experiences of all teachers and pupils who are current and future participants in a diverse democratic nation, and who are able to both imagine and work towards a more just society. Without the viewpoints inherent in social justice goals, the understandings and opportunities of all teachers and learners are weakened and compromised. This very idea is fundamental to my study to argue for teacher education for social justice.

There exist various definitions of social justice education that have influenced teacher education for social justice. It is my view that the Cochran-Smith theory for teacher education for social justice is a useful lens through which to view the meanings and approaches teachers in this study will operationalise for themselves and their learners. The compelling message across this research is to add value to teacher training programmes and to society, and teacher education must consider the significance that a social justice disposition brings to the Social Science classroom.

3.6 SOCIAL JUSTICE PEDAGOGY

Working from the premise that the classroom and schooling are reflective of inequities that exist within the broader society, social justice teaching sees teachers as pivotal to challenging the social and educational oppression of subordinated groups. They emphasise explicit curricular content that helps both learners and teachers understand how social groups exist within constructed and unequal hierarchies, in which they experience disparate access to power and privilege, resulting in an unjust and oppressive system (Wilson-Strydom, 2015). Moreover, teachers are not only required to critically examine the world with learners, but also to imagine education methods that promote alternative ways for learners to relate to others and the world. Ayers (2009) states that social justice teaching must involve action; action within the classroom, school and the broader context, so as to effect change. I postulate that such action includes developing agentic identities; taking on new perspectives; negotiating the realities of schools; and becoming agents of social change (Ritchie, 2013).

Ritchie (2013) shows the importance of teachers presenting critical counter-narratives to those that reproduce inequality within schools. His study into the practices of eight teachers who teach for social justice, showed how teachers using Freirean methodology helped learners understand various social issues that plague their communities, as well as how to transform and change the way in which they viewed the world and their actions therein. The teachers in the study considered the systemic factors that prevented full participation, rather than individualising and blaming learners for their failure. In teaching learners to become agents of their own lives and learning, these teachers firstly made an attempt to understand the 'voice' of their learners, which

in turn, might play a role in the teachers' willingness to teach controversial issues in Social Science.

Using media and literature as pedagogical resources and strategies, such as debates, monologues and drama, teachers were able to insert the voices of those who have been historically marginalised by traditional curricula. They were able to persuade learners to engage with social issues and stereotypes of race, class and gender evident in textbooks. This allowed learners to understand, for example, the manner in which curricula can silence, as well as make invisible the voice of privilege, power and oppression in them. This allowed learners to see links between their own and others' marginalisation and oppression and work towards ways of taking action to challenge inequality (Boylan & Woosley, 2015). This study wishes to emphasise that teachers wanted learners to understand systemic issues of racism, sexism, classism, etc. in a critical manner that positioned these issues as controversial, with no easy solutions.

Blake (2015) believes the first way to promote social justice in the classroom is to create a community of conscience and in this environment, ensures that learners' voices, opinions and ideas are valued and respected by their teachers and peers. Teachers can establish a community of conscience by creating rules that teach fairness in classroom discussion. I am also of the opinion that in dealing with controversial topics in the Social Sciences, productive conversations can be created by encouraging learners to share their ideas and respond to the ideas of others in a way that allows for disagreement but nevertheless, values the learner's perspective. Blake (2015) further contends that teachers can model questions and answers that illustrate approaches to embark on thoughtful conversation when they engage with controversial Social Science topics, rather than making learners feel devalued.

3.7 SOCIAL JUSTICE PEDAGOGY AS A VEHICLE FOR THE TEACHING OF SOCIAL SCIENCE CONTROVERSIAL TOPICS

Throughout the world, issues of social justice and equity are becoming a significant part of everyday discourse in Social Science education. Teaching for social justice is defined differently in various contexts because changes in society affect the ways in which needs are prioritised in

dealing with controversial topics in Intermediate phase classrooms (Grant & Agosto, 2008). Teaching for social justice has been given numerous labels, “such as social justice pedagogy”; “social justice reconstructionist teacher education”; “anti-oppressive education”; and “social justice teacher education” (Cho, 2017). Scholars indicated that the purpose of teaching for social justice is to eliminate educational inequalities amongst underprivileged and marginalised people of communities as well as to eradicate punitive forms of school accountability (Zeichner, 2011).

With its focus on preparing teachers to promote educational opportunities for all learners, teaching for social justice shares territory with Social Science and how to teach it in multicultural schools of South Africa. However, teaching for social justice is regarded as neither synonymous with multicultural education, nor the most common pedagogical approach to multicultural education (Dolby, 2012). McDonald and Zeichner (2009) have explained that social justice in teacher education shares certain goals with Social Science and multicultural education but is conceptually distinct, in that social justice in teacher education pays more attention to societal structures that perpetuate social injustice, than issues of cultural diversity. They define social justice teaching as an extension of the social approaches within multicultural education and Social Science education, with particular reference to controversial topics. However, I believe that it is debatable whether the focus on societal structures and social activism is the only space in which social justice teaching, Social Science education and multicultural education discourse overlap. Social justice is an inherent feature and goal of multicultural education, which has fought on the front line against social injustice and therefore, it cannot be simply concluded that social justice teacher education is equated with a more critical/transformational version of multicultural education. The topics in Social Science have embedded elements of social justice, diversity, equality, etc. and these are often perceived as controversial and therefore avoided.

I identified the following traditions of managing controversial Social Science topics in the intermediate phase classrooms, which I find applicable to this study:

3.7.1 Avoidance

As mentioned with regard to earlier research, some teachers try to avoid controversial topics in the Social Science classroom. In a study by Kello (2016), hiding or avoiding controversies is a strategy among some Russian-speaking teachers. These teachers represented the when and how of avoidance in several ways, justifying this with time constraints and pedagogical difficulties because of the learners' disagreements, or with their own doubts and disagreements with textbooks. Such a position does not necessarily preclude discussion of different understandings, if and when time allows it, or when a learner's question or reaction demands it, but discussions did not take place in a systematic and planned way; rather, they were seen as a problem because of time limitations. This study established that such an occurrence also manifests itself among teacher education students during teaching practice sessions South Africa.

3.7.2 Negotiation to find common ground

Apart from talking about ways and reasons to evade difficult moments in the classroom, teachers depict themselves as mediators between learners and the curriculum content. This position is similar to the task of negotiating to find middle ground as an approach to avoid generalisation in the Social Science Intermediate phase classroom.

3.7.3 Enhancing heterogeneity.

Teachers are aware of different perspectives of controversial issues but dealing with multiple perspectives and positions don't belong to the core of teachers' jobs. They discuss different understandings with learners when the situation seems to demand it, rather than in a systematic and planned way; an attempt to avoid 'dangerous moments' that could present with interactive and open-ended teaching (Kello, 2016). Disclosing their own views and encouraging discussions among learners is seen as risky, unnecessary or counter-productive. In contrast, some teachers

in Kello's (2016) research show that they deliberately utilised the existing heterogeneity of conceptions among learners; thus, finding and promoting diversity (Barton & McCully, 2007). This meant utilising the heterogeneity of understanding in order to show or explain to learners the existence of divergent interpretations of the past. This could be done simply by asking intermediate phase learners to express their opinions to make diversity more visible, or, with the same aim, by requiring learners to conduct surveys among their parents and grandparents.

3.7.4 Leaving the truth open

A position compatible with 'enhancing heterogeneity', but which does not necessarily accept it, is that learners should learn the expected interpretations, but not necessarily adopt them; or that the learners should be introduced to different perspectives and be left to decide what their personal judgement and stance in the matter would be (Kello, 2016). I am of the opinion that such a position could either be 'reserved' to specific moments, when a problem arises, or be represented as a systematic strategy for controversial topics. Teachers representing this position according to (Kello, 2016) maintain that in the case of divergent conceptions, dissuading learners should not be the goal but leaving the truth open to learners, is what is important. It may be useful if learners learn textbook facts, but they do not need to be discouraged from making their own interpretations of subject contents. I think that one reason for such a position is to respect each learner's own truth and such reasoning is connected to an emphasis on critical thinking.

3.8 SOCIAL JUSTICE TEACHERS THROUGH TRAINING

Internationally, many are calling for "more attention to what institutions of teacher training themselves need to know...in order to meet the complex demands of preparing teachers for the 21st century" (Cochran-Smith, 2003; Goodwin & Darity, 2019). Yet, teacher education qualifications are minimally discussed (Goodwin, Smith, Souto-Manning, Cheruvu, Tan, Reed & Taveras, 2014), and formal preparation for those that instruct teachers is absent, despite agreement that "the quality and the effectiveness of teachers' education largely depends on the competence and expertise of teacher educators. The study wants to address the silence around teacher educator preparation and the glaring gap around social justice (Goodwin & Chen, 2016).

In fact, the surprisingly sparse knowledge base on how teacher educators are themselves prepared, stands in stark contrast to “the issue of educating teachers for diverse classrooms that needs to be addressed urgently”. A European Commission report (2013a) prioritises teacher training to support children from poor migrant or disadvantaged minority backgrounds. In China, reform is focused on education as the cornerstone of social fairness, justice and teacher development to achieve equity and quality (Weng, 2017), while most US teacher preparation programmes express commitment to social justice (Agarwal, Epstein, Oppenheimer, Oyler & Sonu, 2010).

These imperatives, i.e., the increasingly diverse classrooms of learners who evidence multiple vulnerabilities, underscore how institutions must prepare teachers for classrooms they themselves may not have experienced (Chou, 2010). Globally, schools receive growing numbers of immigrants, refugees and vulnerable youth, who require teachers to be able to address their needs, narrow achievement gaps, and equalise educational opportunities. I wish to address these changing social contexts that further emphasise the issue of teacher educator preparedness for social justice. However, even as institutions of teacher training across the United States, United Kingdom, and Australia demonstrate increasing concern with matters of social justice (Boylan & Woosley, 2015), a common understanding of what this means and how it can be endorsed remains unclear. I maintain that this is because there are multiple discourses that teachers draw upon when claiming a social justice orientation, and social justice is a goal, as well as a process.

The characterisation of social justice teaching offers an appropriately inclusive perspective for this study, since my purpose is to gain a broad sense of how teacher training institutions think about preparing teacher education students for social justice teaching, even while indications are that the rhetoric surrounding this issue is much more vigorous than the actual practice (Mills & Ballantyne, 2016). You cannot teach what you do not know, but what do teacher training institutions need to know and do, in order to move from advocating to decreeing social justice in their own training? In this study I explore this, by looking at scholarship in teacher education that focuses on the preparation of pre-service teachers in their final year of training to be equipped

to be able to use social justice considerations when they teach controversial Social Science topics in multicultural primary schools.

This study will adopt Goodwin and Darity's (2019) five knowledge domains for social justice teaching, namely, Personal; Contextual; Pedagogical; Sociological; and Social, each of which is based on the concept of teaching as an equitable act with the goal of social justice.

➤ **Personal knowledge**

By the time prospective teachers enter teacher preparation, their beliefs about learners, schooling, teachers and teaching have already been informed by their extended experience as learners in schools and by their experience within specific socio-cultural contexts. They bring all these beliefs, attitudes and personal theories to the training, whether positive or negative, culturally competent/racist, asset/deficit-focused, and nationalistic/pluralistic, etc. These beliefs have the power to shape the teacher they will become, the instructional decisions and choices they will make, and which learners they will fight for, or not as the case might be. As a transition between who one has been in the past and will be in the future, teacher education programmes must consciously engage prospective teachers in reflection and examination of their autobiographies and experiences. This should happen throughout all aspects of the teacher preparation curriculum and practice teaching, in order to allow problematic preconceptions to emerge, and support teacher education students in expanding their thinking and developing inclusive mind-sets. In my opinion, personal knowledge should not come between anxiety and proclivity when teaching controversial topics in Social Science, because of the damage that prejudice and bias can cause to teaching and learning.

➤ **Contextual knowledge**

While contextual knowledge begins in the classroom and in family communities, it is also acknowledged that these contexts are situated within larger political, historical, institutional, and cultural contexts. When teachers are equipped with this knowledge, they are better suited to reach beyond instructional strategies, in order to examine

learners' needs as contained within multiple cultural-economic-political locations. No programme can prepare pre-service teachers for all the variables and possible situations. The key then is to instruct teacher education students in a way of thinking about teaching learners that begins with question versus assumptions, which then underscores problem-posing; information gathering; learning and listing; all strategies for naming problems and searching for contextual variables in order to inform culturally and socially relevant solutions in the Social Science classroom. The listed elements are key building blocks in the teaching and learning of Social Science in the intermediate phase and in consideration of social justice.

➤ **Pedagogical knowledge**

Though pedagogy is commonly defined as the art or science of teaching, it often takes the form of teaching strategies, or a collection of 'how to's'. These are often insufficient for effective teaching, which requires the ability to observe and analyse a situation, notice what learners need, and bring, and then develop appropriate responsive practices. The tools teachers use to appropriate the curriculum should be reflective of this through process. The tools teachers use to enact the curriculum should be reflective of this thought process, which does not exclude subject matter knowledge; teaching methods and learning and development theories/philosophies; but does place them at the centre of instruction over the needs, cultures and capacities of learners. In this way, teachers are equipped to be curriculum makers, not simply deliverers, which empowers them to become architects of change, within even restrictive schooling systems or in the face of prescriptive curriculum materials. They are focused on learning and their learners' unique cultural, contextual, academic, and personal needs, thereby finding creative spaces in which to meet them. I am of the opinion that deep grounding in subject content could enhance the confidence levels of teacher education students to engage in any topic without the anxiety of saying things that could be construed as discourteous to a certain individual or group in the Social Science classroom.

➤ **Sociological knowledge**

As the complicated, diverse world grows ever more interdependent, teachers and curricula must be ready to answer to and respect the diversity, along with the sociological transformation it causes in schools. Teachers must be capable and ready to teach learners of all races and ethnicities; learners who have disabilities; learners who are immigrants, in the case of South Africa foreigners, migrants, and refugees; bisexual; gay; poor; academically apathetic; and homeless, learners who are different from them, as well as those who mirror them. At the same time, teachers need to be cognisant of the way in which schools have historically replicated social stratifications and inequities by grooming pre-service teachers for future life roles as predetermined by their class and race, and must be equipped to intercept those realities. I am of the view that if teacher training institutions hope to prepare teachers who will advocate the equality of all children and are able to eliminate discriminatory and harmful schooling practices, teacher preparation must be an uncomfortable space where teachers directly confront, learn about and learn to address sensitive and contested issues of race, class, cultural difference and inequity in the Social Science classroom.

➤ **Social knowledge**

As the world continuously shrinks through digital technology and globalised consumerism, it grows exponentially in complexity. The ability to connect and communicate with others and make sense of and manage daily massive data input, and make critical judgements, often among competing perspectives and agendas, is essential. Therefore, teachers need the ability to participate effectively and lead democratic, cooperative groups and recognise varying dynamics at work within different social/political/cultural interactions/intersections. Their own experience and expertise in these democratic group processes will more naturally and adeptly create classroom settings where cooperation, fairness, mutuality and equality are the norms. This is unlike the world community, where we see broadcast on a daily basis, proof that we do not live by these norms. If learners are to experience these democratic environments, they must learn to advocate the basic principles of social justice themselves. With this in mind,

teachers in the intermediate phase must be capable of creating enabling environments in the classroom.

Mills and Ballantyne (2016) assert that the five knowledge domains, noticeably emphasise personal knowledge, thus reflecting the conclusion that much of the research in the field of social justice and teacher education, focuses on an understanding of the beliefs of pre-service teachers. This study explores whether teacher education students' personal beliefs, cultural background and social upbringing play any role in how controversial Social Science topics in Intermediate phase classes should be taught in conjunction with social justice considerations.

3.9 TEACHING CONTROVERSIAL ISSUES IN SOCIAL SCIENCE

The goal for many Social Science teachers is to develop learners into effective citizens who are reflective and critical thinkers. The National Council for Social Studies (NCSS) in the United States, issued the following position statement in 2001: that a primary goal of public education is to prepare students/learners to be engaged and effective citizens. One way in which democratic participation that fosters deliberation, debate, discussion and decision making among citizens can be fostered, is through the discussion of controversial topics, as these are essential to develop the knowledge, skills and values needed for democratic life (Hess, 2004). Research shows that many teachers feel uncertain and underprepared when teaching sensitive and controversial topics for several reasons: fear of emotional reaction in the classroom; perception of pressures from school, local community or state; or fear restrained by their own values, beliefs and identities (Hand & Levinson, 2012; Hand & Pearce, 2009; Journell, 2011).

Proponents of education in many countries has for years deliberated on the inclusion of controversial topics in the Social Science syllabus with no success, due to many documented reasons. Advocates for controversial topics in Social Science view the teaching of controversial topics as preparing learners for effective citizenship (Hess, 2004). The NCSS (2001) further states in its vision that “social science teaching and learning are more powerful when they are challenging”. This vision goes further and identifies teaching about varying and conflicting opinions on controversial topics, in order to stimulate and challenge the learners' thinking.

The teaching of all content topic, controversial or not in the Social Science curriculum, are key building blocks in producing intellectually strong and independent citizens (Hess, 2004; Hahn, 2001; Engle & Ochoa, 1998; Kello, 2016) and they all seem to agree on the importance of discussing controversial topics within Social Science. Scholars have provided a number of reasons that basically show the significance of controversial topics in the teaching of Social Science and the development of citizens, and some of their justifications are discussed in this study. These reasons provide significant evidence that controversial topics are part of the teaching and learning of Social Science in the intermediate phase in particular, i.e. at the early stage of Social Science.

3.9.1 The nature of controversy

All societies have issues that can be deemed controversial. By controversial, I mean that a significant number of people argue without reaching a conclusion or consensus. The argument often focuses on what should be done about an issue but is usually underpinned by differences in key beliefs or understandings about the issues held by the protagonists. The basis for the controversy may stem from differences in one or more of the following factors: religious beliefs, such as abortion; cultural differences, such as links between race and intelligence; moral issues, etc. (Byford, Lennon & Russell III, 2009). Social Science is never neutral. The presentation of selected names, dates and events undoubtedly provide an important contextual underpinning to Social Science. The very nature of the discipline is inherently fluid and rooted in deep, difficult and contentious questions that beg for answers not easily found (Lintner, 2018).

It is in this contentious, murky space that controversy resides. Controversy is not clean nor neatly packaged; it is opaque, unwieldy and often uncomfortable. Controversy allows learners to grapple with and ultimately challenge convention and conventional thought and, in so doing, produce and offer alternative understandings of how they approach and apply Social Science in and for their own lives (Busey & Mooney, 2014). I view the early engagement with the controversial nature of Social Science as important to build a learner's character.

3.9.2 The Social Science curriculum and controversial issues

There are often rival understandings and demands in the curriculum, reflecting the variety of expectations projected onto teachers by different areas of society. McAvoy and Hess (2013) opine that there may also be a lack of agreement on what should be taught as controversial in the first place. These authors further indicate that teachers may face such conflicting expectations, both on an abstract level as media-consuming citizens, and close at hand via learners, parents and superiors. Other research shows psychological, pedagogical, social, political and conceptual challenges to deal with controversial issues in Social Science teaching (Goldberg, Schwartz & Porat, 2011; Stoddard, 2010; Zembylas & Kambani, 2012). The specificity of Social Science teaching lies in the fact that past issues are usually deeply entrenched in layers of national and social identities and as such, will impact the intermediate phase classroom as well. Even if controversy sometimes focuses on nuances, it involves broader narratives, world views and affiliations central to the parties' identities and therefore, cannot be resolved in an objective way (Zembylas & Kambani, 2012). Since, in widespread social representations, the task of Social Science is national identity building, teaching controversial topics in Social Science is additionally complicated by public and political attention (Carretero, Asensio & Rodrigues-Moneo, 2012). These facets are particularly visible in societies that are split along ethnic, racial, religious or other cultural lines. In such societies, Social Science teaching mediates between different and partly conflicting collective memories (Niens, O'Connor & Smith, 2013).

This study focuses on the South African society and presents an analyses of Social Science teacher education students' representation of how they manage controversial topics in Social Science classrooms and cope with the various demands they perceive. The questions I directed to teacher education students during my engagements were the following: which topics intermediate phase teachers found to be controversial most often; what approaches and strategies are discursively available to deal with divergent understandings of the past; what influence does the diversity the class have on how the teacher deals with controversial topics; can social justice play any role in dealing with controversial topics in Social Science; and how these representations relate to the teachers' perceptions of the various demands of the subject.

Previous studies have described ways of dealing with difficult and value-laden topics, from 'avoiding' to 'risk-taking' (Klein, 2017).

Furthermore, what appears as controversial in the classroom can only be partly predicated and orchestrated by the teacher, because much depends on learners' situated interpretation (Carbone & Hendricks, 2011). The inherent controversy of a historical issue can be purposely made explicit to the learners, so that they see the issue better; gain epistemological insight into historical knowledge; and be better prepared for a pluralistic society in general (Hess, 2009).

3.10 APPROACHES TO DEAL WITH CONTROVERSIAL TOPICS IN SOCIAL SCIENCE

There are different approaches identified by many scholars on how to deal with controversial topics in Social Science, but for the purpose of this particular study, I will highlight the following three approaches: (1) Multiple perspectives in the classroom; (2) Encourage a democratic disposition in the classroom; and (3) Develop critical and interpersonal skills in the classroom.

3.10.1 Multiple perspectives in the classroom

Teaching controversial topics is important in the development of citizens because they have the potential to open learners' eyes to perspectives on race and other cultures, to which they have not been exposed. Research has shown that when learners are engaged in controversial conversations, examining why they were offended, led to an expansion of their knowledge, opening new thoughts and not closing off the old ones (Davies, 2007; Awan, 2014). The rationalist approach of carefully weighing evidence for and against opposing positions while keeping the emotional responses in the background, is emphasised (Barton & McCully, 2007). On the same issue, an informative example of multiple perspectives is provided that "when we dialogue with those with whom we disagree, even though we know they are mistaken, we benefit because we gain a clearer perception and livelier impression of truth, produced by its collision with error" (Mhlauli, 2010).

3.10.2 Encouraging a democratic disposition in the classroom

Discussing controversial topics provides results for learners. Awan (2014) opines that discussing controversial topics increases civic competence; a heightened understanding of democratic values, such as respecting others' opinions; allowing disagreements and a deeper understanding of the context of the content. The author provides three strong reasons that may hamper the Social Sciences if controversial topics are avoided in classrooms. First, that psychologically, avoiding genuine controversy may increase learners' dislike of Social Science. Second, that intellectually, avoiding controversial topics is tantamount to an assault on the learners' intellect. Third, morally, to suppress competing perspectives is in totality to violate their dignity. I wish to add a fourth and indicate that it might also be in contravention of the South African Constitution that states in its preamble that the aim of the Constitution is to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental rights, of which Social Science has some role to play. As stated throughout this study, the aim of the subject is to help develop learners to be moral, respectable, democratic citizens. Finally, pedagogically, such a stance is perceived as counterproductive. It is further emphasised that "knowledge without action is meaningless, and action without knowledge and deliberation is irresponsible" (Hahn, 2001; Mhlauli, 2010).

3.10.3 Development of critical and interpersonal skills in the classroom

The discussion of controversial topics is viewed as a way of developing critical and interpersonal skills, which are at the heart of preparing citizens who can participate in democratic decision-making processes within a pluralistic society (Pope, 2015). This is further emphasised by Pope (2015) when she states that learners should be encouraged to construct new knowledge that challenges established ways of thinking; a process that Engle and Ochoa (1988) call counter-socialisation. She further argues that through discussion, learners develop critical thinking, gain insight and share information with their peers and develop mutual trust. Byford, Lennon and Russell III (2009) further strengthen this standpoint by indicating that critical thinking activities can inspire learners to engage and self-reflect, producing a more metacognitive process.

According to Hess (2004) in Mhlauli (2010), participation in the discussion of controversial topics appears to have an influence on other forms of political engagement, and Byford et al. (2009) concurs by stating that higher-order tasks in the classroom help increase political knowledge and a sense of citizenship. One of the most extensive studies was conducted by Torney-Purta (2002) in Lindsey and Rice (2015), commissioned by the International Association for the Evaluation of Educational Achievement (IEA) on civic engagement in schools, in approximately thirty countries, over a period of eight years. The researchers reported that discussions of controversial topics in an open classroom climate is a significant predictor of civic knowledge, the support for democratic values and the participation in political discussions, political engagement, and the ability to vote. However, there were also troubling findings where it was found that learners from lower socio-economic backgrounds and who attended high poverty schools, have lower levels of knowledge and are less likely to say they will vote. Lindsey and Rice (2015) further argue that this socio-economic gap is troubling, as it extends across civic knowledge; the likelihood of voting; and other factors in school that are likely to enhance learners' preparation for citizenship.

Another IEA study (Ekron, 2015) was conducted among six western democracies (Denmark, Germany, UK, Netherlands, Australia, and USA) among secondary school learners aged between fourteen and nineteen years and focused on exploring diversity in citizenship or in political education. It was found that learners from Denmark modelled democracy in their classrooms and also discussed controversial topics. Classes observed in Germany, England and Netherlands also discussed controversial topics. The findings of the study revealed that learners, regardless of in which country this occurred, who discussed controversial topics in an open atmosphere, were more likely to be interested in politics and be politically engaged, as opposed to those who had not had such experience.

3.11 SKILLS AND ATTITUDES DEVELOPED THROUGH ENGAGEMENT WITH CONTROVERSIAL TOPICS IN THE SOCIAL SCIENCE CLASSROOM

The National Council for Social Studies (NCSS) identified skills and attitudes that the study of controversial topics could develop:

1. The ability to study social problems of the past or present, and make informed decisions or conclusions;
2. The ability to use critical reasoning and evidence-based issues and ideas; this includes the development of the skills of critical analysis and the evaluation in considering ideas, opinions, information, and sources of information;
3. The recognition that differing viewpoints are valuable and normal, as a part of social discourse; and
4. The recognition that reasonable compromises are often an important part of the democratic decision-making process (Byford, Lennon & Russell III, 2009; Pope, 2015).

Nonetheless, many Social Science teachers neglect teaching controversial topics through discussion and interaction because of an attendant lack of classroom control, or a feeling of discomfort with learners' openly discussing and debating the issues at hand, or a fear of their becoming emotional, because of being seen, in the case of South Africa, as a perpetrator of victim social classification. Byford, Lennon and Russell (2009) suggest that many teachers consider teaching controversial topics a 'no-win' situation. Once the controversial topic reflects reality, the discussions can be counterproductive for intermediate phase learners because of teachers' inexperience or inability to harness the emotional context or the dilemmas the learners try to rationalise. Furthermore, in a study conducted by Cotton (2006), teachers had difficulty avoiding stating opinions themselves or becoming actively involved in arguments and debates.

Discussing controversial topics can help learners learn to deal with conflict and take leadership roles, as well as teaching them to clarify and justify their opinions about social and historical events (Ekron, 2015). In addition, research has shown that when dealing with political and social issues, learners typically accept their parents' and close relatives' opinions and views as their own, without giving any real thought to the issue at hand (Russell, Pellegrino & Byford, 2007). In contrast, "teaching using discussion techniques proved to help learners develop an understanding for a specific issue, enhance critical thinking skills, and improve interpersonal skills" (Byford & Russell, 2006). Abu-Hamdan and Khader (2014) also suggest that teaching with

discussion and encouraging learners' input improves the learners' thinking skills. Byford, Lennon and Russell further support this view by stating that through discussion, learners increase their awareness of social, political and environmental issues. Encouraging intermediate phase learners to discuss controversial topics in the classroom allows them to be actively engaged in the curriculum and permits the issues to become more meaningful and relevant to the learners' everyday lives (Byford, Lennon & Russell, 2009). Furthermore, discussing controversial topics also helps learners develop critical, decision-making skills, which are considered the heart of Social Science education.

3.12 CONCLUSION

This chapter aimed to establish that factors that enhance or hinder teachers, as they deal with controversial topics, reside on the macro level of society and politics, as much as in the classroom and with the individual teacher. This occurs when the teacher is still the decisive level of interpretation and application (McAvoy & Hess, 2013). The diversity of the teacher's working contexts and emotional and political complexities hinders public discussion of many related aspects (Nakou & Barca, 2010).

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This study focuses on the role of social justice in the teaching of controversial Social Science topics, with an emphasis on the training and development of the novice teachers. Without proper training on diversity, understanding and respect for diversity and continuous support from education stakeholders, all efforts to develop learners cannot solely rely on such activities. First, this chapter therefore, provides an explanation of the research methodology employed. Second, the methodological procedure used in this study is described, and third, the sample and the research design are set out. The chapter outlines the empirical methods employed to collect data in relation to the research questions. This will be followed by a description of the data collection; the sampling of the research participants; the data analysis method; and the demarcation of the study.

4.2 PURPOSE OF THE EMPIRICAL RESEARCH

Creswell (2013) asserts that empirical research involves the gathering of first-hand information. Long (2014) defines it as research based on observed and measured phenomena. It is derived knowledge from actual experience, rather than from theory or speculation. According to Park, Faw and Goldsmith (2011), empirical research is the most beneficial method of gathering knowledge in the field of education. The main objective of the empirical research is to establish a guideline document for teacher education institutions to consider including in their training programme. This could possibly capacitate teacher education students to use social justice considerations in the teaching of controversial topics in Social Science and prepare them to face the challenges of a post-apartheid South African multicultural classroom. Appropriate interventions are accordingly suggested to address the teaching of controversial topics in Social Science.

4.2.1 Preparing for the empirical study

Before conducting the empirical study, I analysed the literature study; designed a questionnaire with open ended questions and guiding questions for the focus group discussion, to test aspects occurring empirically in the literature. For the capturing of data during teaching practice, I designed a Teaching Practice Observation Sheet (TPOS).

4.2.1.1 Permission

- **Consent to collect data:** A university in the central region of South Africa, gave permission to conduct the focus group discussions and to administer open-ended questionnaires with the selected final year BEd Intermediate phase teacher education participants (see Annexure B and C).
- **Informed Consent:** Prior to the distribution and management of the qualitative and quantitative surveys, as well as to the participants' consent to be interviewed, was acquired from each participant (see Annexure G and H).
- **Concealment and anonymity:** Concealment was ensured because all participants received assurance in writing and verbally that all information would be kept confidential. (see Annexure G).

Privacy to all information linking to a person's physical and mental conditions, personal conditions and social relationships which are not already in the public realm, give the participant the freedom to choose for themselves when and where, in what conditions and to what degree their personal attitudes, opinions, habits, doubts and fears are to be communicated to or withdrawn from others (Cohen, Manion & Morrison, 2011). In terms of the principle of anonymity, information provided by participants ought in no way to expose their identity.

4.3 CASE STUDY DESIGN

Case study research has grown in reputation as an effective methodology for investigating and understanding complex issues in real-world settings (Harrison, Birks, Franklin & Mills, 2017). The authors further indicate that case study designs have been used across a number of disciplines,

particularly the Social Sciences, education, business, Law and health, to address a wide range of research questions. I wish to point out that the relevance to this study is that controversial topics in Social Science have existed since the early 16th and 17th century with one such example being the unequal status of women compared to men in societies.

In Figure 4.1 below, a summary of the evolution of case studies across a timeline dating back to 1600 is displayed. Key contributors to case study research and major contextual influences on its evolution are included. As the figure highlights, earlier case studies were conducted in the Social Sciences, and over the last 50 years, the case study has been re-established as a credible, valid research design that facilitates the exploration of complex issues.

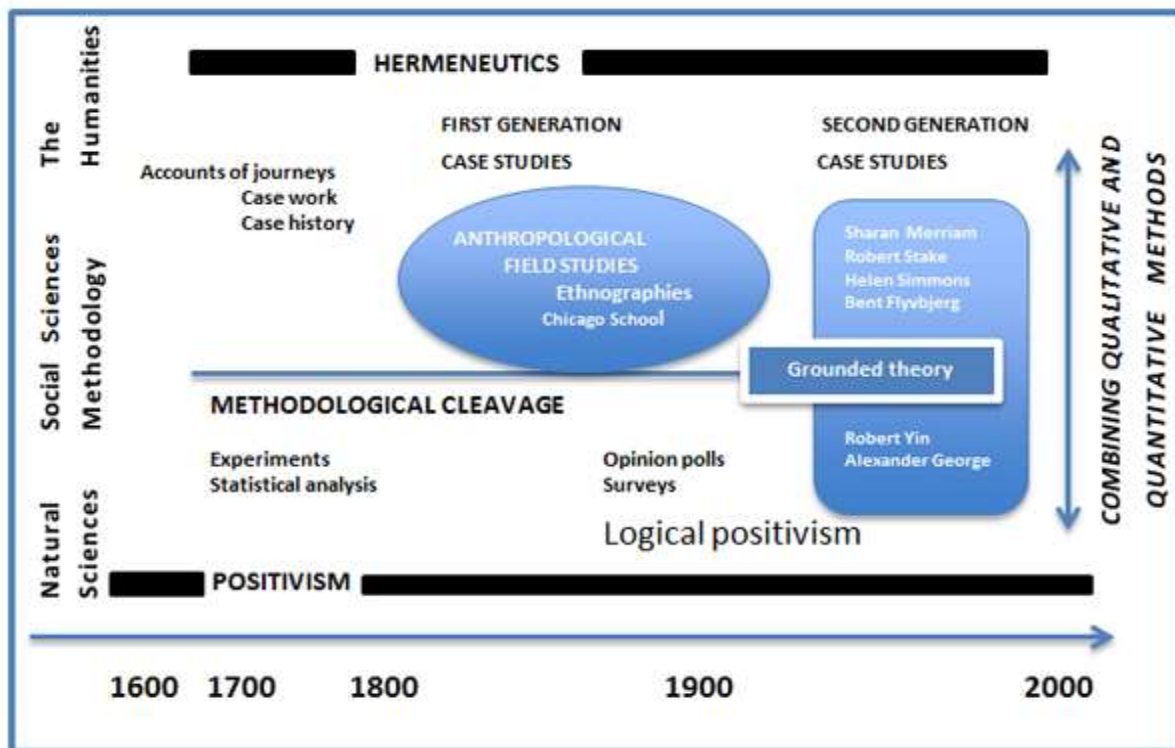


Figure 4.1: The history and evolution of case study research

Case study research has the characteristics of allowing the exploration and understanding of complex topics, such as racism, sexism, social justice, multiculturalism, women and children’s rights, with diversity, multiculturalism and social justice being the relevant issues for this study. This case study enabled me to explore beyond the quantitative statistical results and comprehend the behavioural settings through the participant’s perspectives. A case study can be used to describe

the characteristics of a specific subject (such as a person, group, event or organisation), instead of gathering a large volume of data to identify patterns across time or location (Cohen, Manion & Morrison, 2011). Case study research gathers detailed data to identify the characteristics of a narrowly defined subject. I selected a university in the central region of South Africa, final year BEd Intermediate phase students from the faculty of education, with the rationale being that its student population represent a diverse racial group of students from diverse backgrounds and who have grown up in different environments. The target population provided a diverse group of participants, which enabled a purposive sampling to allow for comprehensive data and a greater perspective on the challenges of pre-service teachers in the teaching of controversial Social Science topics.

The researcher is able to meticulously scrutinise the data in a specific context, from the perspectives of different race groups with different backgrounds. This study specifically addresses the teaching of controversial Social Science topics and the role that social justice could play. Yin (2014) explains case study research as an empirical investigation that studies a current phenomenon within its realistic context, beyond the quantitative statistical results and understands the behavioural conditions through the participants perspective.

Yin (2014) noted three categories, namely: exploratory; descriptive; and explanatory case studies. For the current study, I used the descriptive case study method, with the intention of triangulating data from both qualitative and quantitative data sets. The descriptive case study described the role of social justice in the teaching of controversial topics in Social Science which occurs with the three data sets. The goal set by me is to describe the experience of the participants in the teaching of controversial Social Science topics in multicultural classrooms and the possibility of using social justice in this pursuit. The challenge of a descriptive case study in the current study was that I was supposed to begin with a descriptive theory to support the description of the phenomenon.

The fundamental elements of case study research are described in the table below:

Table 4.1: The elements of case study

Element	Description
The case	<p>Object of the case study identified as the entity of interest or unit of analysis.</p> <p>Programme, individual, group, social situation, organisation, event, phenomena, or process.</p>
A bounded system	<p>Bounded by time, space, and activity.</p> <p>Encompasses a system of connections.</p> <p>Bounding applies frames to manage contextual variables.</p> <p>Boundaries between the case and context can be blurred.</p>
Studied in context	<p>Studied in its real-life setting or natural environment.</p> <p>Context is significant to understanding the case.</p> <p>Contextual variables include political, economic, social, cultural, historical, and/or organisational factors.</p>
In-depth study	<p>Chosen for intensive analysis of an issue.</p> <p>Fieldwork is intrinsic to the process of the inquiry.</p> <p>Subjectivity a consistent thread; varies in depth and engagement, depending on the philosophical orientation of the research, purpose, and methods.</p> <p>Reflexive techniques pivotal to credibility and research process.</p>
Selecting the case	<p>Based on the purpose and conditions of the study.</p> <p>Involves decisions about people, settings, events, phenomena, social processes.</p> <p>Scope: single, within case and multiple case sampling.</p> <p>Broad: capture ordinary, unique, varied and/or accessible aspects.</p> <p>Methods: specified criteria, methodical and purposive; replication logic: theoretical or literal replication (YIN, 2014).</p>

Multiple sources of evidence	<p>Multiple sources of evidence for comprehensive depth and breadth of inquiry.</p> <p>Methods of data collection: interviews, observations, focus groups, artefact and document review, questionnaires and/or surveys.</p> <p>Methods of analysis: vary and depend on data collection methods and cases; need to be systematic and rigorous.</p> <p>Triangulation highly valued and commonly employed.</p>
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Table 4.1 illustrates all elements, but I delineated the ones applicable to this current study:

- **The case** is relevant in the sense that all intermediate phase students in this study offer the same subject, Social Science and are expected to cover the same curriculum content, including controversial topics.
- **Selecting the case** involves decisions about people, settings, events, phenomena, and social processes, which can provide useful data for the current study because it covers a broader perspective of views and opinions.
- **Multiple sources of evidence** are also relevant to this study because it provides evidence of the comprehensive depth and breadth of the inquiry, observations, questionnaires and focus groups discussions.

4.3.1 Advantages of case study

There are many advantages highlighted by different scholars, such as that a case study studies the immediate context; that case study provides an explanation of real-life situations; that a case study allows for qualitative and quantitative data analyses. I have outlined two advantages that are applicable for this study.

4.3.1.1 Allow for Qualitative and Quantitative data analyses

Both qualitative and quantitative analyses of the data are allowed if the instruments are designed to address the collective approach (Zainal, 2007). This study of the role of social justice considerations in the teaching of controversial Social Science topics in primary schools settings within the context of the participating university's teacher education students, required

quantitative data from the research participants, and qualitative data from the descriptive account of their experiences and settings. On the other hand, the current study sought evidence from both the numerical and categorical responses of the individual subjects.

4.3.1.2 Explanation of real-life situations

Exploration of information in real-life environments and the explanation of the complexities of real-life situations is generally possible in comprehensive qualitatively acquired data in a case study. A case study of the 'Interventions used to address the teaching of controversial topics may give access to not only the numerical information used, but also the experiences and behaviours of the participants, as well as which interventions they think could be successful in a multicultural classroom.

4.3.2 Disadvantages of the case study

I have outlined two disadvantages that have hindered the current study.

4.3.2.1 Little basis for generalisation

Despite the advantages case study design revealed in the current study, there were also disadvantages. A concern raised by some scholars about case studies is that the small number of subjects used provide little basis for scientific generalisation (McMillan & Schumacher, 2010). It could be difficult for me to generalise the findings of the study to other universities in South Africa, because the student population of other universities might differ.

4.3.2.2 Too long

The case study was too long, difficult to conduct, and produced a massive quantity of information. A great deal of data over a period of time can be elicited because of an ethnographic or longitudinal nature of case studies. This might be a challenge if the data is not systematically organised and managed. Dependency on a single case exploration in most case studies leads to general criticism from some scholars; thus, making it difficult to reach a generalising conclusion (Steinberg, 2015).

4.4 MIXED METHODS

Mixed method is a research approach in which researchers collect, analyse and integrate both quantitative and qualitative data in a single study or in a sustained long-term programme of inquiry, to address their research questions (Creswell, 2013). Zohrabi (2013) postulates that the involvement of two approaches provides a broader prospect for generating new knowledge, than when either of them is applied without the other. Mixed methods can involve either the concurrent or sequential use of these two methods (Wisniewska, 2011). The combination of both designs in data collection provides responses from various perspectives and creates a significant validity (Vosloo, 2014). This study used the sequential method, started the process with the questionnaire, followed by the focus group discussion and the teaching practice classroom observation as the final data collection instrument. The methodologies support each other in the sense that when one does not provide the required responses, the other one closes that gap (Stake, 2008).

A quantitative and qualitative methodology was used in this study to address the research questions. Adherence to quantitative or qualitative methodologies, which endorsed the rise of qualitative methods and the partial eclipse of numerical methods, has given way to mixed method research. This recognises that qualitative and quantitative methods embody only one, conceivably not very useful, way of classifying methods; that there is a necessity for fewer confrontational methods to be accepted between different research paradigms and a greater convergence between the two. Quantitative or qualitative objectivity and subjectivity correspondingly is neither meaningful nor productive, since there is compatibility between the two. Onwuegbuzie (2007) argues that not all quantitative approaches are positivist in nature, and not all qualitative approaches are hermeneutic. Onwuegbuzie suggests that methodological purities should give way to methodological pragmatism in addressing research questions (Cohen, Manion & Morrison, 2011).

Creswell (2007) proposes that mixed methods research established an early existence in evaluating research. Morrison (2010) suggests the integration of different approaches; ways of viewing a problem; the types of data in conducting conformity and exploratory research; and

induction and deduction, in answering research questions. Strengthening the interference could emanate from the research data and as such, generate theory. Mixed method research is both a method and methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research; this combination of research is being used to provide a better understanding of a research problem (Creswell, 2008). Furthermore, Morrison (2010) states that mixed methods are essential for finding information and perspective; increasing the corroboration of the data; and extracting less biased and more precise conclusions. Mixed methods research identifies and works on the premise that the world is not solely quantitative or qualitative; it is not an either/or world, but a mixed world. This said, the researcher may find the research has a prime disposition to, or requirement for, numbers or for qualitative data.

I used a sequential mixed method approach in the study that displayed both qualitative and quantitative research techniques. According to Bulsara (2007), using quantitative and qualitative approaches may assist the researcher to generate new knowledge that may involve concurrent sequential use of the two methods. Triangulation usage is recommended, and this is because of the mixed method research approach would be applicable for this study, meaning more than one research tool is used. I posit that the use of the mixed method approach in this study, made it possible for qualitative and quantitative research to complement each other in establishing the current challenges that the pre-service teacher faces in the teaching of controversial topics. These might influence the interventions that can be used towards the successful teaching and learning of controversial Social Science topics in multicultural classrooms.

Consequently, in the opinion of Creswell and Piano-Clark (2007), the disadvantages of the triangulation of data in relation to mixed methods, show some weaknesses. According to Creswell and Piano-Clark (2007), Leedy and Ormond (2007), de Vos, Strydom, Fouché and Delpont (2007), and Bulsara (2007), the sequential mixed method approach has the following disadvantages:

- The capacity in using more than one research method can be heavier than banking on a predictable one-way method. This might be causing administrative challenges when the data need to be collected, if time management and financial implications are involved.
- Triangulation, on the other hand, is not a generally preferable medium of investigation due to its intricate nature. Triangulation is not a general or preferred mode of empirical investigation because of the indiscernible notion and complex nature. The complexity of triangulation requires the researcher to be proficient in both methods.
- Because triangulation is too flexible the use of adequate protocols is very difficult. No particular guidance can be deduced in the use of two instruments because of the flexible nature of triangulation.

4.4.1 Qualitative Approach

I utilised the qualitative research method as one of the methods in this study. Qualitative research according to Kalinowski, Lai, Fidler and Cuning (2010) has to do with a rigorous investigation of people's personal experiences and those cannot be confirmed via statistical inquiries. Through the various approaches, I observed all behavioural aspects of the teacher education student, and the different instruments made this possible. The uniqueness of each person and the unique features of the settings must be valued in this method of investigation. According to McMillan and Schumacher (2010), qualitative research is naturalistic inquiry; discover the natural flow of events and processes by using non-interfering data and collection approaches, and how participants interpret them (Babbie, 2014). Social actions, beliefs, thought and perceptions are analysed and explained in many qualitative investigations (Ritchie, Lewis, Nicholls & Ormston, 2013).

Qualitative is defined as the word that implies that prominence is placed on procedures and meaning (Denzin & Lincoln, 2011). The socially assembled nature of reality is stressed. The researcher decided on the qualitative research approach because this method place more emphasis on the participants' understanding of their social surroundings, experiences and perspectives (Denzin & Lincoln, 2011). The qualitative research method is interested in the wide selection of the social milieu of the participants (Kalinowski et al., 2010). Qualitative discussions

have been categorised in many ways, with contemporary texts loosely differentiating between qualitative discussions which may be unstructured, and semi-structured, or structured (Stuckey, 2013). Researchers sometimes employ the term qualitative discussions to encapsulate these two types of discussions (Bryman, 2012). In this study, I employed semi-structured discussions, to allow probing when necessary.

4.4.1.1 Advantages of qualitative research

There are a number of advantages of qualitative research, such as qualitative research can capture changing attitudes within a target group; qualitative research explains something which numbers alone are unable to reveal; qualitative research allows researchers to be far more speculative about what areas they choose to investigate; qualitative research provides much more flexibility; and qualitative research provides access to participants (McMillan & Schumacher, 2010). I have outlined two advantages that support the current study.

4.4.1.1.1 Flexibility

The flexibility of the study allows for the participants' response be reviewed, which then also provide participants the opportunity to explain further on their experiences, instead of just picking an item on a check list. (McMillan & Schumacher, 2010). Participants have the option to motivate and explain their responses to some of the questions. This was done through further engagements with the questions in the focus group discussions. Participants had the opportunity to elaborate on the responses provided to the questions and follow-up questions.

4.4.1.1.2 Access to participants

It will be advantageous for the study if participants are in continuous contact with the person who conducts the research, as it adds to gaining trust and establishing a relaxed atmosphere. Detailed information can be yielded through this medium. The methodological requirements of acquiring trust should be well-adjusted against the operational choices of validity and reliability (Peens, 2017). I had access to the participants by virtue of being a part-time lecturer in the same institution and being with the participants on a regular basis.

4.4.1.2 Disadvantages of qualitative research

There are lists of the disadvantages of qualitative research, such as qualitative research raises the question of whether sampling will provide a true reflection of the participants' views; qualitative research influences both consciously or unconsciously, to select a sample that favours an anticipated outcome; qualitative research allows inadequate sorting of information; and qualitative research has complicated coding of the verbal responses (McMillan & Schumacher, 2010). I have outlined two disadvantages that might have mired the current study.

4.4.1.2.1 Inadequate sorting of information

Qualitative research necessitates a lot of careful preparation if it desires to attain accurate results, and this is all because it deals with enormous volumes of data (Shuttleworth, 2008). The current study gathered volumes of information, consequently resulting in long hours of careful sorting of data.

4.4.1.2.2 Coding of verbal responses

To code the verbal responses of the participants is challenging and not always reliable, compared to calculating a definite and observable population. Without an applied standardised technique of collecting data, which is the scientifically ideal interaction with participants, distortion is assured to be provoked by a more subjective approach by the person conducting the researcher (Gaille, 2018). A common criticism of the current study is that I had to be personally engaged, thus leaving the possibility of subjectivity.

4.4.2 Quantitative Approach

The mathematical depiction and manipulation of observations to describe and amplify the phenomena that the observations mirror is defined as quantitative research (Rubin & Babbie, 2016). Significance is placed on the numbers and the statistics of the data when quantitative methods are used in a research study (Williams, 2007). Gopisetty (2016) suggest the following collections strategies in a quantitative investigation e.g., questionnaires, surveys, polls, or the use of computational techniques to manage pre-existing statistical information. Some researchers

use systematic empirical investigations of perceptible phenomena through statistical, numerical or computer systems for a more accurate finding. This study used the collections strategy and made use of a structured self-designed questionnaire.

The counting and measuring of events are another approach of quantitative research. Creswell (2012) on the other hand believe that quantitative research approach is the presentation of statistical analysis of numerical data. Gopisetty (2016) states that positivists belief that an objective truth that is scientifically measurable and explainable exists. There is also a school of thought that quantitative measures are reliable, valid and can be generalised.

Quantitative research employs strategies of investigation, such as untried research and investigations, and collects data on predetermined tools that produce statistical data (Rubin & Babbie, 2016). Information can be quantified and subjected to statistical treatment in quantitative research methods, in order to support or refute alternative knowledge claims. Thus, quantitative research techniques are used to gather data from different reliable sources, which deal with numbers, statistics, charts, graphs and tables (Williams, 2007) (see Annexure D).

4.4.2.1 Advantages of Quantitative research

There is a list of the advantages of quantitative research design, e.g., easy to understand attitudes; good in content generation; allows creativity; incorporates human experiences; etc., but I outline the two advantages I deemed relevant to the current study:

4.4.2.1.1 Simple choices and short descriptions

I intended bestowing simplicity of choices on participants and keep the statements short and to the point because it is one of the greatest strengths of a quantitative instrument. The study can receive a bigger response rate if the instruments are uncomplicated and straight forward.

4.4.2.1.2 Exhibiting reliability

If a researcher strives for their quantitative research instruments to display reliability traits; concepts, such as consistency, accuracy and precision will be common denominators. De Vos, Strydom and Delpport (2011) identify the following synonyms: generalisability, stability,

agreement, repeatability, predictability, and dependability consistency, reproducibility, If put in simple terms it is basically an instrument that bring forth the same results in different contexts. This nature of this study relied heavily on reliability traits due to the inclusion of different race groups and different cultures.

4.4.2.2 Disadvantages of quantitative research

Scholars like McMillan and Schumacher (2011) regard simplicity and reliability of the instruments beneficial to a study, but there are some disadvantages that are also applicable:

4.4.2.2.1 Reliability

It is without doubt the researcher's continuous responsibility to eradicate the confusion linked to the exact truth of what is measured, a criticism of the current study. Babbie and Mouton, (2012) have proffered several determinant principles in Social Science. These frames of reference are articulated hereunder:

Reliability is referred to by Cohen et al. (2018) as the consistency and dependability of results. This is the degree to which the instrument consistently measures what it is supposed to measure. Some authors caution that a reliable instrument should yield the same data when used at a different time or when used by a different person to test the same people (Cohen et al., 2018). However, Zohrabi (2013) cautions that for qualitative research, producing the same data is a difficult and demanding task, as these data are based on people's narratives, which are subjective. He recommends then that dependability and consistency of the data are enough to determine the reliability of the instrument. For this study, I followed scholars' (e.g., Creswell, 2016; Merriam, 2009; Zohrabi, 2013) recommendations and attended to reliability by explaining explicitly the different processes of inquiry used in this study. I have collected information through different sources in order to ensure reliability. Moreover, through the case study results, I had attended to reliability by addressing issues such as ambiguity of items that might affect dependability of the data. I made use of the case study results to make adjustments to ensure that the reading level, language level and content are appropriate to the participants. Thus, the

researcher is confident that these efforts mentioned above led to the findings of this study to be reliable.

4.4.2.2 Truth

Truth is an expandable and culture-dependent phenomenon, according to Francis (2012). The participants in this study represent different cultures and therefore I attempt to establish the 'truth' about these cultural groups in relation to the usage of social justice considerations in the teaching of controversial Social Science topics. For Francis (2012) this construct is culture-specific and 'expandable'. It is difficult to concur on what truth entails since it is an elusive concept that transcends inter alia beliefs, geography and gender. Notions regarding what truth entails are thus too many and contradictory.

4.5 THE SAMPLING METHOD AND SELECTION OF PARTICIPANTS

Sampling is described as any percentage of a population as being representative of that population (De Vos, Strydom, Fouché & Delpont, 2007). Consequently, this is why my reasons for the selection of participants to be a representation of the final year Bachelor of Education, Intermediate phase students who offer Social Science as a specialisation. To justify my sampling, I base my argument on Maree's (2007) view that sampling could be discerned from 'random and representative scientific samples'. The result of this is that a more general view of the population can be extracted. The size of the sample can in some instances determine the accuracy of the results (Mouton, 2002; Maree, 2007; & De Vos, Strydom, Fouché, & Delpont, 2007).

It is not always possible to involve a minimum number of participants in an investigation, as mentioned by De Vos, Strydom, Fouché and Delpont (2007). If the total population is small, as in my case, where only the University of Free State students were used, it would be preferred if the entire population could be involved in such circumstances. The study was conducted at a university in the central region of South Africa where the subject Social Science as a specialisation in the intermediate phase is offered. This university has a diverse student population that caters for students from different cultures and socio-backgrounds. The diversity of the students was of interest to me and since it assisted me, a part-time lecturer at the institution, it seemed

convenient. This allowed me to build a relationship with the participants. I preferred to use students who offered Social Science as a specialisation in the study.

The process of analytically choosing cases for inclusion in exploratory study is called sampling (Suresh, Thomas & Suresh, 2011). It also includes the strategy used to select a group. According to Etikan, Musa and Alkassim (2016), a sample is a portion of a population or a total quantity of the things or cases which are the subject of the research. In addition to this assertion, Omair (2014) argues that a sample has to be of the requisite size in order to have the required degree of accuracy in the results, as well as being able to identify any significant difference or association that may be present in the study population. For the purpose of this study, the sampling method that I used was a mixture of purpose and stratified sampling. In stratified sampling, all the people in the sampling frame are divided into 'strata' (groups or categories). With each stratum, a simple random sample or systematic sample is selected. In this research, the target population was the final year Bachelor of Education intermediate phase students, from the participating university. I chose the purposive sampling, which resulted in 20 participants, and further sampled the students using stratified sampling, by dividing the group into race groups. A total number of six students from the same sample was then selected with the criterion being the level of controversy in their Social Science lesson for the lesson observation (see Annexure F). For the questionnaires (see Annexure D) all 138 students who offer Social Science participated in the study and 78 returned the completed questionnaires.

Small-scale research frequently uses a non-probability sample, since some disadvantages might arise from non-representativeness. It might be less complicated to set up, may significantly be less expensive and prove satisfactory, where researchers do not aim to generalise findings outside the sample in question, or where they are simply piloting a questionnaire as a prelude to the main study. Non-probability sampling might be used when techniques cannot specify the probability of each member in the population, who has been selected by the researcher (Trochim, 2020). In the process of the study, sampling is a group of participants being used on a voluntary and free basis (Trochim, 2020). Findings from such a research process are generally limited to the population that is used and cannot be extended to a larger population. The selected participants have common features that are of importance to the researcher, in this case, namely students.

This study includes all students who were willing to participate in the study. I intentionally selected a sample on the basis that the selected participants hold different views and experiences on the teaching of controversial Social Science topics in multicultural classrooms. I preferred to use this method of research to establish opinions and feelings of the participants towards the teaching of controversial Social Science topics. A diverse population was used in the study to investigate the possible role of social justice in the teaching of controversial Social Science topics in multicultural primary school settings.

The table 4.2 below, presents the distribution of the questionnaires to all the final year Bachelor of Education, intermediate students who offer Social Science as a specialisation.

Table 4.2 Questionnaire distribution and return rate

Distributed Questionnaires	Returned Questionnaires	Unreturned Questionnaires	Return Rate (percentage)
138	78	60	57%

The table 4.2, depicts the distribution of the questionnaires for the study. It indicates that one-hundred-and-thirty-eight questionnaires, of which 78 (57%) were returned. The total number of unreturned questionnaires was 60 (43%). I anticipated a better return rate but the nationwide lockdown (since March 2020), due to the Covid-19 pandemic made it difficult to receive back more questionnaires. Permission to conduct the study was sought from the University of Free State (see Annexure A).

The next table 4.3 below, presents the students who participated in the focus group discussion.

Table 4.3 Participants of the focus group discussion

Focus group	Number of students who participated	Percentage of learners who participated
FGA A (White students)	5	100%
FGB B (Coloured students)	5	100%
FGC C1 & C2 (African students)	10	100%
Total	20	100%

Table 4.3 shows the participants of the focus group discussion. I anticipated having four focus group discussion sessions; the fourth group was supposed to be the Indian and Asian students' group, but it could not be formed because no Indian and Asian students were in the population group.

Table 4.4 Participating schools' information and pre-service teachers participating in the teaching practice lesson observations

School Code	Geographic location	Quintile level	Number of teachers	Number of learners	Class size	Student Teacher code
TPOA	Urban	L4	43	1246	35-40	ST1
TPOA	Urban	L4	43	1246	35-40	ST2
TPOB	Township	L1	47	1361	45	ST3
TPOB	Township	L1	47	1361	45	ST4
TPOC	Urban	L5	53	1443	35	ST5
TPOC	Urban	L5	53	1443	35	ST6

The table 4.4 depicts the information of the participants in the teaching practice lesson observation. The researcher planned to observe six lessons and the anticipated lesson observation number was reached.

In relation to the sample size, Lavrakas (2008) articulates that the sample size most typically represents the number of participants used in the study to be representative of the universe/study population. This implies that the researcher can, with confidence, deduce the relevant assumption that the learner participants are in line with regard to the universe. The researcher also faced challenges with the teacher participants to conduct the study and to gather the necessary data in relation to the universe/population. Furthermore, a population of 138 participants (N=138), a sample of 78 teacher education students served as the sample for the study.

Table 4.5 Sample size(s) for a given population/universe (n) (Sekaran in Kivido, 2006)

N	S	N	S	N	S	N	S
10	10	140	103	420	201	1800	317
15	14	150	108	440	205	1900	320
20	19	160	113	460	210	2000	322
25	24	170	118	480	214	2200	327
30	28	180	123	500	217	2400	331
35	32	190	127	550	226	2600	335
40	36	200	132	600	234	2800	338
45	40	210	136	650	242	3000	341
50	44	220	140	700	248	3500	346
55	48	230	144	750	254	4000	351
60	52	240	148	800	260	4500	354
65	56	250	152	850	265	5000	357
70	59	260	155	900	269	6000	361
75	63	270	159	950	274	7000	364
80	66	280	162	1000	278	8000	367
85	70	290	165	1100	285	9000	368
90	73	300	169	1200	291	10000	370
95	76	320	175	1300	297	15000	375
100	80	340	181	1400	302	20000	377
110	86	360	186	1500	306	30000	379
120	92	380	191	1600	310	40000	380
130	97	400	196	1700	313	50000	381

Table 4.5 provides an overview of the representative sample sizes. In relation to the sample size, Van den Berg (1989) states that respondents used in a study need to be representative of the universe/study population. This implies that the researcher can, with confidence, deduce relevant assumptions with regard to the universe. In conjunction with Van den Berg and Sekaran in Kivido (2006), I am of the opinion that a sample for a universe/population representing 140

teacher education student needs to be 103. Gesticulated a response rate of 57%, in this case, ensuring a high degree of validity. I have already alluded to the challenges experienced with regard to data gathering; factors, such as the country's lockdown period due to the global pandemic Covid-19 that broke out in 2020. A total of 78 participants completed the questionnaires.

4.6 ROLE OF THE RESEARCHER

The main criticism against qualitative research lies in the area of subjectivity. Such criticism is usually made because of the role that the researcher plays in collecting data. According to this, the research data collected are more susceptible to bias, due to the subjective interpretations of the situation (Punnucci & Wilkins, 2010).

Second, the qualitative approach is also criticised in that it lacks reliability. The argument is that qualitative measures do not have statistical analysis to confirm the significance of their findings, patterns or trends. Researchers according to critics, cannot ensure that their findings are real and not merely the effect of chance (Hennik, Hutter & Bailey, 2011). However, qualitative methods, including the role that researchers yield insights, are more likely be accurate for a group under study (Pitso, 2016). I have insight into the subject Social Science, due to my lecturing experience I'm also a part-time lecturer at the same institution. I got the impression that teacher education participants felt comfortable to share their experiences with me.

Ratner (2002) avers that research is subjective; A notion also recognised by qualitative methodology. Greenbank (2013) asserts that unlike quantitative research, where subjectivity is regarded as a hindrance in data processing, qualitative research views subjectivity as a valuable research instrument. This, in turn, infers that the viewpoint, experience, definition or interpretation of the research cannot be ignored. It is therefore crucial to indicate the role and position of the researcher, as these elements may possibly have an impact on the research (Denzin & Lincoln, 2005). This could even misperceive the results.

I am a former Social Science teacher and part-time Social Science lecturer at the participating university. I taught Social Science for more than 10 years in the intermediate phase and am currently a lecturer in the faculty of Education in the subject Social Science. Although I have

disclosed my subjectivity, in this study it is not difficult for me to distance my own views during the focus group discussions, as well as during the teaching practice observations. Owing to my experience in the subject Social Science, both as former teacher and lecturer, I have had an understanding of the participants' problems and concerns and these motivated me to embark on this study. It placed me in an ideal position to understand why the participants were open and willing to provide information on very sensitive issues.

4.7 DATA COLLECTION STRATEGIES

Creswell (2018) affirms that data collection is the process by which the researcher acquires a subject and collects the information needed to answer the research questions. The researcher is at liberty to use various data collection methods to gather information, such as questionnaires, scales interviews, observation, and/or projective techniques. In the case of quantitative research, the methods that are used are questionnaires, scales and projective techniques. For the purpose of this study, a questionnaire method was used as the quantitative research instrument (see Annexure D), while for the qualitative data, focus group discussions (see Annexure E) and the teaching practice observations guide (see Annexure F) was used, in order to determine the perceptions of participants on the role that social justice can play in the teaching of controversial topics in the subject Social Science in multicultural primary school settings.

4.7.1 The quantitative research instruments

I embarked on an empirical investigation, employing a quantitative method of study. In the quantitative phase of this research study, I used structured questionnaires to determine the perceptions and experience of teacher education students on the role that social justice can play in the teaching of Social Science in multicultural primary schools in South Africa (see Annexure D).

4.7.1.1 Questionnaire

A questionnaire may be seen as a range of specific questions on a particular topic to be answered by a respondent (Oladeji, 2012). According to Creswell (2018), questionnaires are research instruments by means of which respondents are asked to respond to the same set of questions

in a predetermined order. In the following paragraphs, I outline the advantages and the disadvantages of the questionnaire; the design of the questionnaire; and the guidelines for writing effective questions in the questionnaire.

The reason for using a questionnaire in this study was to accommodate as many final year Social Science teacher education students in this case study, which allowed me to generalise the findings of the study. The use of the questionnaire also ensured the anonymity of the participants and provided them with a high degree of freedom when completing it (see Annexure G). Another reason for using the questionnaire was that the study covered an audience of 138 students and could be administered in my absence. The use of a questionnaire in the study was to explore the perceptions and experiences of Social Science teacher education students pertaining to the role of social justice in the teaching of controversial issues in multicultural classrooms settings. The use of different approaches in the classroom can assist teacher education students to handle any challenges they may face in the post-democratic South African classroom. While the questionnaire explored the perceptions and experiences of many of the participants with regard to the phenomenon in question, it posed problems for me during its administration. Not all teacher education students responded timeously to the questionnaire, which resulted in my not starting at the anticipated time with the analysis.

The format of the questionnaires was based on a 4-point Likert scale. Open-ended questions were used to gather information from the participants to fully express their opinions and views on certain questions (see Annexure D). I also used open-ended questions to gather data from the participants. I used triangulation to ensure effectiveness in the findings which were obtained via the questionnaires. Triangulation assisted me with validity and with comparing the participants' opinions during the focus group discussions and the questionnaires, the six teaching practice lesson observations, as well as the literature addressed in chapter 2 and 3.

The questionnaire consisted of the following sections (see Annexure D):

Section A: Biographical Information

Section B: Social justice and its role in Social Science

Section C: Social Science and controversial topics

Section D: Multicultural education

Section E: Teacher training

Section F: Teachers' opinions regarding Social Science

4.7.1.1.1 Advantages of the questionnaire

The questionnaire, as the most generally used primary data-gathering tool, Debois (2019) highlights its following advantages and substantial space will be devoted to the design and construction of the item format:

- The format of the questionnaire fits the objective of the research format.
- I opted for questionnaires which were suitable for the 138-student audience to respond to standardised questions.
- Ideal for an analytical approach to exploring relationships between variables.
- Offers a quick way to gather information but found to be time consuming for me, due to the countrywide lockdown due to the Covid-19 pandemic.
- Low cost in terms of money and time.
- Questionnaires can be completed by respondents at a time and place best suited to them and even emailed back to the researcher.
- Respondent's anonymity can be ensured (see Annexure C and E).
- Respondents enjoy a high degree of freedom in completing the questionnaires.

In relation to this study, I could approach a large number of participants because they are in one setting (a case study design is followed in this study). The questionnaire distribution to students did not have to be posted. The Social Science lecturer (another colleague of mine) at the institution assisted me with the distribution of the questionnaire to the participants, and they were able to return it via email, as well.

4.7.1.1.2 Disadvantages of a questionnaire

McMillan and Schumacher (2011) listed the following disadvantages of questionnaires, dishonest answers; unanswered questions; difference in understanding and interpretation; difficulty to convey feelings and emotions; unconscientious responses; etc.

As researcher, I mentioned in Picncu's (2018) experienced the following challenges with the questionnaires used for this study.

- I made use of multifaceted questionnaires which might have been complex to complete and required in-depth thought, which might have been responsible for the low response rate of only 57%.
- Participants indicated that the questionnaire's instructions were at times unclear and inaccurate.

I also built-in questions which required of the participants to elaborate and motivate by way of narratives, their perceptions, instead of simply ticking yes or no in the questionnaire- a large number of participants declined to respond to those questions.

4.7.2 The Qualitative research instruments

I embarked on an empirical investigation employing a qualitative method of study. In the qualitative phase of this research study, I used focus group discussions (see Annexure E) and classroom observations (see Annexure F). The focus group discussions specifically determined the perceptions and experience of Social Science teacher education students on the role that social justice can fulfil in the teaching of Social Science in multicultural primary schools in South Africa. The classroom observations portrayed how final year Social Science teacher education students dealt with multicultural classrooms and how they managed to facilitate the teaching of controversial Social Sciences topics in such settings.

4.7.2.1 Focus group discussions

Assembling people belonging to similar backgrounds together to ascertain their insights, views, beliefs and attitudes in a coordinated discussion, is regarded as a focus group discussion (McMillan & Schumacher, 2010). Participants in this type of research were, therefore, selected on the basis that they would have something to say on the topic; are within the age-range; have similar socio-characteristics; and would be comfortable talking to the facilitator and one another (Oladeji, 2012).

I used prepared open-ended questions during the FGD as one of the selected data collection methods. I was the facilitator of the FGD, and the rationale was to make sure that maximum information was extracted, and I used follow-up questions and remarks to allow further discussion concerning certain statements made by the participants. The open-ended questions facilitated an explanation and understanding of the responses to the questions. Thus, a combination of objectivity and depth was obtained.

The discussions were conducted with final year Social Science teacher education students of the identified university. I grouped the participants according to racial groups. The rationale behind this was to garner perceptions based on South Africa's main racial groups. The FGD had a whites only group of five participants; a coloured group of five participants; and two groups of five each of black African participants. The rationale for having two groups of black Africans is due to a lack of forming an Indian group and because black Africans form the majority race group in South Africa. The aim of the research was to capture the richness and uniqueness of everyone's perception that emanated from the natural settings of the participants' environment. The division according to racial groups allowed participants to open-up and engage freely without fear of prejudice. Due to the lockdown regulations implemented by the South African government the discussions were held virtually, and participants had the comfort of their own homes which contributed to then feeling comfortable in their own settings. Although the discussion was guided by a list of questions to be asked, the dialogue took the form of free conversation and the participants were encouraged to talk without restraint.

The discussions were recorded and transcribed with the permission of the participants. This was done to capture the participants' responses. In total, 20 participants took part in the FGD. The participants were male and female, obtained by means of purposive sampling, selected for fitting a particular profile, which simply means selective sampling was followed to obtain their quantity.

The discussion process began with the researcher establishing rapport with the participants. The questions were asked in English and all the participants were comfortable about responding in English or at least, in the language in which they felt most comfortable expressing their real feelings or meanings. Some participants went to the extent of translating, if a different language was used. In so doing, I allowed the participants the full range of expression and feelings in their own native language, when reflecting on their own experience. A few participants in the white and coloured groups seemed to be more comfortable with Afrikaans when responding to questions more personally sensitive in nature. I am familiar with Afrikaans as a language and other participants in those respective groups were also familiar with the language; thus, we could continue with the study.

The focus group discussions were coded in categories for the purpose of data analysis:

Table 4.6 The information about FGD participants

FGD Code	Participants' code		Race	Gender	Residential area
Focus Group Discussion: A Assigned Code: FGDA	Teacher:1	A1	White	Female	Urban
	Teacher:2	A2	White	Female	Urban
	Teacher:3	A3	White	Male	Urban
	Teacher:4	A4	White	Female	Farm
	Teacher:5	A5	White	Female	Farm
Focus Group Discussion: B Assigned Code: FGDB	Teacher:1	B1	Coloured	Male	Township
	Teacher:2	B2	Coloured	Female	Township
	Teacher:3	B3	Coloured	Female	Urban
	Teacher:4	B4	Coloured	Male	Township
	Teacher:5	B5	Coloured	Female	Township
Focus Group Discussion: C Assigned Code: FGDC1	Teacher:1	C1	Black	Male	Township
	Teacher:2	C2	Black	Female	Township
	Teacher:3	C3	Black	Female	Township
	Teacher:4	C4	Black	Female	Urban
	Teacher:5	C5	Black	Female	Township
Focus Group Discussion: D Assigned Code: FGDC2	Teacher:1	C6	Black	Male	Township
	Teacher:2	C7	Black	Male	Township
	Teacher:3	C8	Black	Female	Township
	Teacher:4	C9	Black	Female	Township
	Teacher:5	C10	Black	Female	Township

The FGD took place on different dates and at different times. My intention with the FGD was to understand the participants' experience and perceptions regarding the role social justice can play

in the teaching of controversial Social Science topics in multicultural classroom settings. The aim of the FGD was to extract data on how the participants dealt with controversial topics or issues in the Social Sciences; how they managed multicultural classrooms, and what interventions they tried and addressed the teaching of controversial topics in the Social Science classroom.

4.7.2.2 Teaching practice classroom observation

Classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer taking notes and/or coding instructional behaviours in the classroom (Hora & Ferrare, 2013). Observation allowed me to enter the lifeworld of the participants' experiences (Kruger, 2012). Hammersley (2015) concurs that observation as a data collection method affords a holistic view of the phenomenon under investigation. I desired to witness the context of diverse participants on how they facilitated controversial topics in a Social Science lesson in a multicultural classroom.

There are different types of observations e.g., controlled observations, naturalistic observations and focus/participants observation, but I utilised focus observations with passive participation by myself in this study. The focus observation was supported by the information gathered from the participant's engagement through the focus group discussion sessions, which then guided my decisions about what to observe. As a passive participant, I was present in the classroom but did not interact with the teacher or learners during the observation.

Observations are also regarded as one of the most popular methods of data collection in educational settings. For the purpose of this study, observations were used to investigate the pre-service teachers' behaviour in managing a modern South African multicultural classroom and how the pre-service teacher manages the diverse learners. The six participants were observed once during a 40-minute class period. I then had a pre- and post-lesson discussion with each participant to obtain information relevant to the purpose of this study, as indicated in table 4.6 below.

Table 4.7 Participating student teachers' biographical and other relevant information

Student Teacher Code	Race	Age	Gender		Place where ST grew up	Home Language	Reasons for interest in Social Science teaching
			M	F			
ST1	W	22	X		Urban	Afrikaans	Enjoy the subject and teaching
Lesson Topic: Democracy and Citizenship: The first democratic government in South Africa 1994. Grade 6							
ST2	W	22		X	Farm	Afrikaans	No particular reason
Lesson Topic: Reason for European exploration: Treatment of women and children in Renaissance society. Grade 6							
ST3	B	24	X		Township	Sesotho	Enjoy the subject
Lesson Topic: Population: The formation of black and coloured townships. Grade 6							
ST4	B	23	X		Township	isiXhosa	Liked History & Geography at school
Lesson Topic: Democracy and Citizenship: New and old South African National symbols, flag and anthem. Grade 6							
ST5	C	23	X		Township	Afrikaans	Enjoyed it at school
Lesson Topic: Medicine through time: Western medicine and Indigenous healing. Grade 6							
ST6	C	22		X	Township	English	No particular reason
Lesson Topic: Democracy and Citizenship: The justice system and equality under law. Grade 6							

The second focus was to investigate how the teacher education students facilitate controversial Social Science topics or issues in class and what interventions the novice teacher uses to deal with controversial Social Science topics, as well as if social justice has any role to play in dealing with these topics in the modern South African multicultural classroom. These classroom observations progressed through various phases. The preliminary phase was to describe the nature of the physical and social setting, followed by a description of the diversity of the classroom. Then followed a focus on the teacher and the behaviour of the teacher when interacting with learners from the same and from different race, cultural, gender and socio-economic backgrounds.

The next phase of the observation was more selective in responding to the pre-service teaching praxis, including the teacher's general classroom management strategies, etc. Once the findings of the previous stage replicated themselves regularly, a saturation or expiry point was reached

where analysis of the data had to begin (Nieuwenhuis, 2010b). I made notes of all aspects related to teaching and learning; the teacher's behaviour and body language; facial expressions; and overall interaction of the teacher with all the learners in the classroom. Copious notes were recorded on an observation guide, which allowed me to record both the observations and my thoughts and personal reactions (see Annexure F).

4.8 TECHNIQUES USED FOR DATA ANALYSIS

The aim of this mixed method case study was to reveal the essential features and essence of the phenomenon under investigation (Kruger, 2012). This was done through an analysis of the gathered data. The following section will outline the data analysis techniques utilised in this study: analysis procedures, trustworthiness, and the limitations of the study.

The analysis of the data (results of the qualitative and quantitative analyses) was compared for similarities and differences through triangulation. The following techniques were followed in the analysis and interpretation of the quantitative and qualitative data collected from the research study.

4.8.1 Data analysis techniques for the qualitative data

Cohen, Manion and Morrison (2018) posit that the analysis of qualitative data entails organising, summarising, explaining and making sense of the data collected in terms of the definitions and responses provided, as well as acknowledging patterns and variations. Qualitative data can be interpreted in many ways. According to Haradhan (2018), the main area of focus for qualitative research is to describe what is happening, and that the description should be detailed and contribute to an understanding of the setting being studied. Moreover, Flick (2009) reveals that qualitative analysis should provide a thorough description of what is happening, and the way participants' perceptions and interpretations of reality are understood. This assertion is endorsed by Coll and Kalnins (2009) who claim that the purpose of a qualitative study is to produce findings that describe the phenomenon.

Consistent with the above sentiment, is the suggestion by Morrison (2014) who avers that a research study employing multiple perspectives of the phenomena need to include

epistemological groundwork. By this, I move forward and backwards from the verbatim transcriptions to the theoretical orientations underpinning the study. The logic behind this ontological grounding is that the researcher should lead to an understanding of the meaning of the experience being studied. As such, data analysis should bring order and meaning to the mass of collected data (Cohen et al., 2018). The following analyses of data were therefore used in this study:

4.8.1.1 Thematic analysis

Hammersley (2015) describes thematic analysis as the procedure of converting information with the intention of extracting useful information and facilitating assumptions. The transcripts of the recording of the focus group discussion were carefully scrutinised and analysed. The identification, coding and the categorizing of the primary designs in the recorded information forms part of the analysis of the data (Saldana, 2009). This was done by following the qualitative data analysis step as affirmed by Braun and Clarke in Kheza (2018):

- **Organising** – Filing, creating a computer database and breaking large units into small units.
- **Perusal** – Getting an overall sense of the data and jotting down preliminary interpretations.
- **Classification** – Grouping the data into categories or themes and finding meanings in the data.
- **Synthesis** – Offering hypotheses or propositions, constructing tables, diagrams and hierarchies.

4.8.1.2 Qualitative coding

Qualitative coding infers that data collected are divided into small units and categorised into the possible meanings they imply (McMillan & Schumacher, 2010). Cohen et al. (2011) note that coding involves the examination of data to identify patterns, themes or categories that can emerge from these data. Nevertheless, Hammersley (2015) warns that such data coding offers superficial descriptions of the facts of the phenomena, which may not be well interrogated. This technique was applied to the responses collected from the participants, mainly through the focus group discussions (see Annexure E); parts of the questionnaire (see Annexure D); and from the

teaching practice observations (see Annexure F). This was found to be a very useful technique in analysing the participants' responses and determining themes that represent different perceptions.

4.8.1.3 Triangulation

Triangulation data analysis employs several paradigmatic angles to yield a preferred position (Yeasmin & Rahman (2012). Inversely, Cohen et al (2011) believes that in triangulation uses several data collection strategies in one study. Through this way, reliability and validity are increased. This has an advantage of yielding rich and deep data leading to a vivid understanding of any study.

Triangulation can be noted as the use of two or more methods of data gathering in the study (Cohen et al., 2011). This has the advantage of harvesting high volumes of data. The validity and reliability of the data was improved through triangulation, which entails using more than one research technique. I used different procedures, such as the mixed method approach in the form of focus group discussions, questionnaires, and classroom observations, to ensure the validation of the results obtained from the data collected. If a lot data is collected through these two approaches, validity and reliability are enhanced (Zohrabi (2013). As part of data triangulation, I interpreted the students' responses that were provided during the focus group discussion and the teaching practice lesson observations, to identify persistent and common themes conveyed by the participants. I further did method triangulation, which the analyses of similarities and differences between the quantitative and qualitative data provided.

4.8.2 Data analysis techniques for the quantitative data

The data collected were analysed using descriptive and inferential statistics as a form of statistics concerned with organising and summarising the data at hand, to render it more comprehensible using univariate and bivariate analysis (Creswell & Creswell, 2018). I used it to interpret and analyse the rating provided by the participants to each statement presented to them, as well as in each broad category.

4.8.2.1 Descriptive statistics

Vetter (2017) opines that these statistics enable us to explain, describe, summarise and make sense of any data. Nick (2007) notes that the most commonly used techniques of descriptive statistics are the arithmetic mean; the median; 14 the standard deviation; and the interquartile range. The most prevalent procedures of mathematical data are the measures of central tendency used to characterize a set of distributed information. Measure of central tendency is defined as the sole mathematical value, which is also regarded as quantitative variables' most typical value (Johnson & Christensen, 2014). McMillan and Schumacher (2010) aver that single value are supposed to be representative of the entire group and that is what measures of central tendency professes. The most popular used technique used amongst the various types of averages is the arithmetic mean and that represent the sum of the variables divided by its total number in no-grouped data

According to Cresswell (2013), inferential statistics is defined as statistics that allow scientists to draw a conclusion about some property of the population of numbers, from which the sample came. Inferential statistics is a form of mathematical measurements referring to the strength of the relationship between independent and dependent variables. Inferential statistics deals with the error of bias or random error in the analysed data. The more variables in the score, the less important the strength of the relationship; the less variables in the scores, the more important the strength of the relationship becomes.

4.8.2.2 Dependents and independents variables

According to Flannelly, Flannelly and Jankowski (2014), one of the major aims of research is to understand the causes of phenomena, and the presumed cause in a cause-effected relationship is called the independent variables, and the presumed effect is called the dependent variables. This is also consistent with Stake (2008) who notes that dependent and independent variables are part of ex post-facto experiments in which the researcher seeks to discover possible causes for a phenomenon under investigation.

Babbie (2014) further defines a dependent variable as an attribute or variable whose value, nature or conduct depends on the independent variable. Savin-Baden and Major (2013) on the

other hand, define it as the variable that depends on what the independent variable does on it; the dependent variable of this study is the pre-service teachers' perceptions and views on social justice and whether it would assist them in the teaching of controversial topics in Social Science. I assumed that social justice and a clear understanding of diversity, and knowledge of multiculturalism has some role to play in the teaching of controversial topics in Social Science.

On the contrary, independent variables are those attributes that influence, cause, change or determine a dependent variable. According to Holloway and Wheeler (2010), the independent variables are the variables which the researcher has chosen to examine, in order to evaluate their potential effects on the other variables in the study. Babbie (2014) notes that the value of the independent variables is taken as given and is usually not problematic. The independent variables of this study are the approach or strategy, to the multicultural Social Science classroom during a controversial topic chosen by the teacher education students. It is assumed that this can determine the learners' attitude to their learning environment and the success of teaching and learning. A cause-and-effect relationship can be established between the teacher and the learners in Social Science as a subject.

4.9 VERIFICATION OF THE QUALITATIVE STUDY

4.9.1 Introduction

Alakwe (2017) is of the view that nature of knowledge is different in the quantitative paradigm and qualitative paradigm even though elements of truth, applicability, consistency and neutrality are present both paradigms to assure that the study is regarded valuable. Consequently, each paradigm requires paradigm-specific criteria for addressing "rigour" (the term most often used in the rationalistic paradigm) or "trustworthiness", their parallel term for qualitative "rigour". I maintain that scholars should pay appropriate attention to the concepts of objectivity, reliability and validity to evaluate and judge the research conducted (Emmel, 2013). According to de Casterle, Gastmans, Bryon and Denier (2012), these concepts are mostly used in connection with measurement. Creswell (2012) further remarks that the reliability and validity of the measurement instruments influence the extent to which something can be learnt about the phenomenon being studied. However, reliability and validity appear more appropriate in quantitative research studies (Holloway & Wheeler, 2010).

4.9.2 Rigour in a qualitative research study

Without rigour, research is worthless, becoming fiction and losing its utility. Thus, a great deal of attention is applied to reliability and validity in all research methods. Challenges to rigour in qualitative inquiry interestingly parallels the blossoming of statistical packages and the development of computing systems in quantitative research.

Table 4.8 Strategies for ensuring trustworthiness in qualitative research

Criteria	Strategy
Truth value	Credibility
Applicability	Transferability
Consistency	Dependability
Neutrality	Conformability

4.9.3 Credibility

Creswell (2014) defines credibility as the objective and subjective components of the believability of a source or message. Korstjens and Moser (2017) refer to credibility as the confidence that can be placed in the truth of the research findings, and these authors further assert that credibility establishes whether the research findings represent plausible information drawn from the participants' original data and are a correct interpretation of the participants' original views. Forero, Nahidi, De Costa, Mohsin, Fitzgerald, Gibson, McCarthy and Aboagye-Sarfo (2018) avow that in research, the goal is to generate new knowledge; knowledge that people will hopefully learn from and even base decisions on; therefore, it has to be credible. My view, therefore, is that credibility is the conscious effort to establish confidence in an accurate interpretation of the meaning of the collected data. The participants were assured by me of the accurate presentation of their experiences without divulging their identity.

4.9.4 Transferability

Transferability is a process performed by readers of research. Korstjen and Moser (2017) refer to transferability as the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents, and the researcher facilitates the transferability judgement by a potential user through thick descriptions. Compare the

participants' environment to a familiar research situation and if enough similarities can be detected, conclusions can be made that the results of the research would be the same or similar to their own situation (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). In other words, they 'transfer' the results of a study to another context (Forero et al., 2018). I opine therefore, that the results from a qualitative research study are transferable when they are understandable and recognised by others. I shared the present data with the participants to verify an accurate presentation of their thoughts and experiences.

4.9.5 Dependability

To check the dependability of a study, one looks to see if the researcher has been careless and made mistakes in conceptualising the study; collecting the data; interpreting the findings; and reporting the results (Nowell, Norris, White & Moules, 2017). Gunawan (2015) further asserts that the aim of dependability is to establish whether credible findings will be produced. Hansen (2006) suggests that dependability is related to issues, such as the suitability of methods, as well as the transparency of methods and analysis. I displayed transparency and shared the data and notes without divulging the identity of the participants with a seasoned researcher in other fields of study for their input and scrutiny.

4.9.6 Conformability

Conformability is engagement to enable other scholars and the public to judge the results and findings of the research study as reasonable, by looking at the data (Brains, Willnat, Manheim & Rich, 2011). Korstjens and Moser (2017) agree and state that conformability deals with whether another researcher outside the study, could independently confirm the findings. Proponents of qualitative research believe that a researcher's subjectivity is the strength of qualitative research, as it allows the researcher to build affinity with, and empathy for participants. This is achieved by the researcher immersing themselves in the setting to gain an in-depth understanding of the participants' worldview. Hansen (2006) further asserts that conformability is research which endeavours to establish whether the researchers have tried to avoid distorting the reality they are describing.

4.10 ETHICAL ISSUES

Research is commonly advised to adhere to research ethics while conducting research and those ethical guidelines are described as a set of principles for good professional practices (Slomka, Quill, des Vignes-Kendrick & Lloyd, 2008). Young (2017) concurs with this when they state that ethical codes are written or widely accepted prescriptions of proper behaviour and morality that act as guidelines to the researcher, when conducting a study. I am therefore of the view that ethics form a set of moral principles that would apply to correct conduct towards the study and the participants.

4.10.1 Ethical norms

Young (2017) provides the following reasons, to emphasise the importance of adhering to ethical norms in research:

- Knowledge, truth, and avoidance of error are some of the norms that promote the aims of research.
- Ethical standards promote the values prescribed in research for collaborative work, eg accountability, mutual respect, trust and fairness and these are recommended because people from different disciplines and different institutions work together on some research projects.
- Many of the ethical norms help to ensure that researchers can be held accountable to the public.
- Ethical norms in research also assist in helping to build public support for research.
- Many of the norms of research promote a variety of other important moral and social values, such as social responsibility; human rights; animal welfare; compliance with the law; and health and safety.

My view is that it is of paramount importance for any researcher to adhere to the aforementioned norms, to ensure that the study is credible and open for scrutiny by the public and other scholars.

4.10.2 Ethical principles and guidelines

This section explained the process of obtaining permission and consent gained from the participants. The section will also deal with the ethical assurances to participants.

4.10.2.1 Obtaining permission

I obtained permission to conduct the empirical research from the participating university's General/Human Research Ethics Committee (GHERC) on 13 February 2020 (see Annexure B and C). Participants had to provide consent and they were also advised that they could withdraw at any stage from the study, if they feel uncomfortable. (see Annexure H).

4.10.2.2 Informed consent

Informed consent is a voluntary agreement to participate in empirical research. It is not merely a form to sign or an oral agreement between the researcher and the participants, but it is a process, in which the subject has an understanding of the research and its risks (Shahnazarian, Hagermann, Aburto & Rose, 2017). Consent should continue throughout a study (Nnebue 2010). Know the risks of any empirical study and to share that information with all participants is critical to avoid possible litigation. Informed consent be considered valid only if consent is obtained voluntarily and withdrawal at any stage is promised.

The World Medical Association Declaration (WMAD) of Helsinki (2013) asserts that research participants should be given opportunities to ask questions about the study to help them decide if they wished to take part or not. The possible implications and all information relevant to the study should be shared with the potential participants at all times. This information may be presented verbally or in a written format. In the current study, an oral presentation was made to all final year teacher education students, who specialise in the Social Sciences and verbal consent was obtained from those who were willing to participate in the study.

4.10.2.3 Voluntary participation

I believe that a basic principle of research is that people should not be coerced into participating in a study. It is the responsibility of the researcher to share it with all participants that participation is strictly on a voluntary basis, also that withdrawal at any stage of the investigation would not lead to any penalty, financial loss or litigation (Marshall, Adebamowo, Adeyemo, Ogundiran, Strenski, Zhou & Rotimi, 2014). Voluntary participation was ensured by the consent the participants had to provide, before any research engagement started.

4.10.2.4 Confidentiality

Confidentiality is described as an obvious or disguised guarantee by a researcher to the participant in research, in which the participants are being assured that any information provided to the research cannot be attributed to them (Surmiak, 2018). Spatz and Kardas (2008) are of the opinion that confidentiality is about the requirement to keep the research data and individual participant's personal information private. Furthermore, the assurance of confidentiality carries with it the additional implication that non-research persons cannot discover a participant's identity. I am thus of the view that confidentiality is an active attempt by the researcher to remove any trace of participants' identity from the records. This study provided clear assurances of confidentiality. The participants were asked not to identify themselves and nor did any data collection instrument require that names of participants be divulged.

Rheeder (2018) agrees with these views by indicating that confidentiality is commonly viewed as akin to the principle of privacy. Respect for confidentiality is also important in the interest of research, and a breach of confidentiality undermines the trust and credibility enjoyed by the research (Fosshiem, 2015).

4.10.2.5 Anonymity

The anonymity of participants is central to ethical research practices in social research. Where possible, researchers aim to assure participants that every effort would be made to ensure that the data they provided could not be traced back to them in reports, presentations and other forms of dissemination (Crow & Wiles, 2018). Being unacknowledged and unknown as a

participant is how anonymity is assured in any research project (Novak, 2014). When researchers consider the issue of the anonymity of the research participants, concerns may, most likely, focus on how it can be maintained, particularly when under pressure from authorities to divulge identities (de Vos et al., 2011). I ensured that all participants' identities were kept anonymous in the current study.

4.10.2.6 Privacy

The right of participants to limit access to the researcher on their thoughts, identity and other person information is regarded as privacy and researcher should always respect that (Spatz & Kardas 2008). Privacy is further described as control over how far and how much information is shared with the researcher. Assessment of privacy also encompasses contemplation of how information is accessed about potential participants.

The perspectives and experiences of participants about social justice, controversial topics in the Social Sciences and their views on multiculturalism in South Africa, were not shared with anyone besides use in this study.

4.11 CONCLUSION

In this chapter a description of the research methodology was given with regard to the study. It was justified how the sample or participants for the study were chosen, and the method in which the data-capturing instruments were utilised. The theoretical framework underpinning the study informed the research design. The data collection tools were employed, based on the research design and the applicability of the variables and research questions. The next chapter presents the data analysis and the interpretation of the findings.

CHAPTER 5

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

5.1 INTRODUCTION

In the previous chapter, the research design was discussed in detail. In this chapter the analysis and interpretation of the research results of the qualitative and quantitative parts of the investigation receive attention. The quantitative data derived from the captured questionnaires were completed by 78 final year Bachelor of Education intermediate phase students who specialise in Social Science from the participating university. The qualitative data were derived from the three focus group discussions and the six teaching practice classroom observation sessions. The chapter discusses the following aspects, namely: the biographical data of the participants; the sample profile of participants; the analysis of questionnaires; the analysis of qualitative data emanating from the focus group discussions; and the teaching practice classroom observation sessions.

5.2 PRESENTATION, ANALYSIS AND DISCUSSION OF QUANTITATIVE DATA

The quantitative data presentation in this study is a process that brings order, structure, and meaning to the mass of collected data. It forms the amalgamation of the methods and styles with which the researcher converts data into numerical forms, and subjects them to statistical analyses and, subsequently, converts the data into knowledge.

5.2.1 Gender of teacher education participants

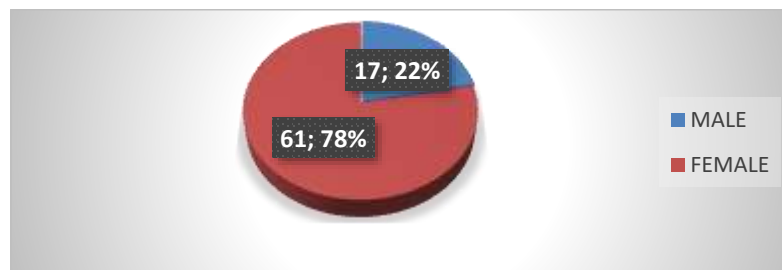


Figure 5.1 Distribution of gender of teacher participants

Figure 5.1 depicts the gender distribution of the teacher participants; the data represent a total of all teacher participants, which demonstrates that the majority of respondents are female, seventy-eight percent (78%); and the minority, twenty-two percent (22%) are male. Therefore, the opinions expressed are predominantly female. This confirms the findings by Bekhradnia (2009) and Gracia (2009) in their assertion that women are a numerical majority in higher education. This will therefore, result in more female teachers in the sector as presented in the literature study (cf. 3.4). An indication that more female teacher education students will have to deal with the teaching of controversial Social Science topics in multicultural primary school settings. It was also prevalent during the focus group discussion that the female teacher education students were more actively engaged in the discussions than the male participants.

5.2.2 Race of teacher education participants

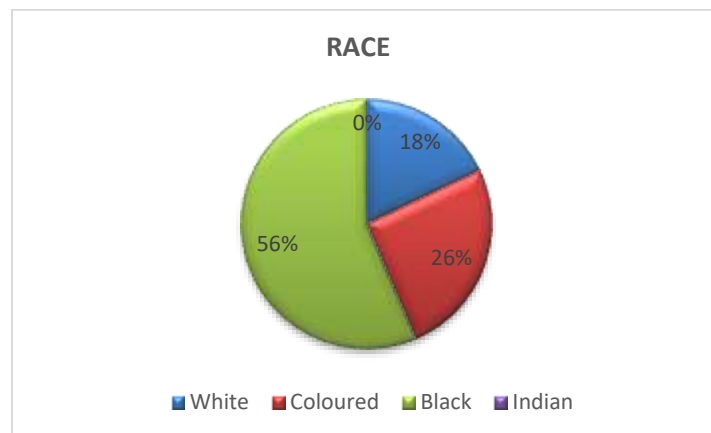


Figure 5.2 Distribution of teacher education participants according to race

Figure 5.2 reveals that 18% of the participants are white; 26% are coloured; 56% are black, and there were no Indian participants. During the apartheid period, the higher education sector was predicated on the persistence of inequality and characterised by highly fragmented, incoherent and uncoordinated policy and planning. It was further compromised by the extensive duplication of structures and by the exclusion of blacks, coloureds and Indians, such that the largest demographic group (blacks) had the lowest participation rate in the system (Mdepa & Tshiwula, 2012). Magopeni and Tshiwula, (2010) indicate that the turning point for South Africa was the

adoption of the Interim Constitution (Act 200 of 1993), which guaranteed universal suffrage and allowed all citizens, regardless of colour, to access higher education. It was evident in the classroom observations that the White participants were very cautious to address matters of social justice, while the Black and Coloured participants were very open and eager to discuss matters of social justice.

5.2.3 Age of teacher education participants

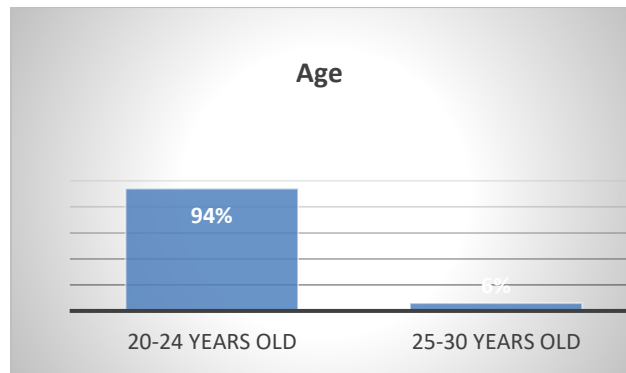


Figure 5.3 Distribution of teacher education participants according to age

Figure 5.3 depicts that the majority of participants were between the ages 20-24 years, and six percent (6%) 25-30 years old. This is also in line with the ages of students at most universities in South Africa. This means that the views in this study reflect opinions of young adults between the ages 20-24. The figure depicts the difference in age groups of the different participants.

This also indicates that most of the participants were born in democratic South Africa, as South Africa became a democratic country on 27 April 1994, which is about 26 years ago. The participants were not reared in Apartheid South Africa, but the knowledge transferred from the older generation allows for engagement and discussion on topics related to redress and social justice. The Department of Education in South Africa reveals through the Human Resources division that the teacher population is aging, and more young teachers will be required to stay in the country and take up teaching positions to address this growing challenge.

5.2.4 School attendance by teacher education participants

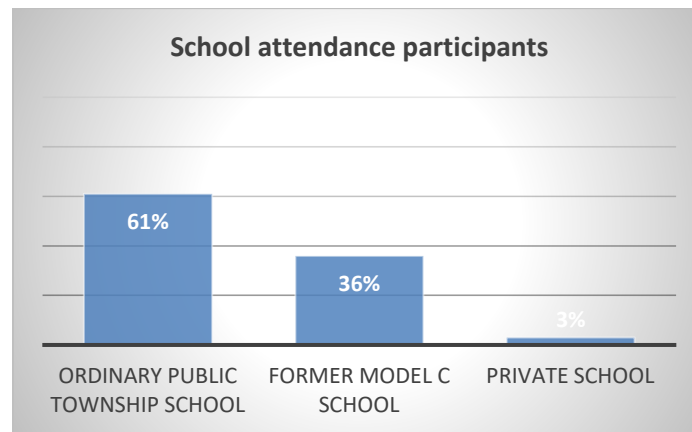


Figure 5.4 Distribution of where the teacher education participants attended school

The researcher required the information of the type of school the participants attended because the different types of schools are inversely resourced, due to the past inequalities of South Africa, and the failure of the government to redress the past inequalities and the legacy of ‘apartheid’. The majority of the participants (61%) attended ordinary public township schools, which are the lesser resourced schools, funded by the government, and are situated in townships and poor areas of society. In ordinary Public Township schools everything is funded by the State and parents generally pay nothing or a very small contribution to school funds (DoE, 2001). It means that every child in South Africa has access to schooling; classes are usually large, and the teachers’ salaries are controlled by the State. Compared to the other two schools, these are usually the schools that the children of middle-class and poorer community members attend (Dass & Rinquest, 2017).

Thirty-six percent (36%) of the participants attended former model C schools, which are schools with very good infrastructure, excellent resources and situated in affluent areas. Former Model C schools were established in the 1980s and early 1990s. They receive a hefty state subsidy, including some staff salaries paid on State Scales, but charge parents fees in addition to the amount received by the State. They are multicultural and highly diverse; they pay their top teachers in scarce subjects really well, and many offers high quality education at a very

reasonable fee. The classes are relatively large, and the higher the fees paid by parents, the lower the subsidy received from the State (Spaull & Kotze, 2015).

Only three percent (3%) of the participants attended private schools, which are well resourced and funded by big corporate companies or oversees organisations. The school fees in those schools are usually astronomical. This means that the views in this study are mostly of students who attended ordinary public schools.

5.2.5 Areas where participants were raised

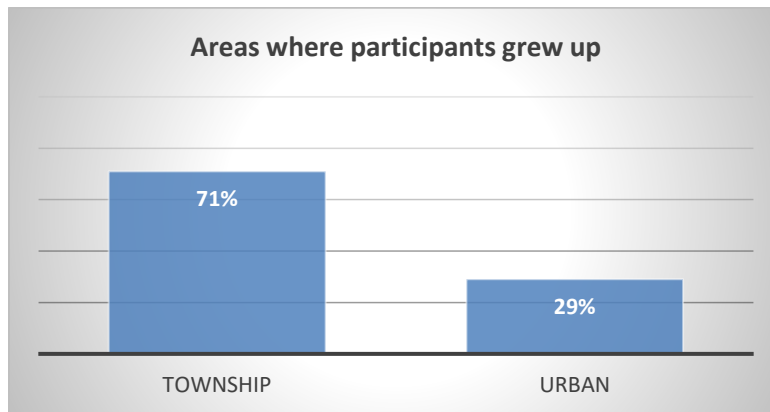


Figure 5.5 Areas where participants grew up

Figure 5.5 reveals the area where most teacher education participants (71%) grew up, i.e. in townships. A township is the area that more middle-class citizens and the poorer citizens of South Africa stay (Godehart, 2006). Twenty-nine percent (29%) of the citizens grew up in urban areas; the affluent areas of the country. Therefore, the views expressed come from a sample in which the majority of the participants grew up in townships. Owing to the historical social compression in racially segregated areas, old townships are socially, culturally and economically diverse. It was also evident from the focus group discussion that Many of them, especially larger townships contain middle- and lower-income areas and additionally scattered middle-income houses, but socio-economic data show clearly that the majority of township residents are poor, and that the unemployment rate is very high (Pernegger & Godehart, 2007).

A synopsis of the biographical data of participants is as follow:

- Seventy-five percent of the total number of final year Social Science student teachers participated in the study, while only 25% declined the invitation to participate.
- Twenty-two percent of the participants were male, while 78% were female.
- Fifty-six percent of the participants were black, 26% coloured, 18% were white, while there were no Indian participants.
- The predominant age was between 20-24 years, 94%; while a small group were between the ages 25-30 years, 6%.
- Sixty-one percent of the participants were attendees of ordinary public township schools, while 36% attended former model-C schools, and only 3% of the participants attended private schools.
- Seventy-one percent of the participants grew up in townships and 29% of the participants grew up in urban areas.

This profile is significant because I had insight regarding the biographical details of the participants who engaged in the study. It also assisted with establishing whether the sample that was selected was characteristics of the broader population. From the biographical profile, I was able to deduce that the sample represented characteristics of the population of South Africa, in terms of race; gender; age of the student population; school attendance; and areas where the participants grew up. This concludes Section A of the questionnaire.

5.3 SECTION B: SOCIAL JUSTICE AND ITS ROLE IN SOCIAL SCIENCE

This section of the questionnaire was designed to determine the participants' knowledge of social justice and its role in a subject, such as Social Science. In addition, it was designed to investigate if the participants had any engagement with the term social justice.

Statistics for Section B											
		6.1 Social justice is therefore critical for teacher training.	6.2 I have engaged on the topic of social justice in Social Science during my teacher training.	6.3 Social justice has a place in a subject such as Social Science	6.4 The community has a role to play in the teaching and learning of Social Science	6.5 Knowledge about the learner's upbringing can be valuable in the Social Science classroom.	6.6 Social justice is part and parcel of teaching and learning	6.7 Social justice should be taken into account in preparing Social Science lessons that deals with diversity, race, gender, etc.	6.8 Social Justice considerations can contribute to the teaching of controversial topics in Social Science.	6.9 Engagement and discussions about social justice should not be subuded in the Social Sciences classroom.	6.10 There is a gap around social justice in the Social Science curriculum
N	Valid	78	78	78	78	78	78	78	78	78	78
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		4,00	1,83	3,86	3,86	3,91	3,90	3,92	3,79	3,91	3,68
Median		4,00	2,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Mode		4	2	4	4	4	4	4	4	4	4
Std. Deviation		0,000	,874	,350	,350	,288	,305	,268	,406	,288	,470
Minimum		4	1	3	3	3	3	3	3	3	3
Maximum		4	4	4	4	4	4	4	4	4	4

Figure 5.7 Summary of statistical calculations

Figure 5.7 provides a summary of the statistical calculations of the responses from the teacher education participants on their understanding of social justice and its role in Social Science. The summary depicts that a large majority of the participants understand the term social justice and that they can explain the role of Social Science. This is shown in the figure by the **overall mean of 3.84, close to 4, meaning ‘often’, with an overall standard deviation of 0.68**. The trend indicated by the data in table 5.1 suggests that students can associate social justice with Social Science. These revelations confirm what is revealed in the literature (cf. 2.2; cf. 2.6).

5.3.1 Social justice as a definition

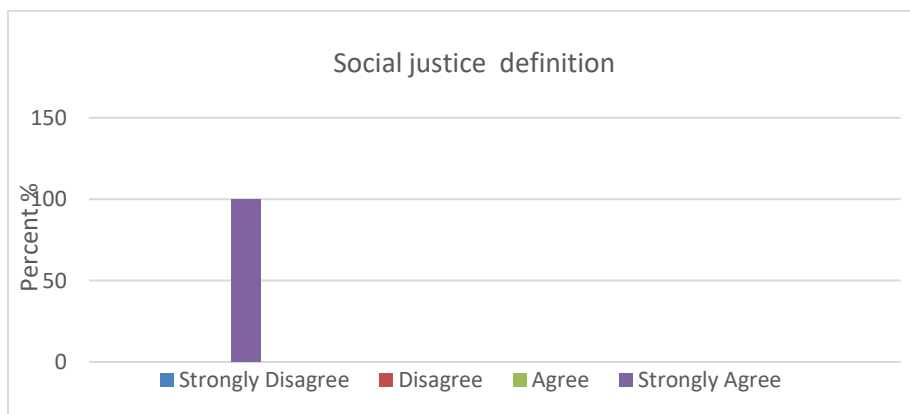


Figure 5.8: Social justice definition

Figure 5.8 shows that all (100%) teacher education participants strongly agree with the definition of social justice as a fair allocation of wealth, privileges and opportunities in society, and it relates to fairness, which creates equal life opportunities to all despite their background. Social justice is therefore critical for teacher training (Burgess & Greaves, 2013).

In 1995 the White Paper on Education and Training envisaged that the new education and training policies would address the legacies of under-development and inequitable development in South Africa. Furthermore, it would provide learning opportunities for all based principally on the constitutional guarantees of equal educational rights for all persons. Non-discrimination and its formulation and implementation must also scrupulously observe all other constitutional guarantees and protections which apply to education (Department of Education, 1995: Chapter 3, Section 16). Central to all education acts and policies that followed 1995, is the call for teachers to advocate social justice, human rights, and inclusivity.

It was also evident in the classroom observations that increasingly, teachers and researchers are addressing forms of social justice education by focusing on classroom pedagogies and educational practices that seek to deal with and combat different forms of oppression, such as racism, sexism and heterosexism (Adams, Bell & Griffin, 2007).

5.3.2 Engage on topic of social justice in Social Science during teacher training

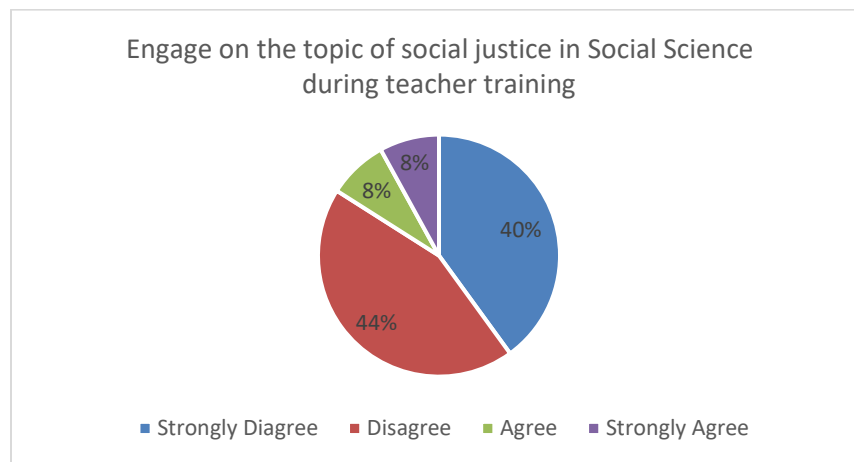


Figure 5.9 Engagement on the topic of Social Science during teacher training

According to figure 5.9, the majority (44%) disagree and 40% strongly disagree to have come across or engaged with the topic of social justice during their teacher training. Only 16% of the participants either agree or strongly agree to have engaged with the term social justice during their teacher training. I ascertained that social justice is not really a topic of discussion during teaching practice sessions- the participants engaged with learners who are in some way connected to social justice issues. Bursa and Ersoy (2016) indicate that teacher education students, in developing their perceptions of social justice, were primarily affected by their families and education, although also by the institutions where they studied; the cities where they live; and certain people. They expressed the belief that the concept of social justice is not usually explicitly developed in families but is a learnt set of values that amounts to a concern for social justice (Ishak & Amjah, 2015).

5.3.3 Social justice has a place in Social Science

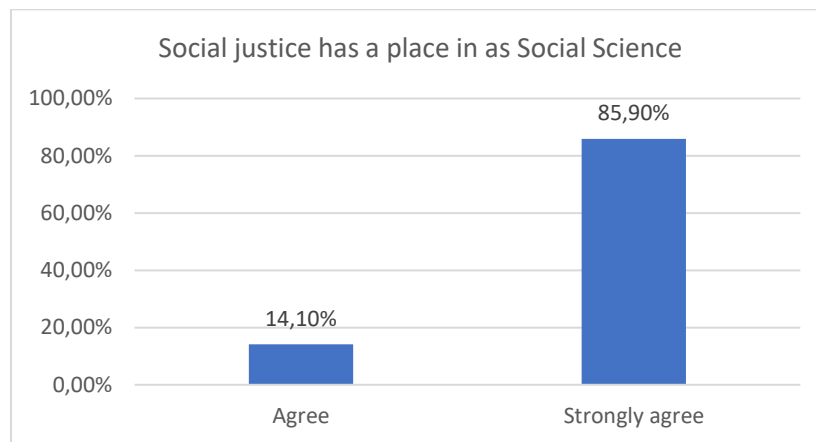


Figure 5.10 Social justice has a place in Social Science

Figure 5.10 shows that an overwhelming majority (85,9%) of final year Social Science teacher education participants strongly agree that social justice has a place in Social Science, while 14% agree. The results are in line with Smith's (2018) assertion that Social Science education is the hallmark of a civilised society; the engine of social justice and economic growth; the foundation of a country's culture; and the best investment it can make in the future. A better educated

society can become more cohesive, productive and innovative as shown during the debriefing sessions of the classroom observations during the teacher practice sessions.

5.3.4 Role of the community in the teaching of Social Science

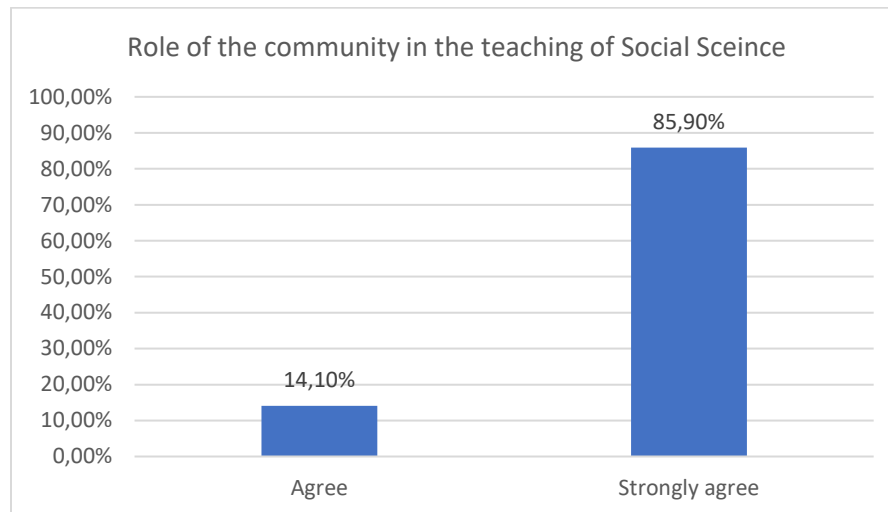


Figure 5.11 Role of the community in the teaching of Social Science

According to figure 5.11, most participants (85.9%) strongly agree. While 14,1% agree with the statement that communities have some role to play in the teaching of Social Science (Urban, 2013), none of the participants is of the opinion that there is no role to play by the community. Studies have documented that regardless of the economic, ethnic, or cultural background, family involvement in a child's education is a major factor in determining success in all areas of the curriculum, including Social Science (Troncale, 2011).

5.3.5 Knowledge about learner's upbringing

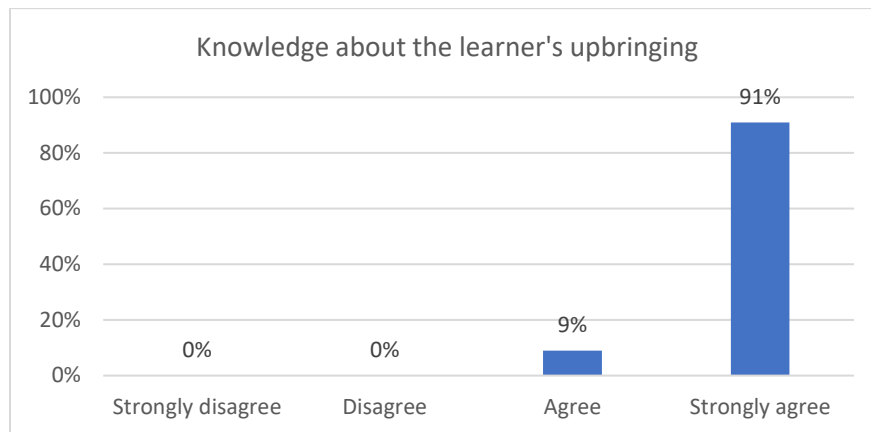


Figure 5.12 Knowledge about learner's upbringing

Figure 5.12 illustrates that a total of 91% of teacher education participants strongly agreed that knowledge about a learner's upbringing would contribute to the successful teaching and learning of Social Science. A further 9% of participants agree with the statement. This is a clear indication that the participants believed that they should know their learners well, in order to contribute meaningfully to their teaching and learning-this aspect also came to the fore while conducting the focus group discussions and during the debriefing sessions after the classroom observation sessions. Eshun, Zuure, Brew and Bordoh (2019) postulate that Social Science learning requires that Social Science teachers have deep, flexible and non-biased knowledge of their learners and their backgrounds, so as to offer successful teaching and learning.

5.3.6 Social justice is part of teaching and learning

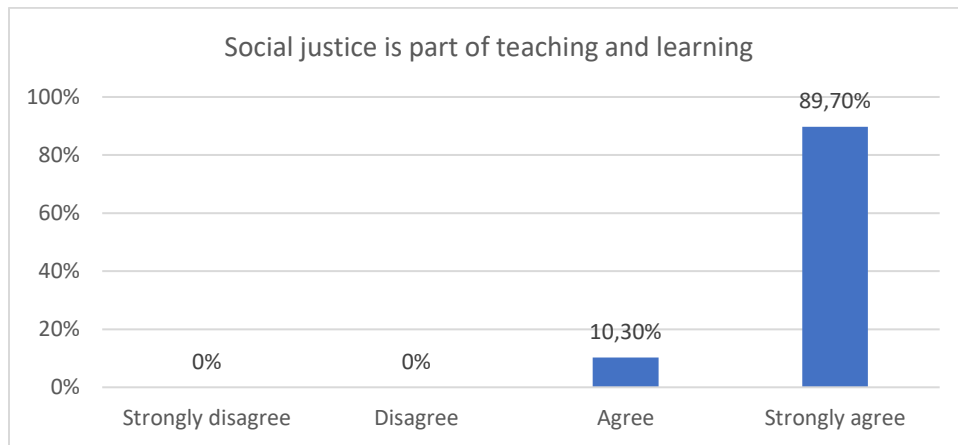


Figure 5.13 Social justice is part of teaching and learning

Figure 5.13 reveals that the majority of teacher education participants (89,7%) strongly align themselves with the premise that social justice is part of teaching and learning, while the rest (10,3%) agree with the statement. Pre-service teachers must determine a strong programme for connecting civic information and a way of teaching in their classes to engage their learners in democratic preparation (Urban, 2013). Boikhutso, Dinana and Kgotlaetsile (2013) indicate in a study, that Social Science provides learners with the necessary skills, knowledge, values and attitudes for engagement in effective community activities.

5.3.7 Social justice to be considered for diversity, race and gender

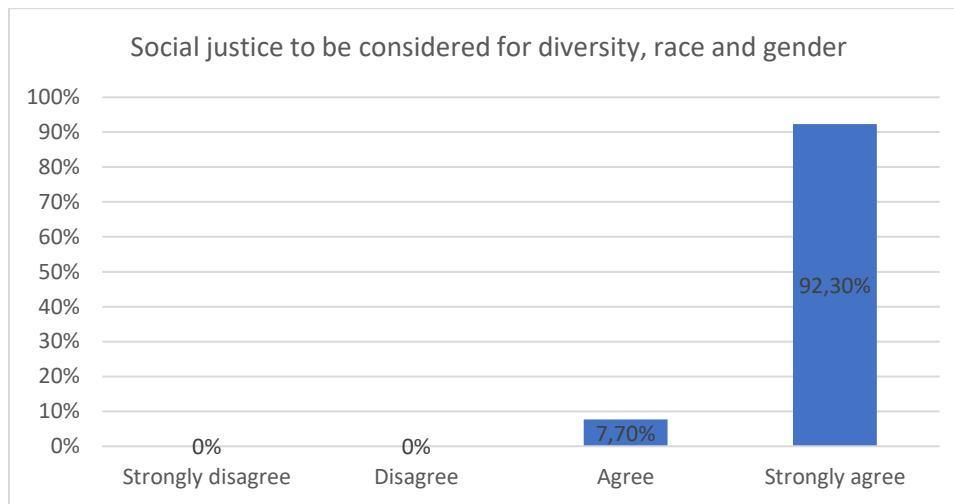


Figure 5.14 Social justice to be considered for diversity, race and gender

In relation to figure 5.14, a total of 92,3% of teacher education participants strongly agree, while 7,7% agree that social justice should be considered when they prepare Social Science lessons that deal with diversity, race, gender, etc. This is an overwhelming majority view that social justice has a role to play in Social Science content- this aspect was also very noticeable during the focus group discussions. The feeling amongst participants was that social justice has a particular role to play in the teaching of controversial Social Science topics in the intermediate phase of multicultural primary schools. This observation was perceptible, especially among the Black and Coloured participants and not so noticeable amongst the White participants. Teacher education students must cultivate a sense of responsibility to develop suitable plans and ways to assess their learners' learning, as well as being a source of enthusiasm among them about the subject (Logan, 2011). All teacher education students need to authorise their learners to create and practise a combination of thinking abilities in their lesson presentation (Milligan & Ragland 2011).

5.3.8 Social justice considerations contribute to controversial topics

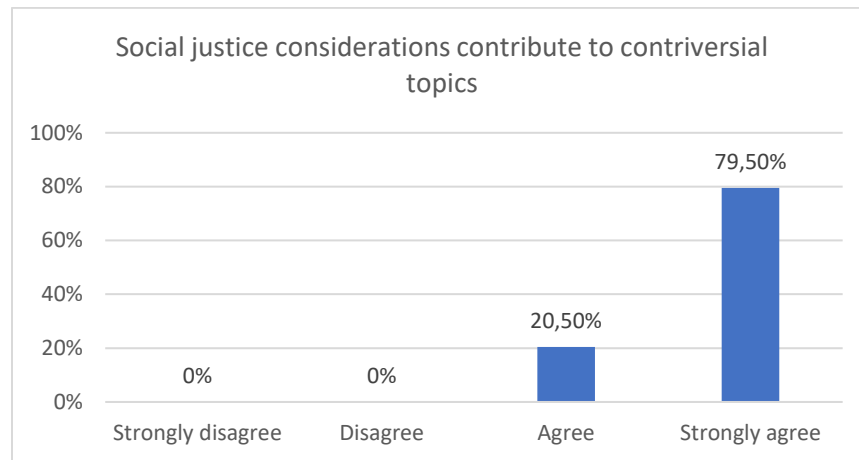


Figure 5.15 Social justice considerations contribute to controversial topics

In relation to figure 5.15, teacher education participants indicated that social justice considerations can contribute to the teaching (79,5 % strongly agree and 20,5% agree) of controversial topics in Social Science. Learners engaging with controversial issues also contribute to building their conceptions of lived democracy and democratic citizenship (Hess, 2011). Discussing controversial topics involving public concerns can increase learners' civic participation and political activity, open space for rational discourse and offer learners a chance to reflect on their various perspectives of controversial social issues (Waters & Russell, 2013).

5.3.9 Engagement and discussions about social justice are not subdued in the Social Science classroom

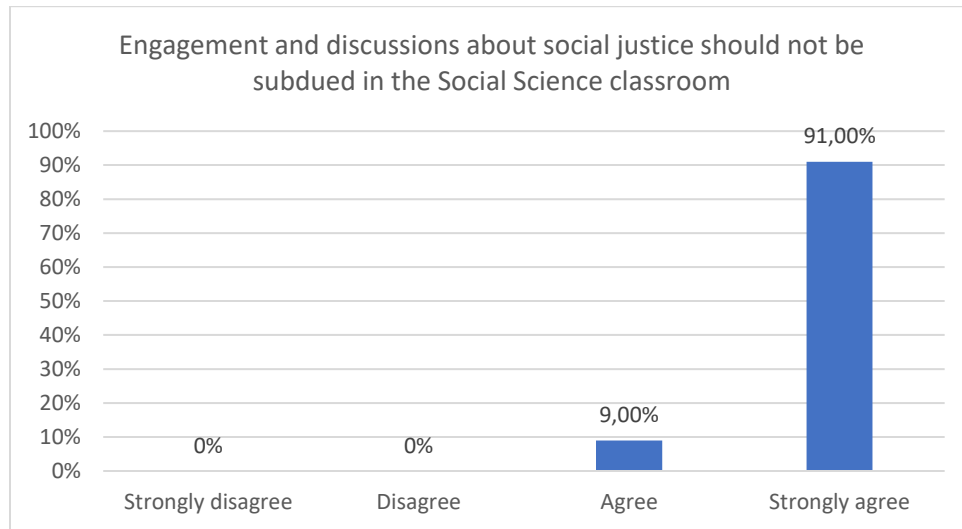


Figure 5.16 Engagement and discussions about social justice should not be subdued in the Social Science classroom

Figure 5.16 reveals that teacher education participants indicated that engagement and discussion about social justice (91% strongly agree and 9% agree) should not be subdued in the Social Science classroom. This is an indication that they will welcome discussion, debate, engagement and even disagreement in opinions in the Social Science classroom (Hess, 2009). They see it as being part of the Social Science classroom by their overwhelmingly positive views.

Productive conversations can be created by teaching learners to share their ideas and respond to the ideas of others in a way that allows for disagreement, but still values the learner's perspective (Blake, 2015). Crowe and Mooney (2015) state that teachers can model questions and answers that illustrate ways to engage in thoughtful conversation, rather than making learners feel bad or devalued about their views by their classmates. Model responses by teachers can illustrate to learners how a good response assists in enriching a conversation, whereas some responses can shut discussions down (Hess, 2011).

5.3.10 Gap around social justice in the Social Science curriculum

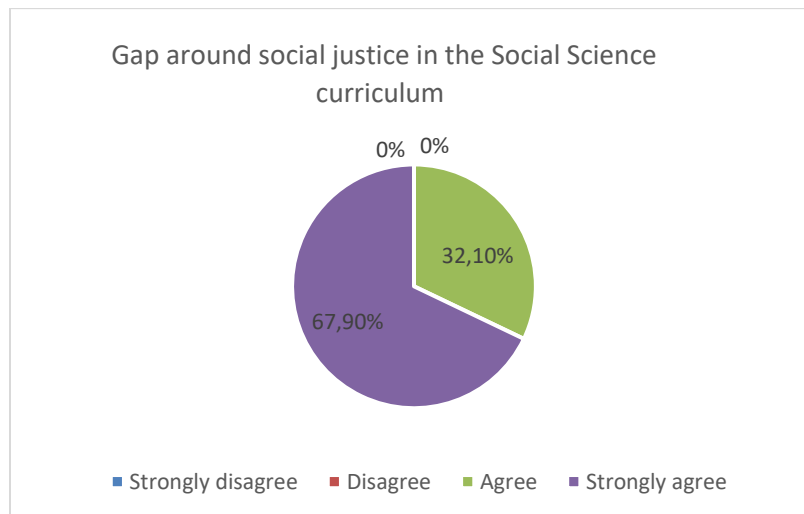


Figure 5.17 Gap around social justice in the Social Science curriculum

According to figure 5.17, the majority (67,9%) of teacher education participants strongly agree, while 32,1% of them agree with the statement that there is a gap around social justice in the Social Science curriculum. This raises concerns that the Social Science curriculum does not address the plight of the vulnerable and disadvantaged groups of South African society. Educational researchers have long called for increased attention to social justice in the school curriculum (Landorf & Nevin, 2013). Whether infusing social justice into the Social Science curriculum with the intent of increasing programme marketability of the subject in schools (Baltodano, 2015) or preparing tomorrow's teachers to be transformative change agents, a review of undergraduate and graduate teacher education programmes indicates that social justice remains an important area of focus (Landorf & Nevin, 2013).

5.4 SECTION C: SOCIAL SCIENCE AND CONTROVERSIAL TOPICS

This section of the questionnaire was designed to establish if there are indeed controversial topics in the content of the Social Sciences and how this influences the teaching of the subject; whether controversial topics would make it easy or difficult to teach, and if the exclusion of controversial topics would influence the ambience in the classroom.

Figure 5.18 Summary of Statistical calculations

Statistics for Section C											
		7.1 Social Science is very easy to teach	7.2 Social Science is controversial	7.3 If I have a choice I will change some of the content of Social Science	7.4 Social Science is difficult to teach in a school with learners from different cultures, races, and social backgrounds	7.5 Social Science can fuel hatred amongst learners and between teacher and learners	7.6 Social Science curriculum should not have any controversial topics	7.7 Teachers should have a choice to exclude controversial topics from the curriculum	7.8 Discussion and debate should not be allowed in the Social Science classroom to avoid possible altercations between learners and between teacher and learners	7.9 Materials and supplementary sources (magazine- and newspaper articles, museum reports, etc.) in a Social Sciences classroom should be sourced by the teacher only to avoid controversy in the classroom	7.10 Teachers should not deviate from the set textbooks and curriculum to avoid division in the classroom
N	Valid	78	78	78	78	78	78	78	78	78	78
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3,44	3,60	2,40	3,73	3,35	2,56	2,64	2,45	2,41	3,41
Median		4,00	4,00	3,00	4,00	3,00	3,00	3,00	3,00	3,00	4,00
Mode		4	4	1	4	4	4	4	1	1	4
Std. Deviation		,656	,795	1,283	,527	,787	1,344	1,289	1,326	1,362	,946
Minimum		2	1	1	1	1	1	1	1	1	1
Maximum		4	4	4	4	4	4	4	4	4	4

Figure 5.18: Summary of statistical calculations

Figure 5.18 provides a summary of the statistical calculations of the responses from the participants on their opinions of the elements of controversy in the content of Social Science and if it had any influence on teaching and learning. The table reflects that student teachers do observe elements of controversy in the content of Social Science and believe that it influences the teaching and learning of the subject. This has been asserted by the overall mean of 3.12, closer to 4, meaning ‘often’, with an overall standard deviation of 0.9 from the 78 participants. The literature supports the views of the teacher education participants as the CAPS reveals that some topics in the curriculum of the intermediate phase have elements of controversy and require careful preparation (cf. 2.6.1, cf. 2.6.2).

5.4.1 Social Science is easy to teach

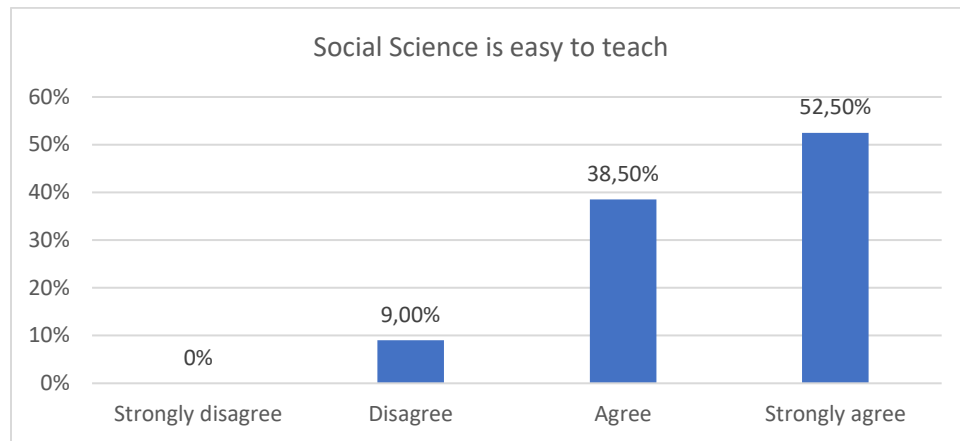


Figure 5.19 Social Science is easy to teach

As illustrated in figure 5.19, participants in this study indicated that Social Science is an easy subject to teach, with 52.5% strongly agreeing, and 38,5% agreeing; while only 9% of the participants disagreed and found Social Science not an easy subject to teach. The above could be an indication that the students have good subject content knowledge because it is easy to present content with which you are conversant. According to Laughlin-Schultz (2018), what makes Social Science easy to teach, is that the best Social Science teachers develop an awareness of their own values and how those values influence their selection of content, materials, questions, activities, and assessment methods. They assess their teaching from multiple perspectives and, where appropriate, adjust it to achieve a better balance. Learners should learn to gather and analyse relevant information; assess the merits of competing arguments; and make reasoned decisions that include the consideration of the values within alternative policy recommendations. Through discussions, debates, simulations, research, and other occasions for critical thinking and decision-making, learners learn to apply value-based reasoning when addressing social problems (Pharr, 2013).

5.4.2 Social Science is controversial

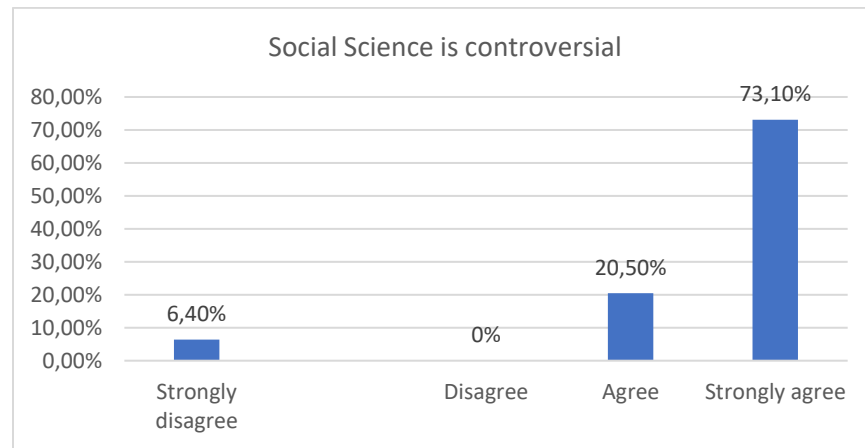


Figure 5.20 Social Science is controversial

In figure 5.20, most of the teacher education participants (73,1%) strongly agree and 20,5% agree that Social Science is a controversial subject. The minority (6,4%) of participants is of the view that Social Science is not controversial. Social Science instruction is often devoid of critical inquiry and mired in the read-write-respond model, premised on the recitation of irrelevant and decontextualised “faces and places” (Bradley & Bradley, 2010). Such fact-based instruction rarely allows learners a glimpse of the “conflict, controversy, and complexity” embedded in such facts (Wood, 2007). Social Science becomes unidimensional, cold, calculated, rational, and, above all, devoid of dissent, division, and discussion (Lintner, 2018). Controversial topics are viewed an instrument used to prepare learners on conflict resolution and how to avoid conflict if possible, but caution that controversial issues can also be disputable (Byford, Lennon & Russel, 2009).

5.4.3 Changing content of Social Science

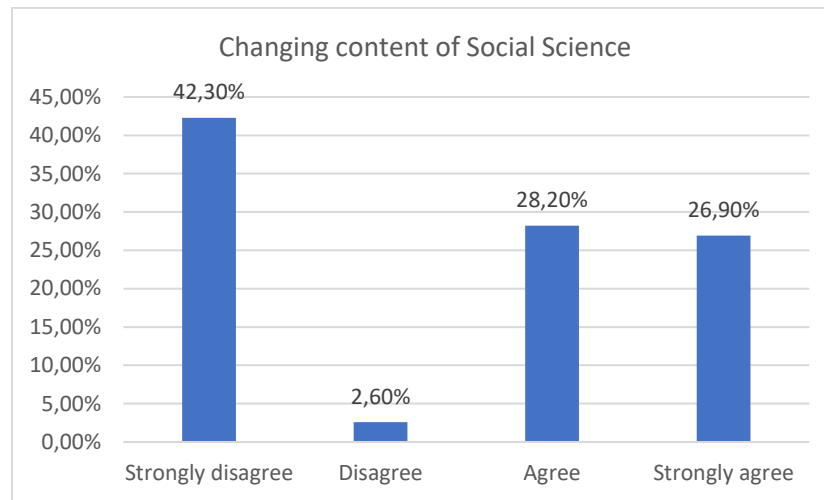


Figure 5.21 Changing content of Social Science

Figure 5.21 shows that the majority (42.3%) strongly disagree and 2.6% disagree that teacher education participants would make changes to the curriculum if they were asked to. A total of 28.2% agreed and 26.9% strongly agreed respectively, that they would make changes to the Social Science curriculum. This projects a balanced view, and if the opportunity arose to make changes, teacher education participants would consider some changes to the Social Science curriculum. This can also be because in the previous section when participants were asked about the gap in the curriculum with regard to social justice, the majority believed there was a gap in the curriculum on social justice considerations. Hess (2009) describes Social Science as “a teaching plan which combines information and approaches for teaching active citizens”. The truly shared connection between education and democracy is that schools make learners strong for finding reasons an important promotion for a democratic society; for example, reasons, as to why pre-service teachers have challenges with some of the content of Social Science is the largely negative opinion of the subject; the lack of Social Science teachers as agents of social change; the excessive number of related Social Science content at teacher education facilities, and a lack of employing the learnt materials in everyday life (Ahrari, Othman, Hassan, Abu Samah and D’Silva, 2013).

5.4.4 Teaching difficulties within Social Science in schools with diverse learners

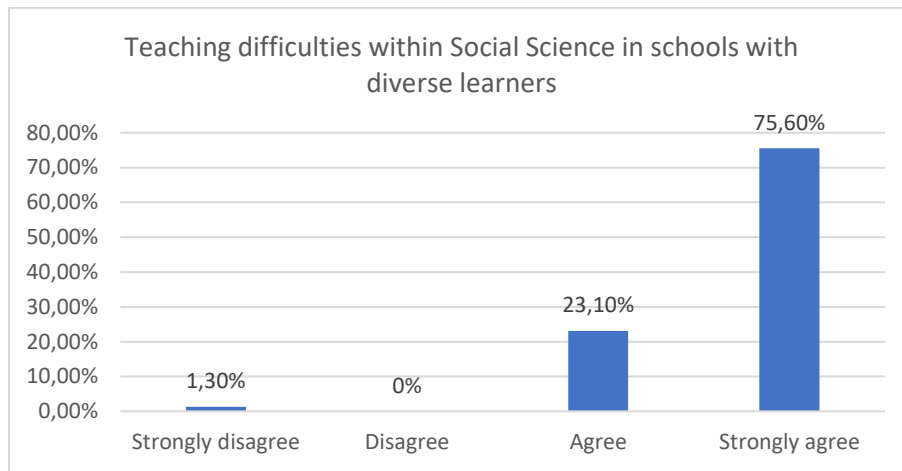


Figure 5.22 Teaching difficulties within Social Science in schools with diverse learners

In terms of figure 5.22, the majority of teacher education participants indicated that it is difficult to teach (23.1% agree and 75.6% strongly agree) in a school with learners from different cultures, races, and social backgrounds, while only 1 (1.3%) participant believed that Social Science would not be difficult to teach in a multicultural and diverse school. The South African Department of Education has been silent on inherent racial and ethnic divide which perpetuate exclusivity, despite the significant policy changes that paves the way for non-racialism and inclusivity (McGuire, Walker & Grant, 2016). There have been many reports about racial tendencies in South African schools. Among such reports, for example, was a recent report in the South African media about a teacher who referred to black African learners using the ‘K-word’ (a derogative word used to refer to native blacks during the apartheid era). The usage of the ‘K-word’ has been banned by the new democratic constitution of South Africa since 1993. The same teacher reportedly put a picture of one black African political leader next to one of baboons. This caused a stir and numerous complaints about the state of racial tolerance in some South African schools (Sowetan, 2013).

5.4.5 Social Science can fuel hatred in the classroom

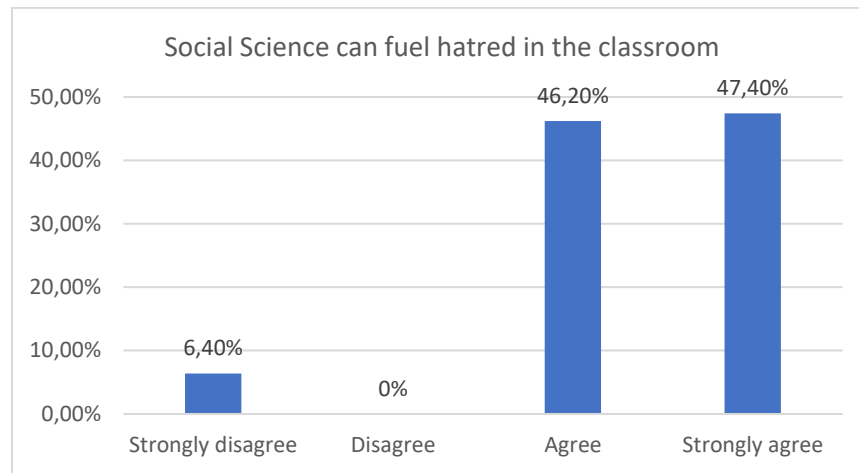


Figure 5.23 Social Science can fuel hatred in the classroom

The majority of teacher education participants (47.4% strongly agree, 46.2% agree) as shown in figure 5.23, indicated that Social Science can fuel hatred among learners and between teachers and learners. Only 6.4% of the participants strongly disagreed that Social Science can fuel hatred amongst learners and between teachers and learners. The results indicate that a very delicate balance is needed when teachers present Social Science content and that prejudice would be a no-go area in any multicultural school setting. Race has more of a biological aspect but also social one in South Africa (Ladson-Billings, 2009). Race groups do interact in society but try by all means to retain their groups to promote their own cultures and customs. The Department of Basic Education (DoBE) have since implemented policies that encourage the inclusion of diverse races in schools and most schools have multi-racial classrooms and a mix of staff establishments (Makoelle, 2012). Suspicious or paranoid behaviour among learners from different racial groups and discussions about race and race relations in Social Science classrooms, would exacerbate the paranoia (Chisholm & Sujee, 2006).

5.4.6 Social Science curriculum should not have any controversial topics

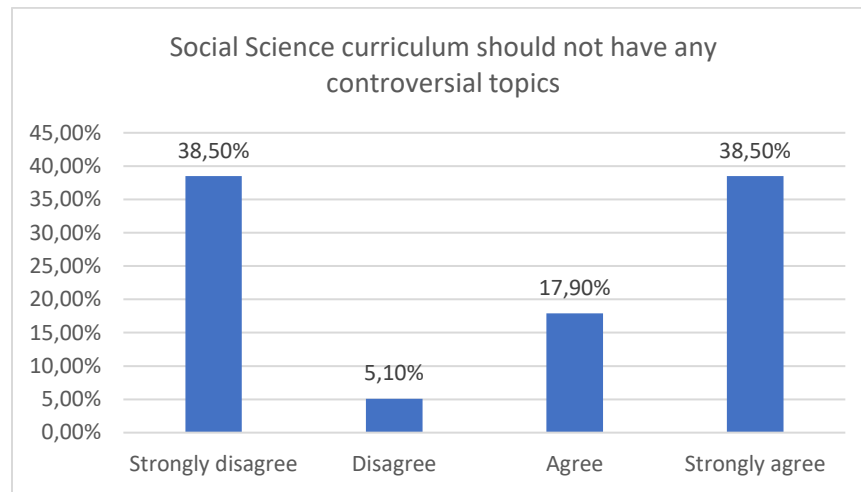


Figure 5.24 Social Science should not have any controversial topics

Relating to figure 5.24, teacher education participants of this study had different views on the statement that Social Science should not have any controversial topics. Only 38.5% strongly disagreed and 5.1% disagreed, with the view that Social Science should not have controversial topics, while 17.9% agreed and 38.5% strongly agreed with the statement. There is no major difference in the perception of the participants with regard to whether Social Science should not have any controversial topics. Researchers have different views on controversy in the classroom. Lintner (2018) postulates that controversy sparks emotional responses, and these emotions are real. Learners often struggle with negotiating (and then mitigating) the difference between the 'head' (the disconnectedness of facts), and the 'heart' (the real, raw, and powerful emotions, such facts often produce). The National Council for the Social Studies (NCSS, 2016) states that controversy should not be partitioned as winner vs. failure, respectable vs. wicked, accurate vs. wrong. Such stark divisions are painted by a moral certitude that can cloud and hinder deep, transformative thinking and learning.

5.4.7 Choice to exclude controversial topics from the curriculum

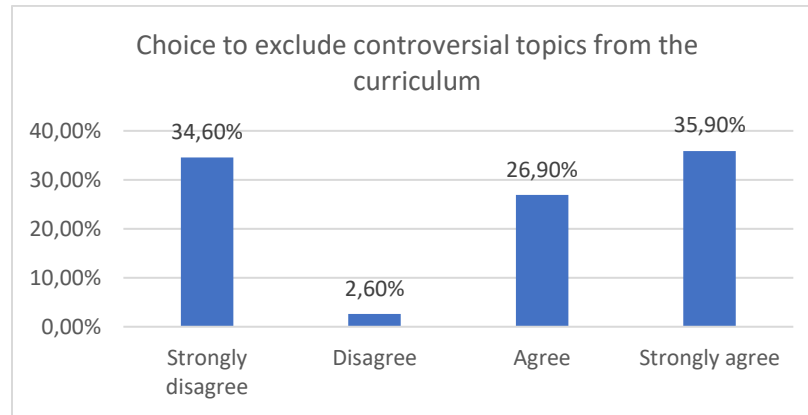


Figure 5.25 Choice to exclude controversial topics from the curriculum

Figure 5.25 reveals that most of the teacher education participants indicated (35.9% strongly agreed and 26.9% agreed) that teachers should have a choice whether to exclude controversial topics from the curriculum. The data also reveal that 34.6% strongly disagreed and 2.6% disagreed with the notion to allow teachers to exclude controversial topics from the curriculum. The results also give a balanced view on the matter, with the majority believing that it should be up to the teacher to decide what to teach and what not to teach, based on the composition of the class and other variables. According to Kus and Öztürk (2019), teachers play an important role in teaching controversial topics because they are the ones who implement educational programmes; they are also the ones who decide whether to introduce a controversial topics into the intermediate phase classroom. A good Social Science teacher helps learners investigate controversial topics. Skilled teachers with the appropriate methods of teaching controversial issues exert strong influences on how they teach (Byford, Lennon & Russell, 2009).

5.4.8 Discussion and debate should not be allowed in the Social Science classroom

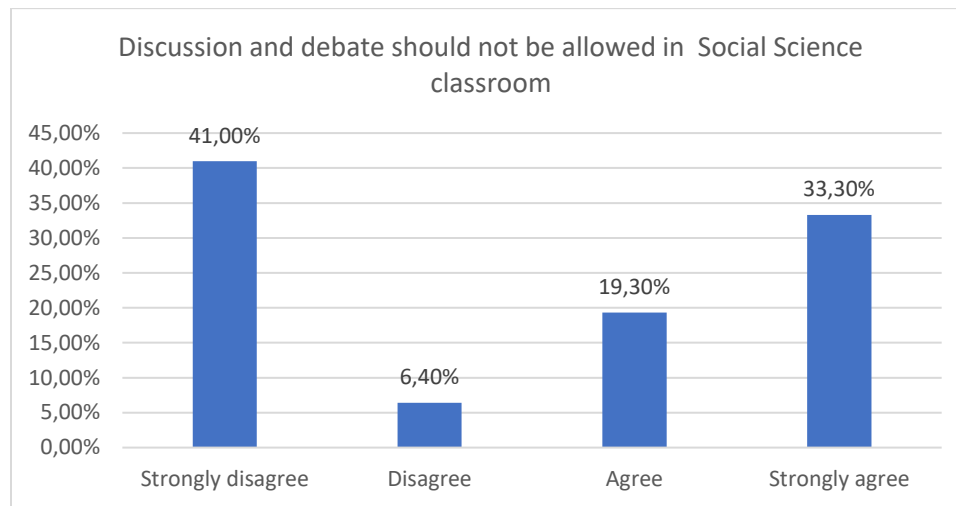


Figure 5.26 Discussion and debate should not be allowed in the Social Science classroom

Figure 5.26 shows that the majority of teacher education participants (41%) strongly disagree that discussion and debate should not be allowed in the Social Science classroom, to avoid possible altercations between learners and between the teacher and learners. 19,2% of participants agreed and 33.3% strongly agreed, to not allow discussion and debate to avoid disagreements that could lead to chaos in the classroom. Learners may be inadequate to discuss various issues and defend their own ideas through logical thinking and may even act on information that does not reflect their own thinking (Hess, 2009). It also appears that while learners are interested in political and social issues, they often present their parents' or close relatives' opinions as if they were their own (Byford, Lennon & Russell, 2009). All these situations prevent learners from becoming effective decision-making citizens. However, McCully and Barton (2007) indicate that it is very important that learners talk about controversial topics and produce ideas on these topics for them to contribute to their solution. Discussing controversial topics in class can reveal learners' different opinions about what is true and what is not.

5.4.9 Material and supplementary sources (magazines and newspaper articles, museum reports, etc.) in a Social Science classroom to be sourced by the teacher

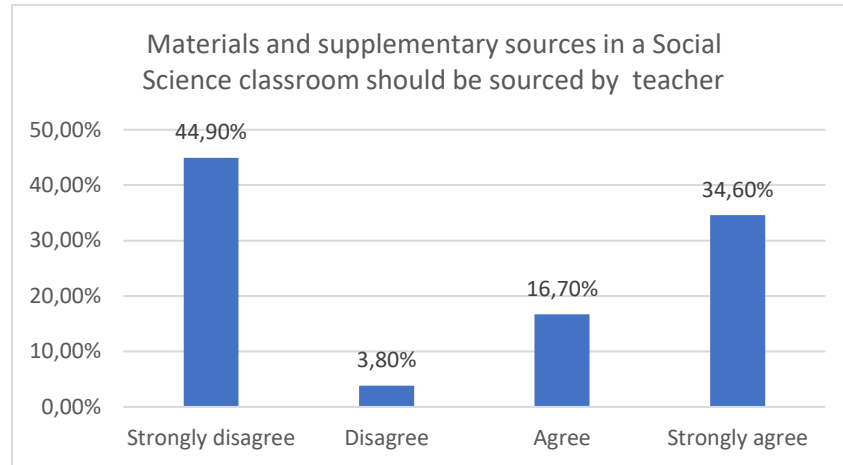


Figure 5.27 Material and supplementary sources in a Social Science classroom to be sourced by teacher

In relation to figure 5.27, most teacher education participants (44,9) strongly disagreed that material and supplementary sources in a Social Science classroom should be sourced by the teacher only to avoid controversy, while a further 34,6% strongly agreed with the statement. This is a balanced view on the statement, with a very small majority either in agreement or having strong views on the matter. The concern is that a biased perspective or viewpoint can be projected onto the learners if a single person decides on the supplementary sources to be used in the Social Science classroom. According to Kus and Öztürk (2019), the issues causing controversy in the country are naturally brought into the classroom and discussed. In this context, Social Science teachers have a great responsibility, because most of the controversial topics emerge in the classroom environment during Social Science lessons, as it is a subject dealing with daily life.

5.4.10 Teachers should not deviate from the textbooks and curriculum

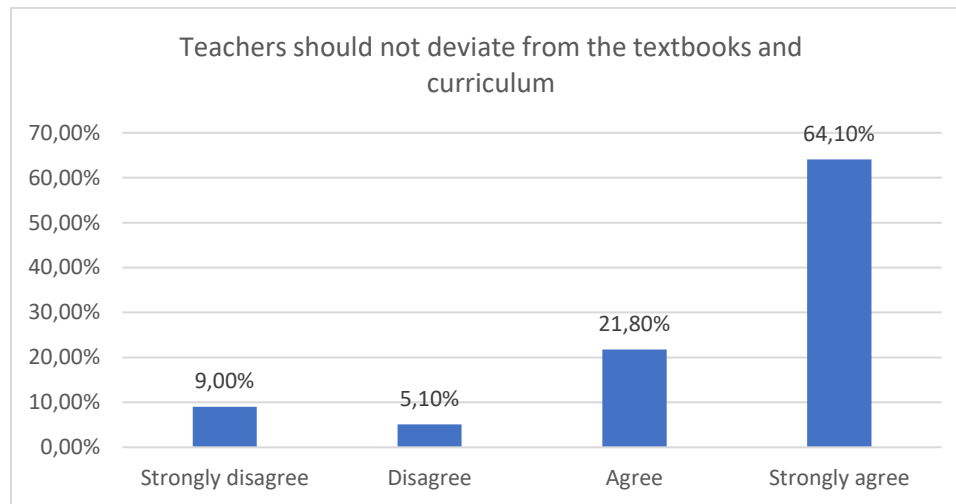


Figure 5.28 Teachers should not deviate from the textbooks and curriculum

Figure 5.28 indicates that the majority of the teacher education participants (64.1%) strongly agreed and (21,8%) agreed that teachers should not deviate from the set Social Science textbooks and curriculum to avoid division in the classroom. A very small percentage (9%) strongly disagreed and (5.1%) disagreed with the statement. This result reflects a concern because if the views in a specific textbook are prejudiced against a particular race groups, it will not allow the teacher the freedom to augment and present a more balanced view. Controversial topics are related to a learner's life and they can affect them personally (Kus, 2015). Controversial topics can be conveyed through the media and other communication channels, even at very young ages (Oxform, 2006). However, learners should not be expected to interact with one another during the discussion of controversial topics, when they do not feel safe and respected. This said, learners in general, like lessons that include discussion. Teachers should take this into account because learners who participate in regular class discussions are more likely to vote in the future; support basic democratic values; take part in political debates; follow political news in the media; engage in the political process; and influence public policy (McCully & Barton, 2007).

5.5 SECTION D: MULTICULTURAL EDUCATION

This section of the questionnaire was designed to establish the participants' understanding of multicultural education from a South African schools' perspective. The section also establishes the participant's experience working with learners from multicultural schools.

Statistics for Section D: 8.1 - 8.5						
		8.1 The term Multicultural Education	8.2 The objectives of multicultural education	8.3 The South African Schools Act (SASA) (Act, 84 of 1996)	8.4 The South African classroom pre- and post-Apartheid	8.5 Multicultural education practices in the classroom
N	Valid	78	78	78	78	77
	Missing	0	0	0	0	1
Mean		1,14	1,08	1,10	1,13	1,08
Median		1,00	1,00	1,00	1,00	1,00
Mode		1	1	1	1	1
Std. Deviation		,552	,387	,444	,493	,390
Minimum		1	1	1	1	1
Maximum		4	3	3	3	3

Figure 5.29: Summary of statistical calculations

Statistics for Section D: 8.6-8.14										
		8.6 Are you willing to infuse multicultural education practices into your teaching	8.7 Do you think there is a difference between multicultural education and social justice education	8.8 It is easy to teach to multicultural groups if you are aware of diversity.	8.9 It is easy to conduct discipline in a multicultural group if you understand the learners' cultures, socio-economic backgrounds, religious practices, etc.	8.10 Learners in multicultural classrooms are more eager to discuss issues in class than to listen to a monologue from the teachers	8.11 Learners in multicultural classrooms are difficult to work with, they, appear to challenge the teacher.	8.12 Learners in multicultural classrooms don't respect teachers.	8.13 Learners in multicultural classrooms portray forms of disruptive behaviour.	8.14 There is more challenges for a pre-service teacher in multicultural classrooms than in classes consisting of learners from the same cultural group.
N	Valid	78	78	78	78	78	78	78	78	78
	Missing	0	0	0	0	0	0	0	0	0
Mean		1,00	1,97	1,00	1,00	1,03	1,04	1,08	1,05	1,01
Median		1,00	2,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Mode		1	2	1	1	1	1	1	1	1
Std. Deviation		0,000	,159	0,000	0,000	,159	,194	,268	,222	,113
Minimum		1	1	1	1	1	1	1	1	1
Maximum		1	2	1	1	2	2	2	2	2

Figure 5.30 Summary of statistical calculations

Figure 5.29 and figure 5.30 provide a summary of the statistical calculations of the responses from the teacher education participants on their understanding multicultural education. The table shows a very limited overall understanding of multiculturalism and a clear lack of training on the aspects of multicultural education (Yılmaz, 2016). **This is reflected in the average overall mean of 1.18 and the overall standard deviation of 0.19.** 18 Through this study, the researcher postulates that the solution to the challenges of establishing multicultural education, lies in the

understanding of the relationship between the individuals, rather than the implementation of a policy model or educational reform within an educational system. An education system, which does not recognise its problems and challenges as they exist but instead creates superficial challenges and solutions, is bound to fail in the long run (Alismail, 2016).

5.5.1 Understanding the term 'multicultural education'

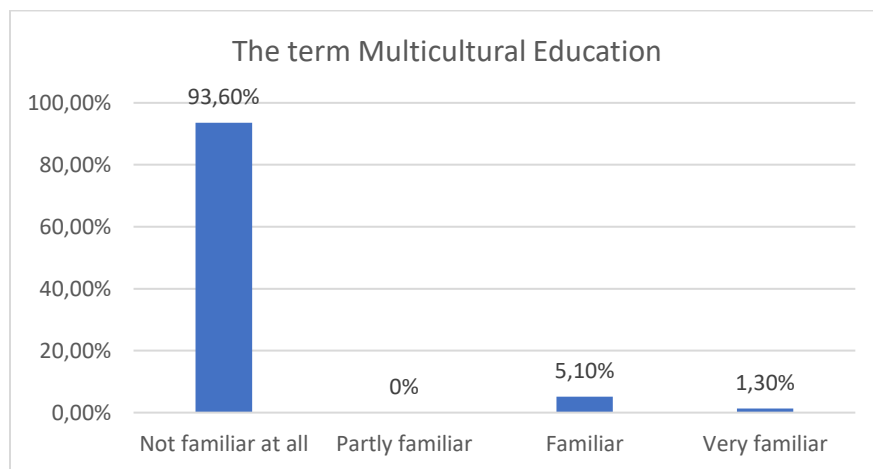


Figure 5.31 The term Multicultural Education

Relating to figure 5.31, the majority (94%) of teacher education participants indicated that they were not familiar with the term multicultural education and only 6% and 1% are familiar and very familiar with the term, respectively. The result reflected is a cause for concern because most schools in South Africa have changed to become multicultural schools, since the dawn of democracy. The tasks of modern education is to introduce students to global values, to develop in children and adolescents the ability to communicate and interact with representatives of neighbouring cultures and in the global space (Ishmuradova & Ishmuradova, 2019). The tendencies of modern society in social, cultural, economic and political terms led to the formation of a multicultural society. A multicultural society is an educational space in which students of different ethno-linguistic, religious and socio-economic affiliations live and study (Deyhim & Zeraatkish, 2016). In recent years, in domestic pedagogy, scholars have increasingly begun to talk about the importance of multicultural aspects in the school audience (Fitriani & Suryadi, 2019).

5.5.2 Objectives of multicultural education

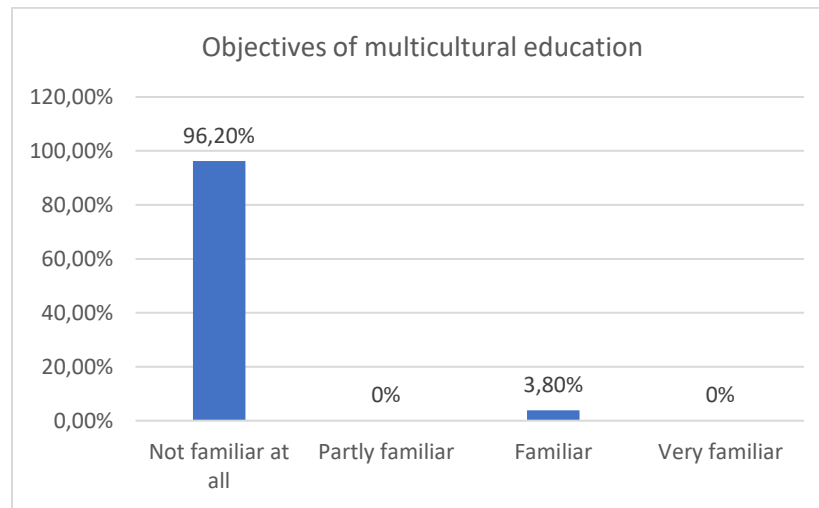


Figure 5.32 *The objectives of multicultural education*

In terms of figure 5.32, the vast majority of the teacher education participants (96%) are not familiar with the objectives of multicultural education, while only 4% of the participants showed that they are familiar with the same. I am of the opinion that teachers need to understand the concept and objectives of multicultural education, in order to make any significant success of teaching in a multicultural setting. This was also evident during the classroom observation (during teaching practice) that the transition to an information rich society requires the full development of the personality, including its communication skills, facilitating its entry into the world community and allowing it to function successfully (Berulava & Berulava, 2009). Bimurzina (2013) affirms that the multicultural education of students is an essential part of education, especially nowadays when we need to be what many people call 'multiculturally competent'.

5.5.3 Understanding of the South African Schools Act (SASA) (Act 84 of 1996)

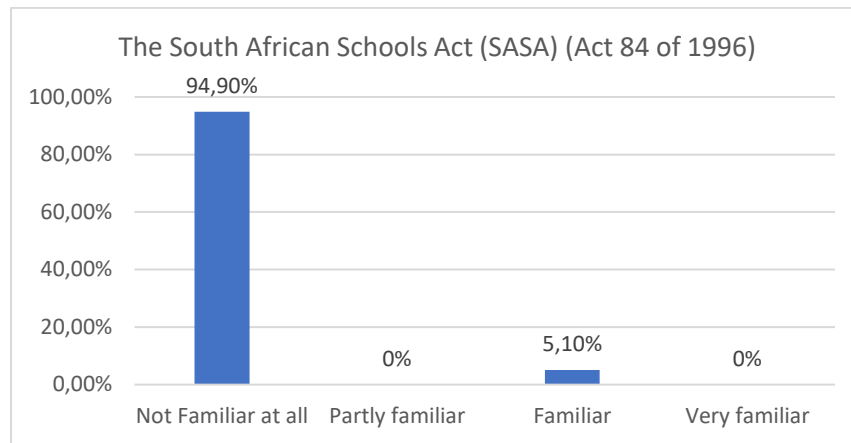


Figure 5.33 The South African Schools Act (SASA) (Act, 84 of 1996)

Figure 5.33 The South African Schools Act (SASA) (Act, 84 of 1996) Figure 5.33 reveals that the majority (95%) of the teacher education participants indicated that they were not familiar with the South African’s Schools’ Act, Act 84 of 1996 and only 5% of the participants were familiar with the Act. The latter aspect emerged strongly during the focus group discussions when participants discussed the matter of being protected by South African laws. There is a major difference in the participants’ understanding of the Act, which should be the foundation on which the teacher training of each South African teacher rests (Heystek, 2010). The South African Schools Act of 1996 stipulates that schooling is compulsory for all South Africans from the age of seven, starting in grade one, to the age of 15, or the completion of grade nine. In the preamble, it states that whereas this country requires a new national system for schools which will redress past injustices in educational provision, providing an education of progressively high quality for all learners lays a strong foundation for the development of all our people’s talents and capabilities (Caldwell, 2010). Fighting racism and sexism including all forms of unfair discrimination and intolerance is to the advancement of democratic transformation of societies. It can also play a role in the eradicating poverty and the promotion of economic well-being for disadvantaged societies. It protects and advances our diverse cultures and languages, upholds the rights of all learners, parents and educators, and promotes their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State (SASA, 1996).

5.5.4 The South African classroom pre- and post-apartheid

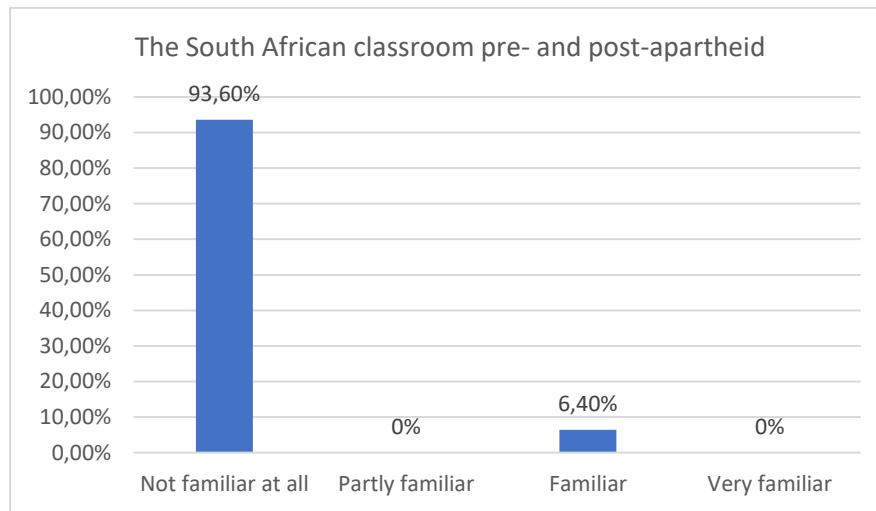


Figure 5.34 The South African classroom pre- and post-apartheid

Figure 5.34 indicates that most teacher education participants (94%) have no knowledge of the South African classroom pre- and post-apartheid. This can also be because they have not yet entered the sector but have been only for teaching practice, to understand the post-apartheid South African classroom and a lack of knowledge in the teacher training curriculum about the pre-apartheid South African classroom. Only 6% of the participants indicated that they were familiar with the South African classroom in both periods. With the legacy left by the apartheid government and the slow rate of transformation in a more than 20-year democratic South Africa, the education system has been fragmented according to the race and social standing of the country's citizens (Booi, 2018). While the system of education has changed for the better, there has been the issue of correcting anomalies created by the previous dispensation, which involved the redress of disparities in schools created by the previous regime. In the same vein, the issue of the status and condition of schools has not been urgently addressed. This has resulted in those who possess wealth, as well as some from the working class, managing to provide their children with better education, obtained from well-resourced schools. Their children are sent to ex-model C schools (former white schools) which enjoy the benefits of being well resourced (Booyse, le Roux, Seroto & Wolhuter, 2011). As a result of such social stratification, at tertiary institutions

there is the reality of the challenge of educating students from both backgrounds in one lecture room.

5.5.5 Multicultural education practices in the classroom

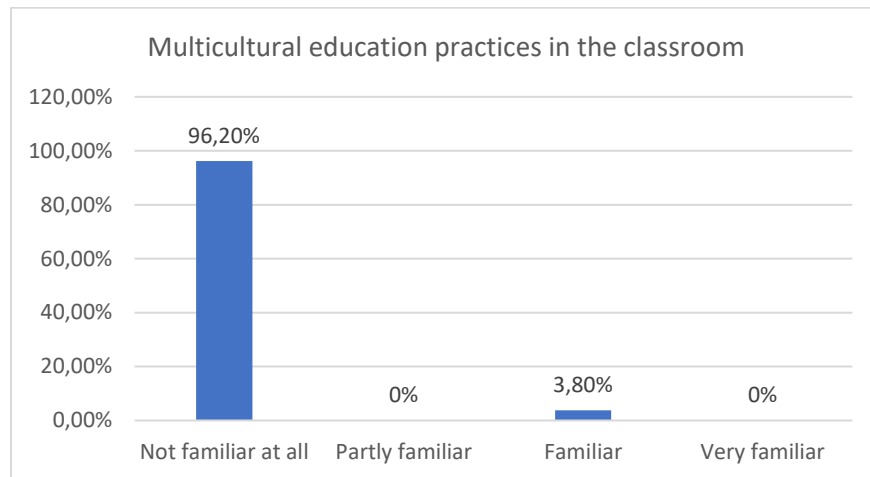


Figure 5.35 Multicultural education practices in the classroom

In relation to figure 5.35, the majority (96%) of teacher education participants indicated that they are not familiar (96%) with multicultural education practices in the classroom, while only 4% are familiar with the same. There is a clear indication that the majority of the participants have limited or no knowledge of multicultural education practices, even though most of them might end up in multicultural schools in the future. The latter aspect also appeared to be noticeable during the focus group discussion- participants from all races were not shy to indicate that they have limited knowledge of how to conduct themselves in multicultural classrooms. Multicultural education is an equitable education for all learners regardless of ethnic and cultural backgrounds or religious affiliation. From this perspective, multicultural education is implemented to enhance tolerance, respect, understanding, awareness, and acceptance of self and others in the diversity of their cultures (Arslan, 2009).

People live in a more complex society in which diversities exist together (Akyol, 2006). Schools are thought to have an important function in establishing social integration in the society, perceiving the diversities as enriching and not the reason for separation, thus making this

situation prevalent in society. The policy of multiculturalism helps teachers achieve harmony in the schools (English, 2003). It is important for learners to learn about different cultures, races, and religions and study different histories, languages, and modes of life. Learners having different lifestyles and cultures, have an opportunity to meet one another at school, and are subsequently affected by the others' lifestyles and cultures (Arslan & Rata, 2015).

5.5.6 Willingness to infuse multicultural practices into teaching

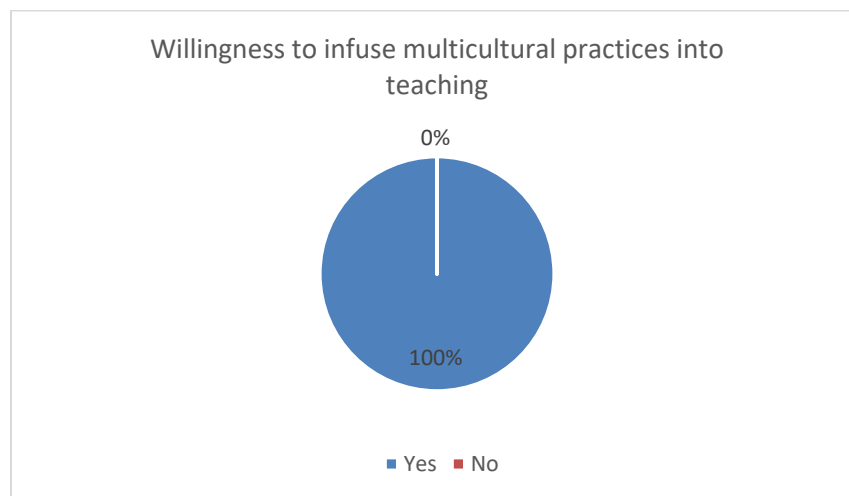


Figure 5.36 Willingness to infuse multicultural practices into teaching

Based on the information in figure 5.36, all the teacher education participants (100%) are willing to infuse multicultural education practices into their teaching, which is an indication that they are aware that the multicultural classroom is a given, and if trained accordingly, would be willing to implement those practices. Jones (2015) is of the view that teacher training institutions must re-conceptualise how they instruct novice teachers and how their pedagogical practices should be connected to eradicating the problem. Thus, institutions of higher learning, must examine the role teacher education programmes may play in addressing these challenges, in our pre-service and in-service students' classrooms and schools (Osamwonyi, 2016). In order to address these problems, I hope to alert everyone involved in teacher training to the importance of incorporating multicultural education in all teacher preparation programmes and courses.

5.5.7 Difference between multicultural education and social justice

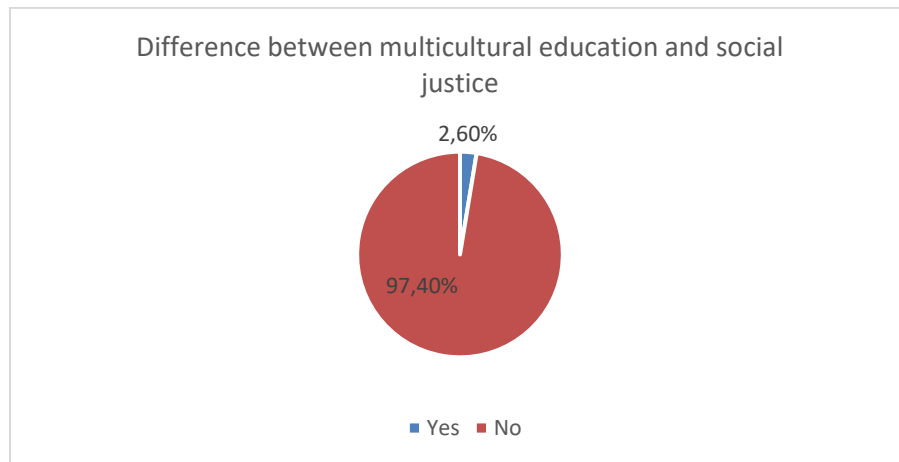


Figure 5.37 Difference between multicultural education and social justice

In terms of figure 5.37, the majority of teacher education participants (97,4%) indicated that there is no difference between multicultural education and social justice, with 2,6% being of the opinion that there are differences between the two concepts. Carr, Thesee and Pluim (2017) postulate that just as critical as multicultural education, social justice education does not simply involve examining the equal contributions of culture(s) to a society and thick education for democracy does not seek to merely educate learners about electoral processes and representative government. According to Fleras (2014), there have always been debates on how the two concepts should be conceptualised and implemented, based on diverse power relationships. However, Lund and Carr (2015) contend that education remains, from their perspective, the meeting-place where bona fide multiculturalism is formulated, cultivated and supported or, conversely, where it is undermined, rendered superficial and diminished.

5.5.8 Teaching multicultural groups awareness of diversity

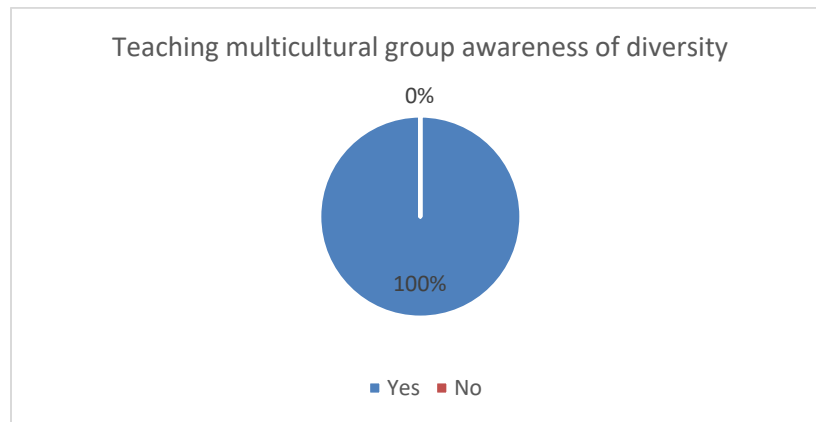


Figure 5.38 Teaching multicultural group awareness of diversity

Figure 5.38 shows that all participants (100%) agreed with the statement that knowledge about diversity would make teaching in such environments easy. This result is an indication that knowledge about diversity is key to the successful teaching of multicultural groups (Jabeen, 2019). Student teachers' level of tolerance towards other races, improves after learning about different cultures, which may help to reduce intolerance in educational environments. Therefore, as Nieto and Bode (2011) postulate, teachers and school leaders must combat all racial intolerance so that our learners can grow into more tolerant and accepting citizens. I suggest that to this end, HEIs must train pre-service teachers on ways to address all forms of intolerance, including that towards learners from other races.

5.5.9 Discipline in a multicultural group with understanding of learners' cultural, socio-economic backgrounds, religious practices, etc.

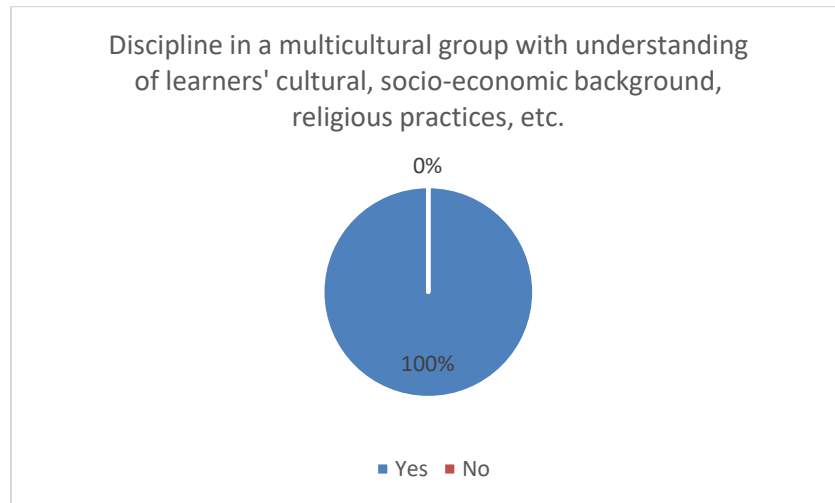


Figure 5.39 Discipline in a multicultural group with understanding of learners' cultural, socio-economic backgrounds, religious practices, etc.

Figure 5.39 reveals that all teacher education participants (100%) agree that understanding learners' cultural, socio-economic background, religious practices, etc. would make the managing of discipline in the classroom easier. During the classroom observations, I observed that the participants from all race groups had challenges with discipline in multicultural classrooms. According to de Leo (2010), teachers can show that they value learners' lives and identities in a variety of ways. Some are less significant, such as taking time to learn the proper pronunciation of every learner's name or getting to know their families. Others require more time and investment, such as building the curriculum around personal narratives or incorporating identity-based responses into the study of texts. At the community level, it is important to understand neighbourhood demographics, strengths, concerns, conflicts and challenges. Like learners themselves, these dynamics may change frequently (Linton, 2018).

5.5.10 Learners' eagerness to discuss issues in class, rather than listening to a monologue by the teacher

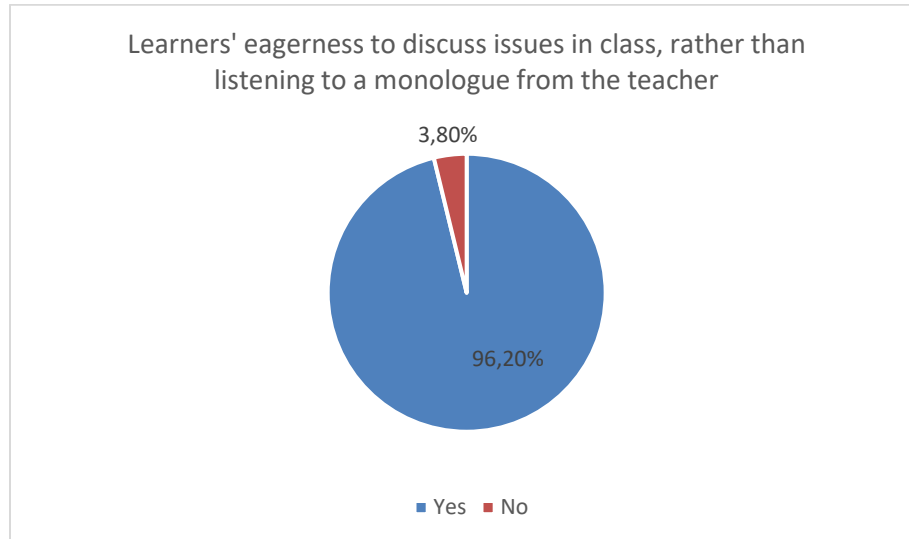


Figure 5.40 Learners' eagerness to discuss issues in class, rather than listening to a monologue by the teacher

Figure 5.40 shows that the majority of teacher education participants (96,2%) in this study agreed with the statement that learners in multicultural classrooms are more eager to discuss issues in class than to listen to a monologue by the teacher. Only 3,8% participants disagreed with the statement. Vaccarino (2009) claims that some learners really enjoy the freedom in class of working in groups, sharing their views and opinions with others, and taking ownership of some of the lessons; they are constantly challenged by thought-provoking approaches. I believe that a cooperative learning strategy would accommodate the listed approach.

5.5.11 Learners challenge teachers in multicultural classrooms

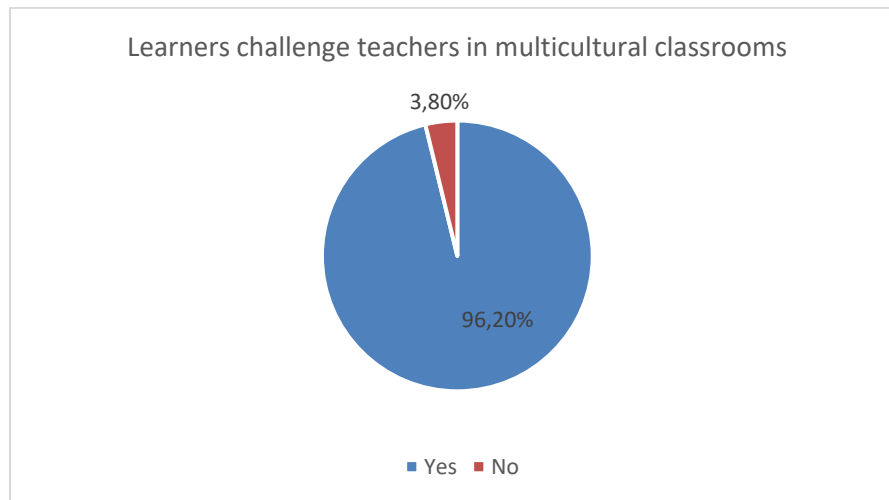


Figure 5.41 Learners challenge teachers in multicultural classrooms

In relation to figure 5.41 the majority of teacher education participants (96%) were of the opinion that learners in multicultural classrooms are difficult to work with and that they appear to challenge the teacher in most situations, while the remaining 4% believe otherwise. Even in instance where learners and teachers are from the same society, it does not make teaching and learning less challenging (Witsel, 2003). Which makes it even more challenging if teachers and learners are from diverse settings. The recommendation is therefor in line with what Alsubaie (2015) states that provision of regular professional development opportunities to assist these teachers should be a priority for all teachers' education authorities.

5.5.12 Learners do not respect teachers

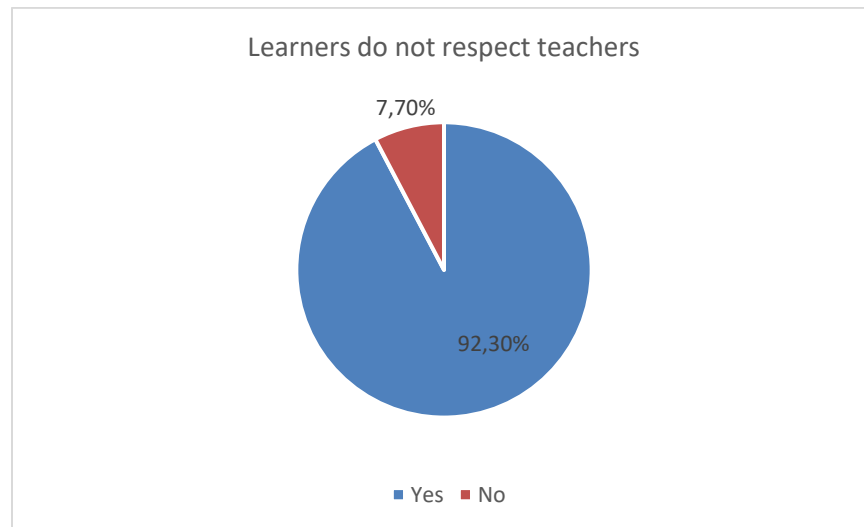


Figure 5.42 Learners do not respect teachers

In terms of figure 5.42, the majority of teacher education participants (92,3%) presume that learners in multicultural classroom do not respect teachers and the rest 7,7%, opine that this is not the case. Landsman and Lewis (2011) state that there are significant variations between cultures in communication or in interpersonal contacts of learners in the multicultural classroom because they have a different style of nonverbal communication, and this can sometimes be presumed to be disrespectful by other cultures. Based on the above observation, I maintain that if teachers and learners in the multicultural classroom have different nonverbal styles of nonverbal communication, then they cannot understand and express themselves directly and clearly to each other, since they do not share the same culture. Thus, the result is that learners can be perceived as impolite (Martinez-Egger & Powers, 2015).

5.5.13 Learners portray forms of disruptive behaviour

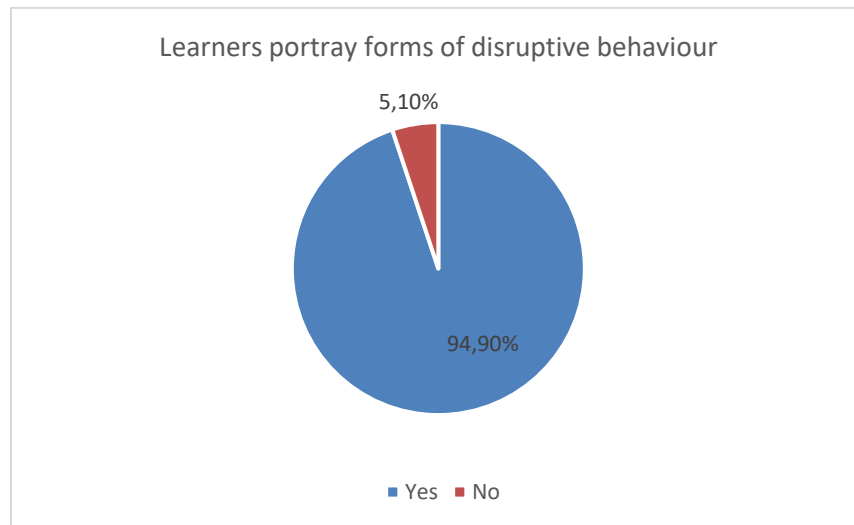


Figure 5.43 Learners portray forms of disruptive behaviour

Figure 5.43 displays that most of the teacher education participants (94,9%) confirm that learners in the multicultural classroom portray forms of disruptive behaviour, while the remaining 5,1% do not agree. Perso (2012) believes that trust between teachers and their learners in the multicultural classroom plays an important role in class motivation. Thus, learners should work hard to perfect their language skills in order to help them to understand and communicate better and achieve in the multicultural classroom (O’Grady, 2017).

5.5.14 More challenges exist for a pre-service teacher in the multicultural classroom, than in a class of learners from the same cultural group

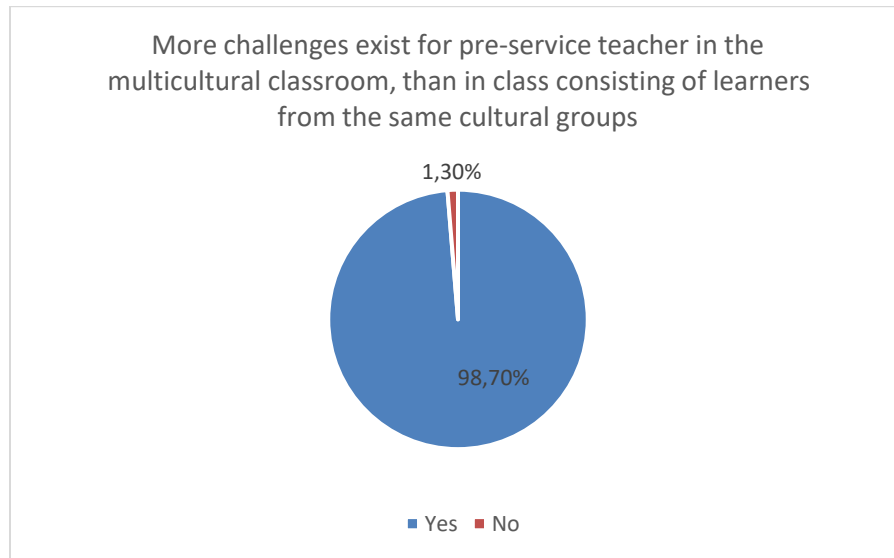


Figure 5.44 More challenges exist for a pre-service teacher in the multicultural classroom, than in a class consisting of learners from the same cultural group

Figure 5.44 indicates that almost all teacher education participants (98,7%) are of the opinion that pre-service teachers might experience more challenges in the multicultural classroom, than in a class with learners from the same cultural group. According to Lee and Dallman (2008), teachers at all levels enter their profession with preconceived notions about diversity issues, such as race, gender, disability, sexual orientation, language, and socio-economic status. Several research studies indicate that many of the perceptions held by pre-service teachers on learners' success are often influenced by pre-service teachers' lack of cultural knowledge and by their own ethnic heritage (Taylor, Kumi-Yeboah & Ringlaben, 2016). South African classrooms are filled with learners of different cultures and perspectives, making it a necessity for teachers to be trained and acknowledge the essence of diversity in the classroom.

5.6 SECTION E: TEACHER TRAINING

This section of the questionnaire was designed to establish the participants' views on their training and its relevance to equip them to teach the controversial topics in the content of Social

Science. The questions also explored the student teachers' willingness or unwillingness to incorporate social justice into the teaching of those controversial Social Science topics.

Statistics: Section E: Competent/ comfortable with teaching aspects						
		9.1 Are you competent with the content of Social Science	9.3 Do you feel competent in teaching any topic in Social Science in a multicultural setting?	9.5 Are you comfortable in teaching topics that is against how you were brought up	9.7 Are you comfortable in bringing someone to your class to teach that particular topics which you are not comfortable to teach? (Guest Teacher)	9.9 Are you comfortable to teach learners that are of a different culture/race?
N	Valid	78	78	78	78	78
	Missing	0	0	0	0	0
Mean		2,32	1,05	1,08	2,74	1,14
Median		3,00	1,00	1,00	3,00	1,00
Mode		3	1	1	3	1
Std. Deviation		,781	,274	,352	,673	,386
Minimum		1	1	1	1	1
Maximum		3	3	3	3	3

Figure 5.45: Summary of statistical calculations

Statistics for section E: Teacher training							
		9.4 Do you need further training in Social Science topics?	9.8 Do you need further training to deal with controversial topics?	9.10 Do you need further training in teaching learners from a different cultural/race?	9.12 Do you need further training on the different cultural groups in South Africa	9.18 Do you need further training on the policies and legislature of education	9.20 Do you need further training in different approaches to teach Social Sciences in multicultural schools
N	Valid	78	78	78	78	78	78
	Missing	0	0	0	0	0	0
Mean		1,03	1,00	1,00	1,00	1,00	1,00
Median		1,00	1,00	1,00	1,00	1,00	1,00
Mode		1	1	1	1	1	1
Std. Deviation		,159	0,000	0,000	0,000	0,000	0,000
Minimum		1	1	1	1	1	1
Maximum		2	1	1	1	1	1

Figure 5.46: Summary of statistical calculations

Figure 5.45 and figure 5.46 provide a summary of the statistical calculations of the views of the teacher education participants on their training and the relevance of equipping them to teach the controversial topics in the content of Social Science, and the participants' willingness or unwillingness to incorporate social justice in the teaching of those controversial Social Science topics. Reflection on the statistics reveals low overall mean and standard deviation, which depicts a need for training and development on the teaching of controversial Social Science topics. Participants showed a lack of training to facilitate controversial topics in multicultural school settings (Linton, 2018). The **overall mean was 1.24 and the overall standard deviation was 0.41**. Although teachers are faced with a range of sensitive issues in the classroom, their perceived

capability to deal with any of these issues appears to be somewhat limited, with many teachers expressing a lack of knowledge and/or low levels of confidence in the ability to implement what information they do have, whether this be to pass it on to learners or in the actual management of sensitive issues when they arise (Lynagh, Gilligan & Handley, 2010).

5.6.1 Competency of Social Science content

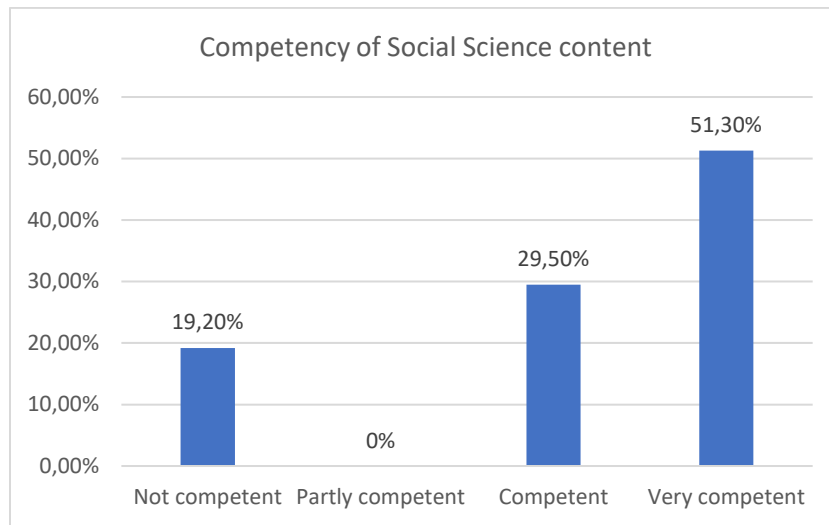


Figure 5.47 Competency of Social Science content

Relating to figure 5.47, the majority of the teacher education participants were (51%) very competent and (30%) competent with the content of Social Science, while only 19% were of the view that they were not competent with the content. The results indicate that the participants feel confident that they would be able to teach any Social Science topic or theme in the intermediate phase of a South African school.

Given the educational and societal injustices of apartheid, the post-1994 democratic government aimed to use education as a tool to bring a sense of equality to all the country's citizens (Iyer, 2018). Msila (2007) states that policymakers believed that the integration of History and Geography would assist in achieving this equality and mentioned that there were two reasons for the integration of History and Geography. First, as asserted by the National Education and Training Forum (NETF) representatives, History and Geography were fundamentally viewed as

being sub-fields of the Human Sciences and Social Sciences (Department of Basic Education 2002). The two subjects if combined had the prospect to develop holistic thinking and attain positive social change. Additionally, this content engages predominantly with economic growth and suggests new ways of thinking because of the increase in globalization (Parker, 2015).

5.6.2 Topics of Social Science, intermediate phased covered

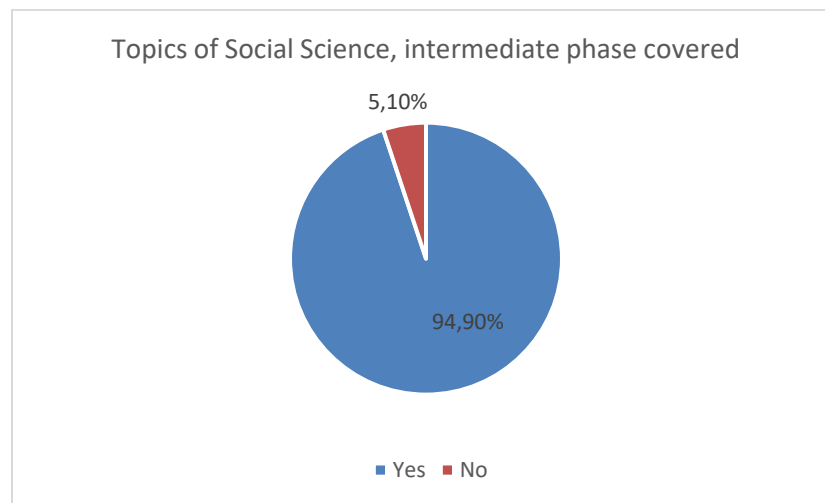


Figure 5.48 Topics of Social Science, intermediate phase covered

Figure 4.48 indicates that most teacher education participants (94,9%) were of the view that during their teacher training, they covered all the topics of Social Science of the intermediate phase, while a small minority (5,1%) disagreed with this notion. This particular matter featured strongly in the de-briefing session after the classroom observation. Participants agreed that the time, they spent at schools allow them to cover all the Social Science topics of the intermediate phase.

5.6.3 Competency in teaching any Social Science topic

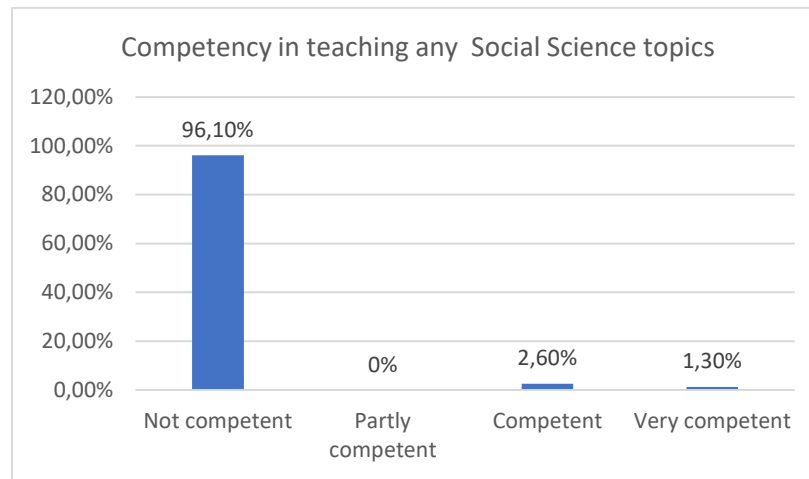


Figure 5.49 Competency in teaching any Social Science topic

Relating to figure 5.49, most participants (96,1%) were of the view that they were not competent to teach any topic in Social Science in a multicultural setting, while 2,6% felt competent, and 1,3% felt very competent to teach any topic in a multicultural setting. The result indicates that although most students have received training for all topics in Social Science intermediate phase, to teach it in a multicultural setting would be a challenge. The researcher observed a very interesting fact during classroom observations, that the challenge is therefore not the content knowledge of the subject, but the class setting i.e., as the diversity of the learners.

The results of the data with regard to this question corresponds with the reason given about pre-service teachers' views of holding a 'shallow' understanding of social justice and diversity (Castro, 2013). In contemporary society, although people have access to multiple sources of information, they tend to dwell on their own concerns and act without any vision of the common good (Dusi, 2009).

5.6.4 Need for further training in Social Science topics

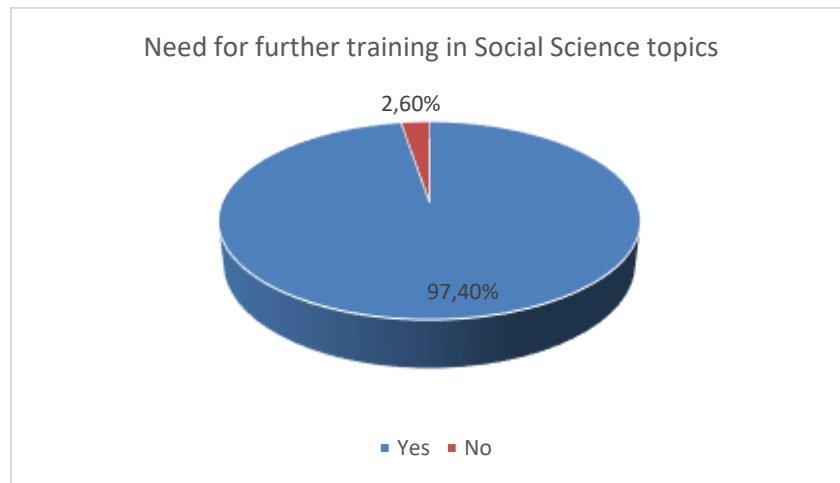


Figure 5.50 Need for further training in Social Science topics

In relation to figure 5.50, the majority of the teacher education participants (97,4%) were of the opinion that they would require further training in Social Science topics, and the remaining 2,6% saw no reason to receive further training. The result indicates a willingness in the main to increase their subject content knowledge. While strong evidence suggests that teacher effectiveness spikes sharply after the first few years in the profession, research shows that many teachers exit prior to attaining a satisfactory level of expertise (Fantilli & McDougall, 2009). This trend is particularly troubling, considering the wealth of research suggesting that well-prepared and capable teachers have the strongest impact on learner achievement. To ensure a quality education for learners, governments must staff schools with highly qualified personnel; however, novice teachers continue to leave the field because of inadequate socialisation structures (Joiner & Edwards, 2008).

5.6.5 Comfortable in teaching topics against personal upbringing

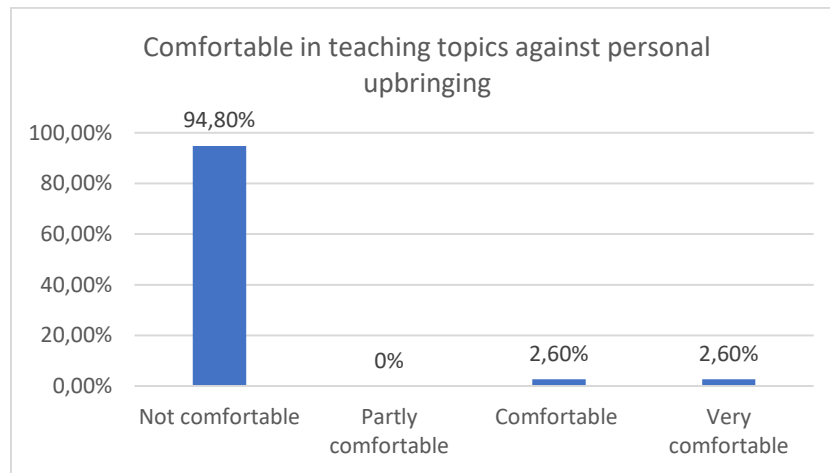


Figure 5.51 Comfortable in teaching topics against personal upbringing

Figure 5.51 shows that most teacher education participants (94,8%) were not comfortable teaching topics that were against how they were brought up, while a combined 5,2% were comfortable and very comfortable to move out of their comfort zone and teach topics that were against how they were brought up. The results indicate a reluctance to teach controversial topics. Moletsane (2011) is of the view that many teachers avoid talking about race and racism; the uncomfortableness may lead to conflict, and thus calls for skills few people possess. Some teachers sometimes avoid this because they are afraid that they might be misinterpreted, and unintentionally labelled as racist. Teacher comfort is usually stronger if they have studied a particular subject and have some support in the school to teach what they have been trained for, they will be more comfortable about teaching it, irrespective of their own views on the content (Francis, 2013).

5.6.6 Willingness to teach topics that you are not comfortable with

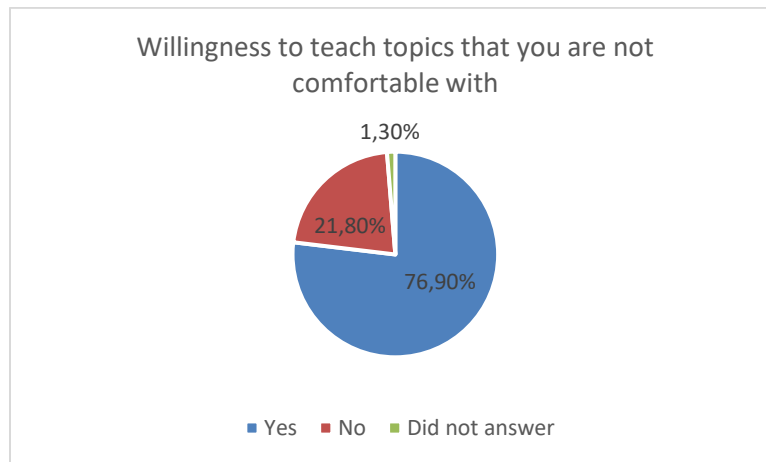


Figure 5.52 Willingness to teach topics that you are not comfortable with

Figure 5.52 reveals that the majority of the teacher education participants (76,9%) were willing to teach topics that they were not comfortable with, while 21,8% were not willing, and one participant abstained from answering the question. I observed that the result reflected a willingness from the majority to teach controversial topics, even if they were not comfortable with the topics. Francis (2010) in his study on sexual education made the statement that the lack of training has meant that in most instances, teachers omitted certain key content, raising their religious identity and belief as a barrier to teaching uncomfortable content, or maintained zealous positions that communicated strong moral views on what was right and wrong.

5.6.7 Comfortable in bringing someone to your class to teach a topic which you are not comfortable to teach (Guest Teacher)

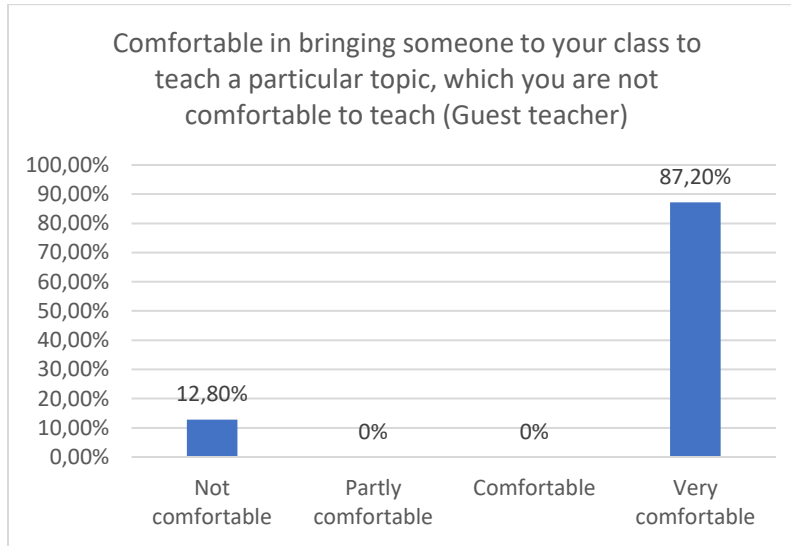


Figure 5.53 Comfortable in bringing someone to your class to teach a topic which you are not comfortable to teach (Guest Teacher)

Figure 5.53 indicates that most teacher education participants (87,2%) were very comfortable about inviting a resourceful person (Guest Teacher) to their classroom to assist in teaching a particular topic, while 12,8% of the participants were not comfortable. The National Educational Association (2008) made the statement that supporting teaching and learning requires addressing learners’ social service needs, as well as their academic ones, and this broad-based support is essential for closing achievement gaps. It is well documented that the connection of community resources with learners needs has a positive impact on teaching and learning. One of the characteristics of high-performing schools is because communities support the educational processes of that school. Research and fieldwork show that community-school-partnerships improve schools, strengthen families, build community support, and increase learner achievement and success (Nnamani & Oyibe, 2015).

5.6.8 Further training needed to deal with controversial topics



Figure 5.54 Further training needed to deal with controversial topics

Relating to figure 5.4, all teacher education participants (100%) acknowledged that they need further training on how to teach controversial Social Science topics. The result indicates an overwhelming inclination to be trained further on how to teach controversial Social Science topics. These findings re-affirm the view of Winter (2009), that Social Science as a curricular offering, possesses some attributes that render its conceptualisation and pedagogy amenable to constant change. As a result of this, all the elements of the Social Science curriculum and implementation are expected to change in consonance with the fluidity of the discipline’s themes; therefore, continuous training and development is necessary (Ikwumelu & Oyibe, 2011).

5.6.9 Comfortable to teach learners who are of a different culture/race

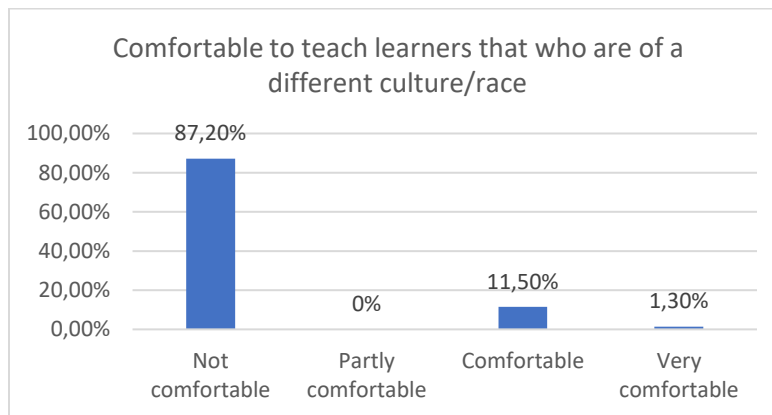


Figure 5.55 Comfortable to teach learners who are of a different culture/race

In relation to figure 5.5, most teacher education participants (87,2%) indicated that they were not comfortable to teach learners from a different culture or race, while 11,5% and 1,3% were of the opinion that they were comfortable and very comfortable, respectively. The result indicates a major difference and could indicate a concern, because most schools in South Africa are diverse in nature. Therefore, if pre-service teachers feel uncomfortable to teach learners from diverse backgrounds, what is this saying about the teacher training? The finding to this statement is in line with the postulation by Gay (2013) that teachers teach not only a curriculum of study, they also become part of it. Teachers include their personality in the subject content to try and own it and to make it more attractive to their learners. William Ayers (2001) makes a similar observation, noting that greatness in teaching, requires a serious encounter with yourself as a teacher, because whatever is taught to learners, teachers learn something themselves as well.

5.6.10 Need for further training in teaching learners from different cultures/races

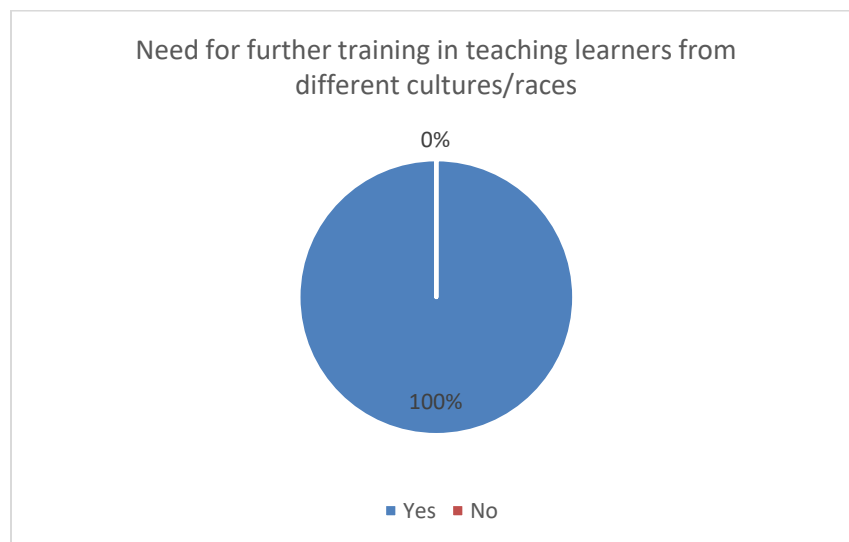


Figure 5.56 Need for further training in teaching learners from different cultures/races

Figure 5.56 shows that all teacher education participants (100%) need further training to teach diverse groups. The results clearly express a lack of knowledge to deal with learners from diverse groups in the teacher training system. There are important transformative advantages of culturally incorporated teaching, compared to the effects of continuous failure because of

education not relevant and not effective for the learners (Gay, 2013). Thus, awareness for teaching about culture and diversity to improve the achievement of ethnically diverse learners is both a priority, and a more generalised educational mandate.

5.6.11 Familiarity with different cultures in South Africa

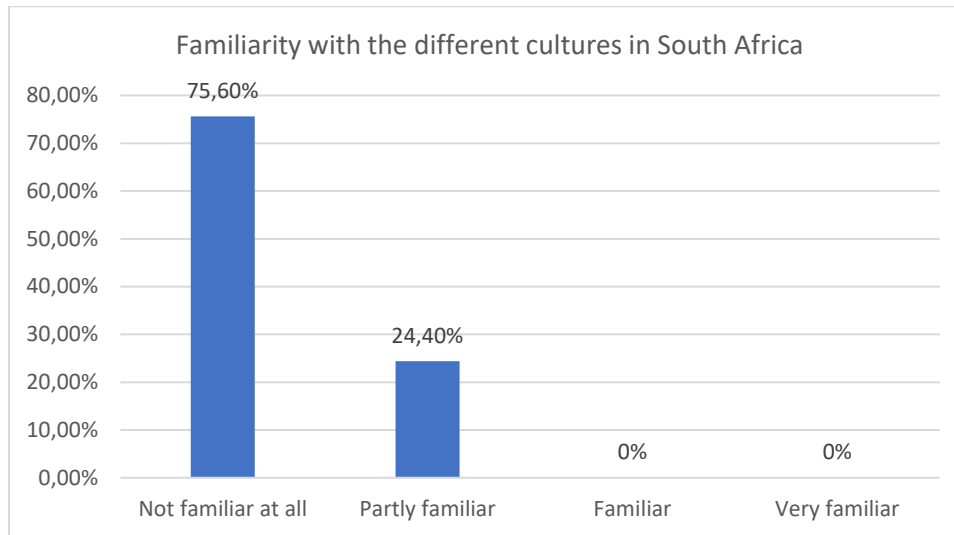


Figure 5.57 Familiarity with different cultures in South Africa

Relating to figure 5.57, most teacher education participants (75,6%) indicated that they were not familiar at all with the different cultures that abound in South Africa. A total of 24,4% of participants indicated that they were partly familiar with the different cultures of South African society. I believe that more should be done during the teachers' training to prepare them for the multicultural environment in which they will operate. The findings to this question are in contrast to what Gouws (2016) indicates, that since 1994 under liberal democracy that removed social and territorial segregation in South Africa, the country has become a multicultural society and is becoming more so with thousands of Africans from other African countries flocking to South Africa. Buys (2016) concurs that donning the cloak of multiculturalism as a description of the post-apartheid society can be linked to its acceptance of liberal democracy as the post-apartheid regime, or the liberal moment that catapulted it into a society freed from the bonds of segregation. Therefore, familiarity with the different cultures should be a formality.

5.6.12 Need for further training on the different cultural groups in South Africa



Figure 5.58 Need for further training on the different cultural groups in South Africa

In figure 5.58, all teacher education participants (100%) indicated that they need further training on the different cultural groups in South Africa. The results again express a desire to learn more about the different cultures as part of teacher training. Meier and Hartell (2009) are of the view that South Africa, with its culturally diverse society, desegregation and the changes in educational systems and educational institutions (e.g. schools, universities), brought great challenges for teachers; for example, the heterogeneity of the learner population has increased, curricula have changed, and new educational legislation is being instituted. The increasing cultural diversity in educational institutions necessitates that teachers teach and manage learners with cultures, languages and backgrounds that are unknown to them (Rademeyer, 2008).

5.6.13 Familiarity with the different race groups and their customs

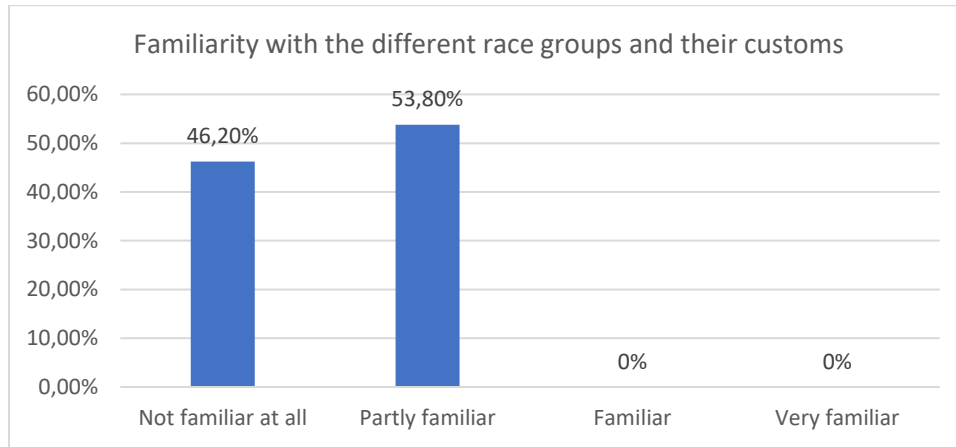


Figure 5.59 Familiarity with the different race groups and their customs

Relating to figure 5.59 shows that the majority (53,8%) of the teacher education participants were partly familiar with South Africa’s race groups and their customs; while 46,2% of the participants indicated that they were not familiar with the different South African races and their customs. There is no major difference in the participants’ knowledge of the major race groups in South Africa. Despite the rhetorical commitment to non-racialism of the major ‘liberation movement’ (the African National Congress-ANC), during the struggle against apartheid, and despite the abolition of apartheid-era racial legislation and the adoption of a widely lauded constitution, race does indeed remain ever present in contemporary South Africa. To a large extent this is due to a deep-rooted and enduring consciousness of race in society (Seekings, 2009).

5.6.14 Interact with the other race groups of South Africa

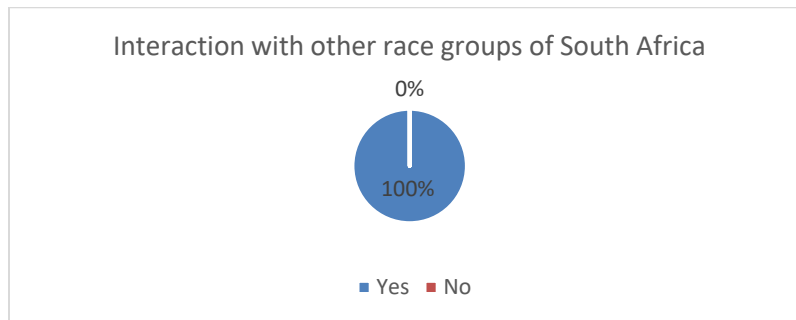


Figure 5.60 Interaction with the other race groups of South Africa

Figure 5.60 reveals that all teacher education participants (100%) indicated that they had engaged or interacted with people from other races. The result indicates that society makes it possible for people from different races to interact or engage through various actions and in various places (Wertheim, 2014). The continuing salience of race is surprising in several respects, because the deracialisation of citizenship and public policy has removed the impetus to racial identities that many scholars emphasise when discussing South Africa’s past history (MacDonald, 2006).

5.6.15 Familiarity with teacher training in other countries

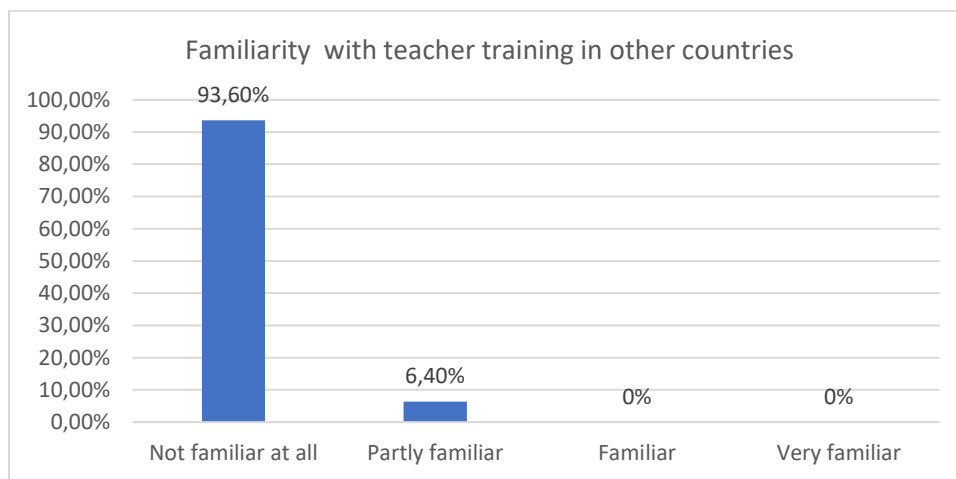


Figure 5.61 Familiarity with teacher training in other countries

In relation to figure 5.61, an overwhelming majority of teacher education participants (94%) indicated that they had no knowledge of teacher training in other countries and only 6% of the participants were partly familiar with it. The results indicate a need for comparative education as part of teacher training. The findings related to this question would make it difficult for our pre-service teachers to adapt to teaching in other countries. Matimba (2015) indicates that over the last few decades, globalisation has brought about increased socio-cultural, political and economic interconnectedness between countries. As many nations have embraced neoliberal policies and free-market economies, transnational migration of skilled professionals, including teachers, between and among developed and developing countries, has emerged as an important feature of globalisation. Schiller (2010) supports the view by indicating that the ageing teacher workforce

in industrialised countries and the consequential shortage and demand for highly experienced teachers, have spurred these countries to recruit replacement teachers from other industrialised and from developing countries.

5.6.16 South African teacher training in relation to counterparts in other countries



Figure 5.62 South African teacher training in relation to counterparts in other countries

Figure 5.62 displays that all the teacher education participants (100%) are of the opinion that teacher training for people who plan to teach in South African schools should be different. The data reveal that student teachers see the schools in South Africa as different from schools in other countries, and therefore teachers require unique training that will equip them to teach in South African schools. The school populations in South Africa are growing “more ethnically, racially and linguistically diverse, while the teachers remain predominantly monoracial, monoethnic, monocultural and monolingual, and in a world of accelerated changes, educational institutions risk anachronism and redundancy” (Dusi, Steinbach & Messetti, 2012).

5.6.17 Familiarity with the policies and legislation of the South African education system

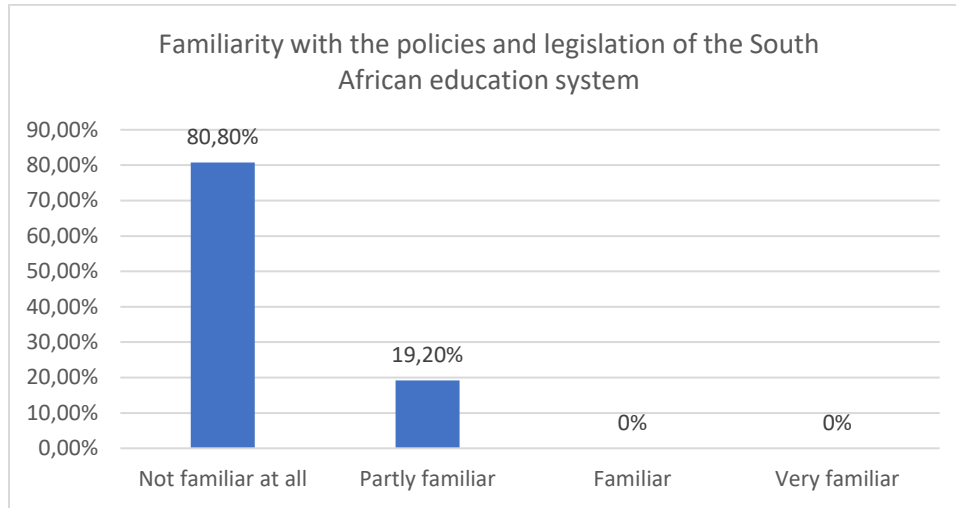


Figure 5.63 Familiarity with the policies and legislation of the South African education system

Figure 5.63 depicts that most teacher education participants (80,8%) indicated that they were not familiar with the policies and legislation of the South African education system, while 19,2% indicated that they were partly familiar with it. The result indicates that there might be a gap in the training of teachers and therefore, the incorporation of governance and legislation with regard to training should be addressed. Mogashoa (2014) asserts that teachers receive training on the various teaching and learning policies; however, some policies are not deemed appropriate for what teachers are doing in their classrooms.

5.6.18 Further training needed on the policies and legislation of education

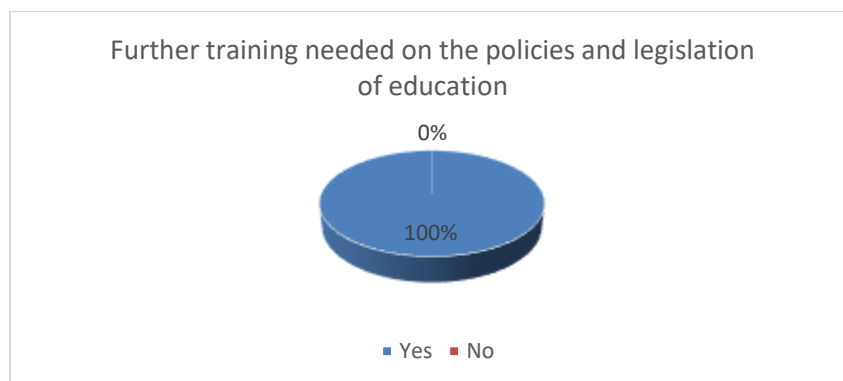


Figure 5.64 Further training needed on the policies and legislation of education

Relating to figure 5.64, all teacher education participants (100%) indicated that a need exists for further training on policies and legislation of the South African education system. The result reveals a willingness from the participants to be fully equipped on the policies and legislation of South Africa's education system. This was also noticeable during the focus group discussion and participants felt let down by not been sufficiently trained about the laws applicable for teacher education. Kimathi and Rusznyak (2018) state that policy makers must explore professional development from the side of teachers, in order to clearly understand what would be best for changing their classroom practice. It is therefore recommended that for the effective implementation of teaching and learning policies, the Department of Education should provide adequate, knowledgeable curriculum staff to do extensive training for both the teachers and members of the SMTs.

Over the past two decades, there have been four policy frameworks that have sought to regulate and evaluate the practices of South African teachers. These four frameworks are, the Roles of the Educator and Their Associated Competencies, which form a part of the Norms and Standards for Educators; the South African Council for Educators Code of Professional Ethics; The criteria for performance evaluation of teachers in the Integrated Quality Management System; and The Basic Competencies of a Beginner Teacher (DHET, 2015).

5.6.19 Familiarity with teaching approaches for Social Science in multicultural schools

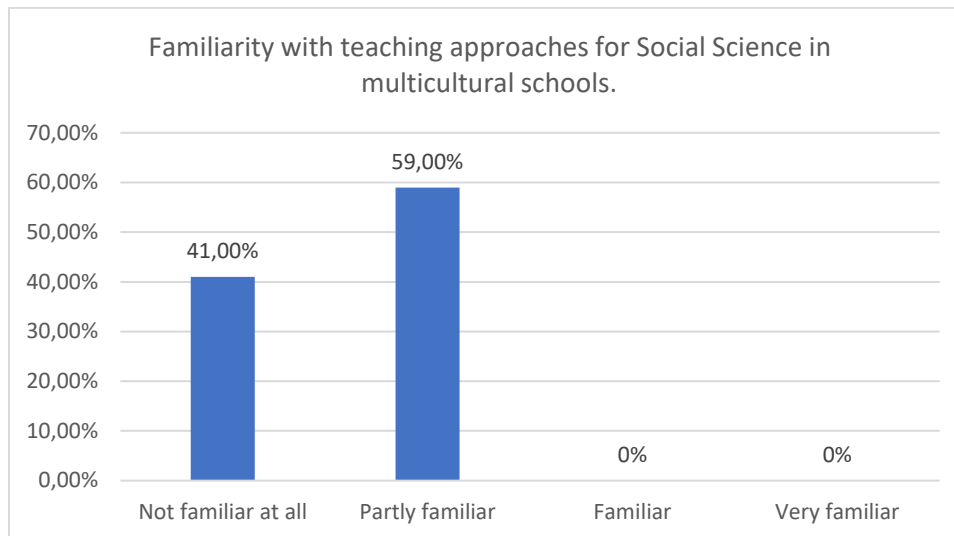


Figure 5.65 Familiarity with teaching approaches for Social Science in multicultural schools

Figure 5.65 shows that the majority of teacher education participants (59%) indicated that they were partly familiar with the different approaches to use when teaching Social Science in multicultural schools. Forty-one percent (41%) of the participants indicated that they had no knowledge of the approaches to use when teaching Social Science in a multicultural school.

Nnamani and Oyibe (2015) made the observation that the use of community-based instruction to implement the Social Science curriculum enhanced teachers' productivity in instructional delivery; provided teachers with the opportunity to enrich their instruction with community-based materials; interpret instructional activities in the learners' own dialects; in-depth explanations of complex Social Science concepts; opportunities for acquiring the skills of improvisation; and assisting in building self-confidence in Social Science teachers while in the classroom. These results are in line with the observation made by Ikwumelu and Oyibe (2011) that the utilisation of instructional methods that are community based, create an opportunity for teachers and learners to internalise the strategies used, and be able to interpret the curriculum content of Social Science correctly and encourage its meaning. Community-based instruction provides on-the-job training for teachers that in turn, enhances their pedagogical skills, attitudes and knowledge.

5.6.20 Need for further training in different approaches to teach Social Science in multicultural schools

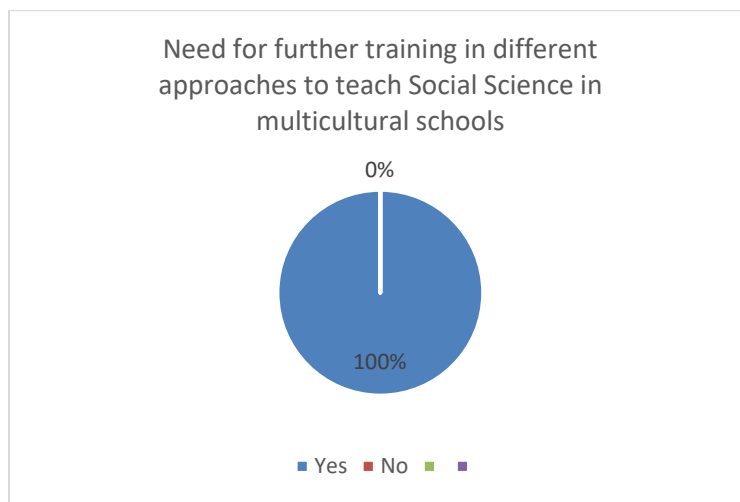


Figure 5.66 Need for further training in different approaches to teach Social Science in multicultural schools

Figure 5.66 indicates that all teacher education participants (100%) expressed a desire to be further trained in different approaches to make the teaching of Social Science in multicultural schools easier. Participants also alluded to the latter mentioned aspect during the focus group discussions and indicated that extended training is an area that requires development. Winter (2009) agrees and recommends that seminars, conferences, and workshops should be organised to re-educate teachers of Social Science on the knowledge of other methods of teaching Social Science in schools. The easiest approach for teachers is to integrate controversial content with the curriculum and for this, the Contributions approach might be effective, because it allows contributions from other sources (Acar-Ciftci, 2019). Another approach that could be effective from a South African perspective could be the Transformative approach, which changes the basic assumptions of the curriculum and enables learners to view the concepts, issues, themes and problems from several perspectives (Balakrishnan, Harji & Angusamy, 2019).

5.7 SECTION F: TEACHERS' OPINIONS REGARDING SOCIAL SCIENCE

This section of the questionnaire was designed to establish the participants' opinions of the subject, Social Science and how to teach it in the current context in South Africa. The

questionnaire further explores the participants' views on the inclusion or omission of controversial topics in Social Science.

Statistics for Section F											
		10.1 Learners learn Social Science best when they ask numerous questions.	10.2 Problem-based Social Science classes are more effective than textbook-based classes.	10.3 Learners should learn Social Science skills before getting into specific content.	10.4 I welcome any assistance in trying out new ideas in teaching Social Science.	10.5 Policies at schools encourage the teaching of controversial issues in Social Science.	10.6 Social Science teachers should be observed to ensure they teach all content and are not excluding the controversial issues of Social Science.	10.7 Social Science teachers should be allowed to have an option to omit curriculum content, which may lead to conflict among different diverse groups in class.	10.8 Social Science teachers should be allowed to discuss feelings, concerns, frustrations and challenges, which they may encounter in diverse Social Science classrooms.	10.9 I think Social Science education can play a major role in social cohesion and nation building in our society.	10.10 I enjoy teaching Social Science because I can see the difference it makes in diverse classrooms and in society at large.
N	Valid	78	78	78	78	78	78	78	78	78	78
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3,96	3,82	3,78	3,90	1,18	3,58	1,86	3,45	3,77	3,73
Median		4,00	4,00	4,00	4,00	1,00	4,00	1,00	3,00	4,00	4,00
Mode		4	4	4	4	1	4	1	3	4	4
Std. Deviation		,194	,386	,416	,414	,575	,635	1,170	,501	,424	,446
Minimum		3	3	3	1	1	1	1	3	3	3
Maximum		4	4	4	4	4	4	4	4	4	4

Figure 5.67 Summary of statistical calculations

Figure 5.67 provides a summary of the statistical calculations of the opinions of the teacher education participants on the subject Social Science and how to teach it in the current context in South Africa, as well as their views on the place of controversial topics in Social Science. It appears from the table that pre-service teachers adopted some of the principles that might be effective for successful teaching and learning in Social Science classrooms. There is general agreement that debates, discussions and active learner participation are some of the ways that teachers should allow and encourage (Yilmaz, 2012). This is reflected in the table's **overall mean of 3.65, closer to 4, meaning 'often' and the overall standard deviation of 0.55**. This result resembles the findings by Abdullah, Abu Bakar and Mahbob (2012) that a conducive classroom environment involves two-way interaction between learners and teachers, subsequently stimulating learning and making both the teacher and learners feel satisfied, which eventually leads to an effective learning process.

5.7.1 Learners learn Social Science through questions

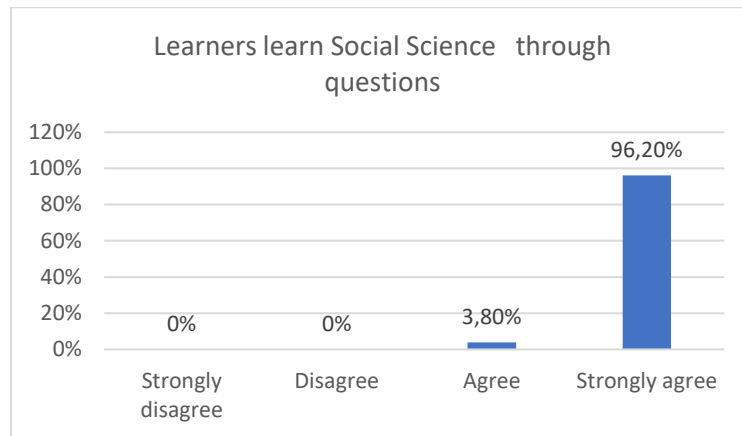


Figure 5.68 Learners learn Social Science through questions

In relation to figure 5.68, the overwhelming majority of teacher education participants (96,2%) strongly agreed with the statement that learners learn Social Science best when they ask numerous questions, while a further 3,8% also agreed with the statement. The result therefore indicates that all participants are of the opinion that the asking of questions and deliberating in the Social Science classroom is one of the best strategies to successful teaching and learning of Social Science (Ishak & Amjah, 2015). It was also apparent in the classroom observations during teacher practice sessions that most learners can obtain the benefits, such as the enjoyment of sharing ideas with others and learning more, if they are actively contributing to class discussions. Moreover, an effective learning process occurs when both teacher and learners ask questions and actively participate in the learning activities (Acar-Ciftci, 2019).

5.7.2 Problem-based Social Science classes are more effective than textbook-based classes

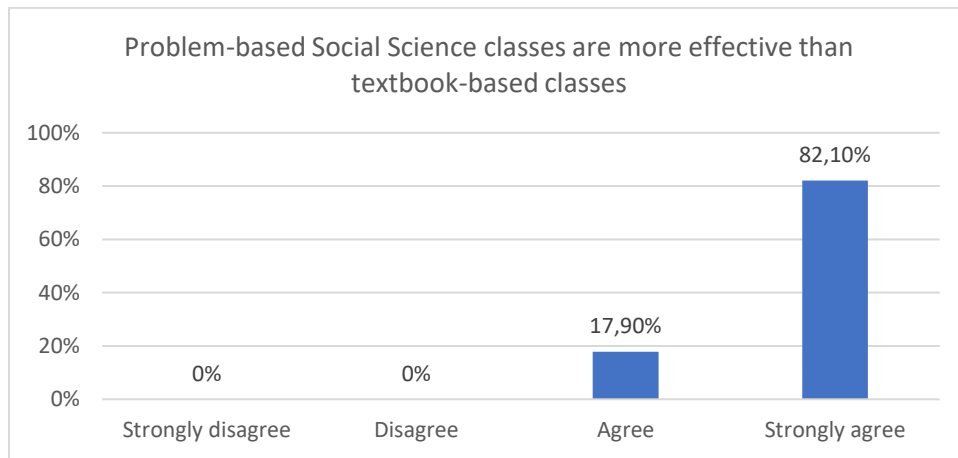


Figure 5.69 Problem-based Social Science classes are more effective than textbook-based classes

Figure 5.69 reveals that the majority of the teacher education participants (82,1%) strongly agreed that problem-based Social Science teaching is more effective than textbook-based teaching, and the remaining 17,9% also agreed with the statement. The result therefore indicates that all participants agreed that Social Science should follow problem-based teaching and use the textbook as a resource reference. Hicks, van Hover, Doolittle and VanFossen (2012) affirm that young people also construct their own problem-solving strategies, again with or without adult assistance. These questions and problem-solving strategies, and the conclusions that young people reach, can remain naïve, ill-structured, undisciplined, and misleading without intervention by adults. This statement highlights the importance of the teacher for the success of the problem-based strategy.

5.7.3 Learning Social Science skills before getting into specific content

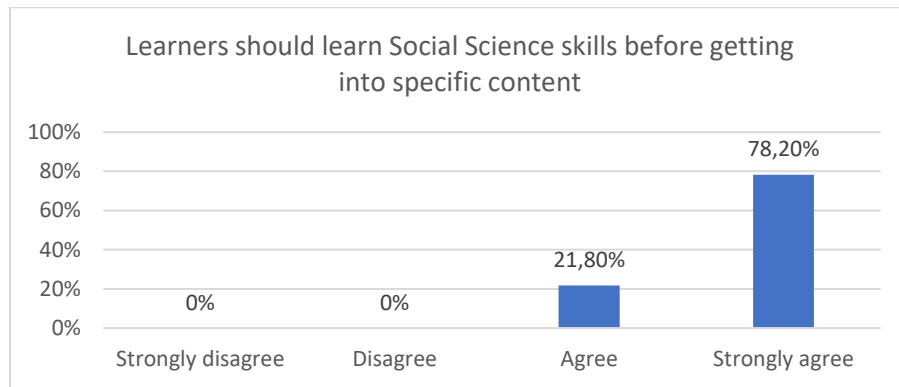


Figure 5.70 Learning Social Science skills before getting into specific content

Figure 5.70 shows that most teacher education participant (78,2% & 21,8%) strongly agreed and agreed, respectively, that learners should acquire Social Science skills first before being engaged in specific subject content. Brugar and Whitlock (2018) state that Social Science skills enable students to apply knowledge proficiently in a variety of contexts and promotes the participation of studies in civic life and developing their ability to address societal conflicts and problems. Critical thinking skills demonstrate the ability to reflect on content, in order to form a solid judgement based on both evidence and common sense (Beal & Bolick, 2013). Halvorsen (2013) avers that critical thinkers gain knowledge through reading, observations, and experience, which enables them to identify relationships and determine the accuracy, clarity, reliability, relevance, and importance of what they have learnt. Research suggests that some broad-based literacy strategies can assist learners in their comprehension of a variety of written sources. The researcher is of the view that it is best to teach and practise these, while learners engage in learning challenging content.

5.7.4 Welcome assistance in trying out new ideas in teaching Social Science

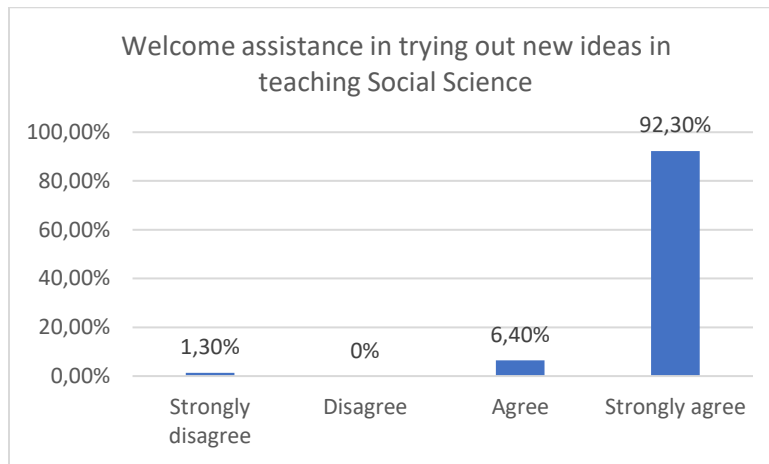


Figure 5.71 Welcome assistance in trying out new ideas in teaching Social Science

Figure 5.71 shows that most of the teacher education participants (92,3% and 6,4%) strongly agreed and agreed, that assistance or interventions to teach Social Science will be welcomed, while only one participant strongly disagreed with the statement. Ucus (2018) postulates that creativity is the critical point to developing innovative and effective citizens and children in learning Social Science. The most effective paradigm for integrating the social domain of knowledge and skills is through children’s personal experiences at home, at school, and in the broader community in which they live. Social Science is one of the essential aspects of children’s development and education, including social skills, socialisation, and social responsibility (Kostelnik, Soderman, & Whiren 2011).

5.7.5 Policies encourage the teaching of controversial issues in Social Science

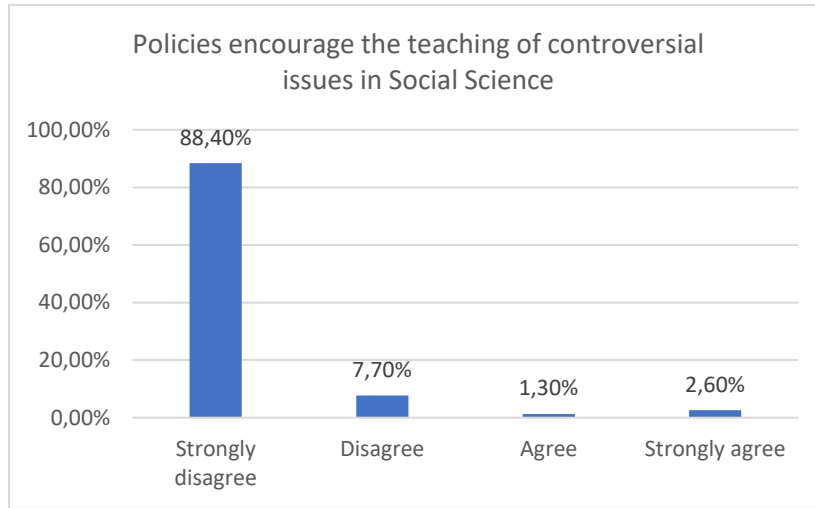


Figure 5.72 Policies encourage the teaching of controversial issues in Social Science

Figure 5.72 depicts that most teacher education participants (88,4% & 7,7%) strongly disagreed and disagreed that policies at school encourage the teaching of controversial topics in Social Science. Only 3,9% of the participants agreed or strongly agreed that policies at schools encourage the teaching of controversial topics in Social Science. Byford, Lennon and Russel (2009) observed that many Social Science teachers neglect teaching controversial topics through discussion and interaction because of school and district policy; the attendant lack of classroom control; or discomfort with learners openly discussing and debating the issues at hand.

5.7.6 Ensure that all content is taught and does not exclude controversial issues

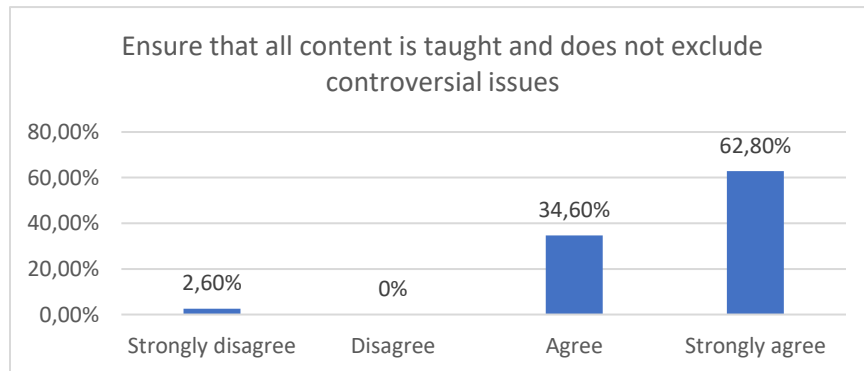


Figure 5.73 Ensure that all content is taught and does not exclude controversial issues

Figure 5.73 indicates that most teacher education participants (62,8% & 34,6%) strongly agreed and agreed respectively that teachers should be observed to ensure that they teach all content, including controversial topics. Only 2,6% see no need to check on teachers on what they teach, with regard to Social Science. The results indicate that most participants would prefer to teach all content and if it means they should be monitored, to make sure they do, then it should be. Öztürk and Kus (2019) postulate that teachers play an important role in teaching controversial topics because they are the ones who put educational programmes into practice. I believe that teachers decide whether to bring a controversial topic into the classroom.

5.7.7 Permission to omit controversial content from the curriculum

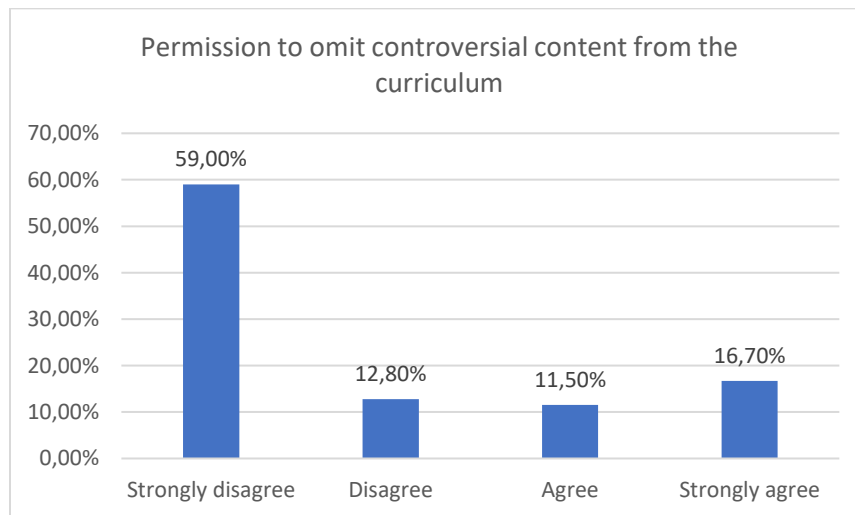


Figure 5.74 *Permission to omit controversial content from the curriculum*

In relation to figure 5.74, the majority of teacher education participants (59% & 12,8%) strongly agreed and agreed, respectively, that teachers should be granted the privilege to decide on what content can be omitted, to avoid conflict in multicultural classrooms. Only 11,5% and 16,7% believe that teachers should be allowed to decide which content to teach in order to avoid conflict among learners of diverse groups. The data reveal that the majority think the teaching of all content is in order, even if the content might stir-up conflict among diverse groups in the classroom. Teachers play a crucial role in teaching controversial topics because they are the

practitioners of the curriculum (Kus, 2015). Byford, Lennon and Russell (2009) mention that some teachers perceive teaching controversial Social Science topics in the intermediate phase classroom as a waste of time and reserve discussions to out-of-classroom times. The most common problem arising from teachers' emotional inadequacies was seen in teachers' showing excessive reactions to learners (Hess, 2009). Another problem arising from teachers' emotional inadequacies is the fear of teachers regarding the perception of the school management and parental reactions (Yilmaz, 2012). I observed that teachers want the discussion to be carried out traditionally in disciplined ways.

5.7.8 Teachers discussing feelings, concerns, frustrations and challenges in relation to diverse classrooms

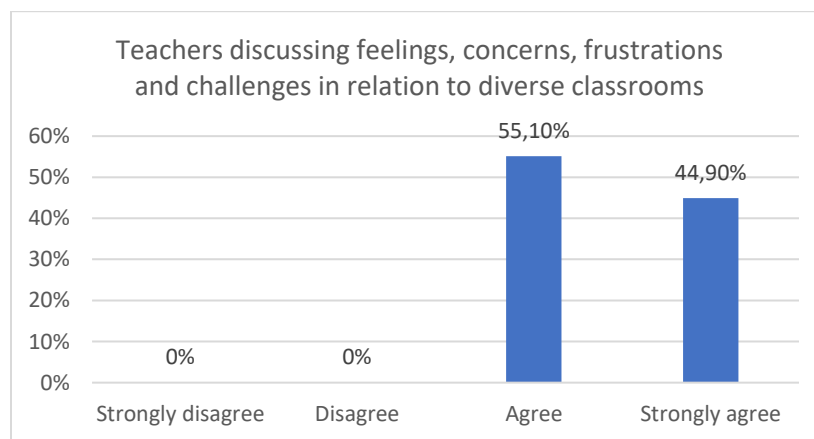


Figure 5.75 Teachers discussing feelings, concerns, frustrations and challenges in relation to diverse classrooms

Figure 5.75 portrays that all the teacher education participants (55,1% & 44,9%) strongly agreed and agreed that teachers should be allowed to openly share their feelings, concerns, frustrations and challenges, which they might encounter in multicultural Social Science classrooms. Emotions have a great impact upon teachers' daily practices and especially on the ways in which they understand and interpret their roles (Hajisoteriou, Karousiou & Angelides, 2018a). Zembyla's study (2010a) mentions that teachers are the agents of social change; thus, their voices, views and emotions should not be ignored. Both contextual and professional factors were found to influence their emotional responses and consequently affected the way and degree to which

teachers comprehend, amend, perceive and enact with intercultural education (Hajisoteriou, Karousiou & Angelides, 2019).

5.7.9 Social cohesion and nation building of our society

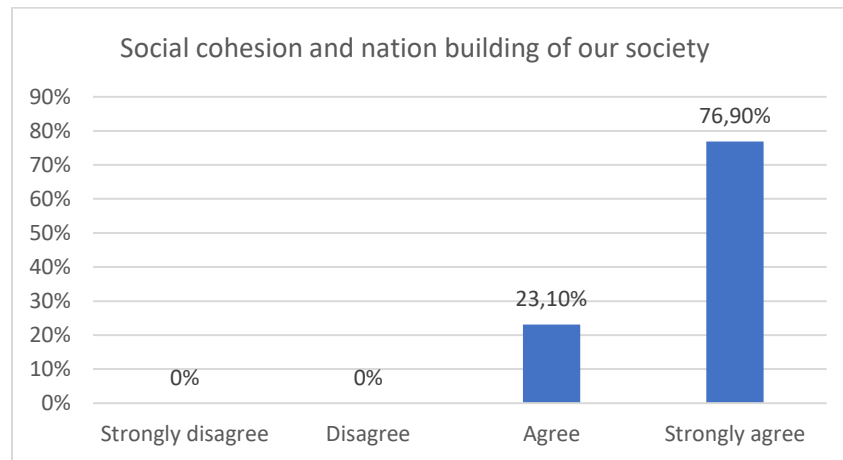


Figure 5.76 Social cohesion and nation building of our society

Figure 5.76 shows that all of the teacher education participants (76,9% and 23,1%) strongly agreed and agreed, respectively, that Social Science education has a role to play in the social cohesion and nation building of our society. The results reveal that participants value and realise the role that Social Science can play in communities. Social Science education is viewed as an important subject that contributes to cohesion by socialising new members of society, providing them with knowledge and skills in order to facilitate their social participation (Kantzara, 2012).

5.7.10 Social Science teaching and the difference it makes in diverse classrooms and society

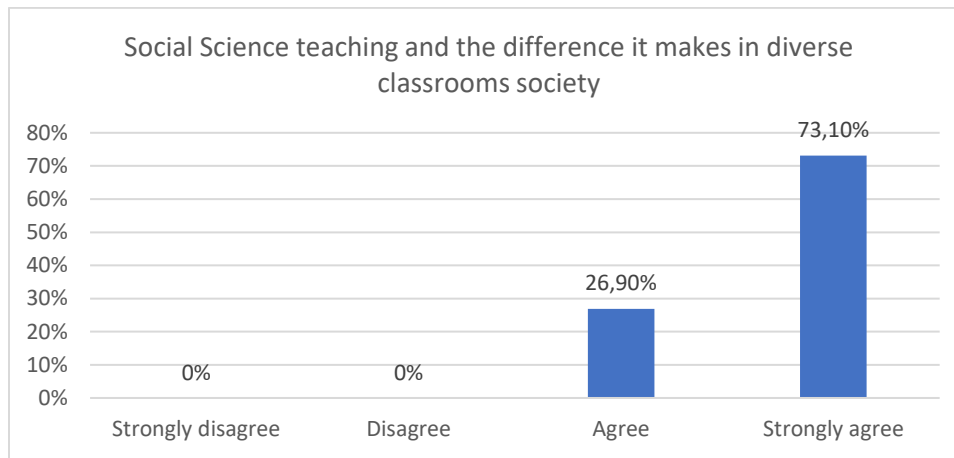


Figure 5.77 Social Science teaching and the difference it makes in diverse classrooms and society

In relation to figure 5.77, the majority of teacher education participants (73,1%) strongly agreed that they enjoy teaching Social Science because of the difference they see it makes in diverse classrooms and in society at large. A further 26,9% also agreed with the statement, which indicates that all participants agree with the statement. Social Science is a key tool in this changing world; it serves as the foundation of social development across the country; Social Science acts as an agent of change which transforms an individual into be an effective citizen of the country (Crisolo, Camposano & Rogayan, 2017). Aktan (2016) cites that Social Science is still relevant today as it provides knowledge; promotes values formation; fosters cultural sensitivity; encourages community participation; and broadens one’s global perspective.

5.8 PRESENTATION, ANALYSIS AND DISCUSSION OF QUALITATIVE DATA

The qualitative data analysis in the current study is a process and procedure in which the collected data are transformed into explanations, understandings and interpretations of the people and situations that that are being investigated. This qualitative data analysis was based on the phenomenon of the teaching of controversial Social Science topics and if social justice has any role to play therein.

5.8.1 Focus Group Discussions

During the focus group discussions with the teacher education participants, the following themes have emerged. A synthesis is rendered regarding the most pertinent issues (data) that will be discussed.

Table 5.1: Themes of the FGD

Questions	Themes	Issues emerging from themes
Let's start by talking about the subject Social Science. What was your experience throughout your time as both a learner and a student teacher in the Social Science classroom?	<ul style="list-style-type: none"> Social Science teaching and learning experience 	<ul style="list-style-type: none"> Interesting, fascinating and related to politics Depending on the type of learners/teacher/ lecturer Debates and discussions Social injustices and inequality in communities Understanding of the environment Different perspectives assist in shaping learners
Can we talk about your first time preparing and teaching a Social Sciences lesson that you felt had elements of controversy in it? How did you experience both the preparation of the lesson and the actual teaching of the topic?	Controversial elements in Social Science lesson preparation	<ul style="list-style-type: none"> Easy or challenging Facilitate and direct debates in classroom Create tension in the classroom and insult-throwing debates Perspectives offensive Fear of getting into trouble with parents and authorities
Should Social Science student teachers be compelled to teach controversial topics, that they are not comfortable with, during their teaching practice to expose them to such beforehand?	Compelled to teach controversial Social Science topics	<ul style="list-style-type: none"> Compulsory to teach all aspects of Social Science Will assist teachers to deal with diverse learners Sensitive to certain groups of learners Preparation and facing social challenges Exposure will benefit pre-service teachers and develop teachers' skills Teachers are ambassadors of social justice and citizenship
Have you ever taught at a multicultural school and what was the experience	Multicultural school teaching experience	<ul style="list-style-type: none"> Pleasant or difficult experience Relate well to learners because I grew up amongst diverse groups

<p>like? Would you take up a teaching post at such a school? If yes, why and if not, why?</p>		<ul style="list-style-type: none"> • Not first choice and I would avoid such schools, rather opting for School Governing Body (SGB) post • Love the active engagement and learners' questioning the content • Better understanding of other cultures and building bridges to accommodate other cultures • Comfortable amongst your own • Adapt and learn to respect others
<p>What do you regard as the challenges that a newly qualified teacher might face in a multicultural school setting?</p>	<p>Challenges for pre-service teachers in multicultural schools</p>	<ul style="list-style-type: none"> • Understanding different cultures and how to deal with them • Lack of training to deal with diverse groups • Black learners blaming whites for poverty and lack of empathy • Adaptation to school and the surrounding community • Prepare lesson not to offend but to be sensitive to all • Lack of training to deal with discipline for different groups • Code-changing not possible in multicultural schools
<p>Have you ever come across the term 'social justice' during your training as a teacher? What is your opinion about social justice and its role in the teaching of a subject, such as Social Science?</p>	<p>Social justice in teacher training curriculum and its role in a subject, such as Social Science</p>	<ul style="list-style-type: none"> • Social justice is about equal allocation of resources and fair distribution of everything to all citizens • Developing better citizens • Social Justice in South Africa different from other countries • Uneven playing field will perpetuate social challenges • Social justice consideration key in social science and social justice key in communities • Social justice considerations key in developing better citizens • Social Justice in South Africa different from other countries
<p>Do you think social justice considerations should be taken into account in preparing teachers for the</p>	<p>Social justice considerations, to assist in teaching in multicultural schools</p>	<ul style="list-style-type: none"> • Most SA schools are multicultural • Help teachers to learn more about learners, parents and the community

<p>challenges they may face in multicultural school settings?</p>		<ul style="list-style-type: none"> • Social justice considerations can develop better citizens • Develop better citizens • Dealing carefully with fragile minds • Confronted with real issues of inequality • Growing up in poverty, better understanding of deep-rooted challenges •
<p>Social Sciences as a subject deal with different topics. Some can be controversial in nature. Are you comfortable to teach something that is against the beliefs and customs of what you have been taught during your upbringing? If yes, why and if not, why?</p>	<p>Social Science and the teachers' beliefs and socio-background</p>	<ul style="list-style-type: none"> • Sensitive towards the fragile brains that teachers work with • Moving out of one's comfort zone • Exposing the teacher to the learners and creating tension • Healthy debate in Social Science classroom • Close relation between coloured and black communities provides better understanding between the two groups • Compelled to teach all content •
<p>Let's discuss your teacher training that you have had to date. Did you come across topics related to diversity, social justice and multiculturalism and to what extent did you find it relevant and applicable in preparing you for your first teaching position?</p>	<p>Diversity, social justice and multiculturalism in teacher training curriculum</p>	<ul style="list-style-type: none"> • Not to the extent of assisting with better understanding of it • Facing it daily; unavoidable part of our daily lives • Proper training on these matters • Engage in a mature manner in society • Topics are relevant in South African teaching; teachers are part of communities by default •
<p>Do you think that the knowledge and skills you have acquired during your practice teaching sessions, have equipped you to deal with the teaching of controversial issues in Social Science?</p>	<p>Equipped with skills to teach controversial Social Science topics</p>	<ul style="list-style-type: none"> • Avoided preparing controversial lessons • Heated debate, discussions and differences of opinions in my Social Science class • Teaching practices at different schools are advantageous • More could be done to encourage student teachers to teach controversial topics •

<p>With regard to your training, to what extent have you equipped yourself with knowledge about diversity (race, culture, religion, sexual orientation and customs), to be able to take up any post in any geographical area of South Africa?</p>	<p>Teacher equipped themselves with skills and knowledge to deal with diverse classrooms in South Africa.</p>	<ul style="list-style-type: none"> • Gained a lot of knowledge through interaction with others • Know and respect the diversity • Improve the training on diversity • Limited knowledge about diversity • Bursary conditions compel one to train yourself on diversity because it might come in handy once you find yourself in such an environment • Exposure to different lecturers during training provides good exposure • To be among people you can relate to and understand •
<p>How comfortable are you to share your teaching platform with people from the community who have knowledge about a particular topic and who can assist you to teach that topic? (Guest lecturer)</p>	<p>Inviting resource person from community as guest teacher/lecturer</p>	<ul style="list-style-type: none"> • Comfortable to share platform with knowledgeable person • Bring value to classroom • Verify factual correctness through research • Avoid propaganda and planting of negative thoughts • Education is lifelong for both learners and teachers •
<p>What is your opinion of a final year teacher education student being placed in a multicultural school for his/her final teaching practice period and being asked to gain knowledge about a culture different to his or hers?</p>	<p>Compulsory placement of final year student teachers in multicultural schools for teaching practice</p>	<ul style="list-style-type: none"> • Never too old to learn about others • Benefit to all teachers • Strengthen the learners-teacher relationship • Valuable knowledge to gain • South African are sometimes intolerable towards other cultures • Knowledge about other cultures will make the deployment of teachers to all parts of the country, better
<p>Looking at where we (South Africa) come from as a country and the state of affairs currently in our schools, should teachers from South African universities be trained differently from their counterparts in other</p>	<p>Teacher training in South Africa is different from training in other countries</p>	<ul style="list-style-type: none"> • SA is unique and has a unique learner group • Only country with past 'apartheid legislation' • Education is the same throughout the world • Might be at risk of losing out on overseas teaching opportunities

countries? If yes, why and if not, why?		
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The focus group discussions were coded in categories for the purpose of data analysis:

Table 5.2: Participants of the FGD

FGD Code	Participant's code		Race	Gender	Residential area
Focus Group Discussion: A Assigned Code: FGDA	Teacher:1	A1	White	Female	Urban
	Teacher:2	A2	White	Female	Urban
	Teacher:3	A3	White	Male	Urban
	Teacher:4	A4	White	Female	Farm
	Teacher:5	A5	White	Female	Farm
Focus Group Discussion: B Assigned Code: FGDB	Teacher:1	B1	Coloured	Male	Township
	Teacher:2	B2	Coloured	Female	Township
	Teacher:3	B3	Coloured	Female	Urban
	Teacher:4	B4	Coloured	Male	Township
	Teacher:5	B5	Coloured	Female	Township
Focus Group Discussion: C Assigned Code: FGDC1	Teacher:1	C1	Black	Male	Township
	Teacher:2	C2	Black	Female	Township
	Teacher:3	C3	Black	Female	Township
	Teacher:4	C4	Black	Female	Urban
	Teacher:5	C5	Black	Female	Township
Focus Group Discussion: D Assigned Code: FGDC2	Teacher:1	C6	Black	Male	Township
	Teacher:2	C7	Black	Male	Township
	Teacher:3	C8	Black	Female	Township

	Teacher:4	C9	Black	Female	Township
	Teacher:5	C10	Black	Female	Township

The next section entails an analysis of the participants' responses in relation to the focus group discussion (Annexure E) and the reflections of the observations (Annexure F) I recorded of the teaching practice observation sessions.

5.8.1.1 Interpretation emanating from Question 1

The first question that was posed to the teacher education participants during the focus group discussions was: ***Let's start by talking about the subject Social Science. What was your experience throughout your time as both a learner and a student teacher in the classroom?***

Table 5.3 Question, theme and issues emerging from the data relating to question 1

Question	Main theme	Issues emerging from the theme
Let's start by talking about the subject Social Sciences. What was your experience throughout your time as both a learner and a student teacher in the Social Science classroom?	<ul style="list-style-type: none"> Social Science teaching and learning experience 	<ul style="list-style-type: none"> Interesting, fascinating and related to politics Depending on the type of learners/teacher/ lecturer Debates and discussions Social injustices and inequality in communities Understanding of the environment Different perspectives assist in shaping learners

The table above presents the main theme and related issues, identified from the transcription that related to the research question.

5.8.1.1.1 Main theme: Social Science teaching and learning experience

A description of what the participants identified as their views on their experience of Social Science in the classroom as a learner and student teacher.

- **Interesting, fascinating and related to politics**

This section is the presentation of how the teacher education participants view the teaching and learning of Social Science. Social Science is regarded as not similar to other school subjects and is viewed by many scholars as closely related to politics, which makes it a very awkward subject to teach or learn (Ucus, 2018).

The participants (FGDA) indicated they found the subject to be interesting and challenging (FGDA A1, FGDA A2). Participant FGDA A3 said it was easy to understand and relate to because it relates to what is happening daily in communities, while participant FGDA A2 indicated it was interesting depending on the type of learners you have in front of you. In relation to the views of the latter mentioned, participant FGDA5 highlighted the following aspects:

“I found the subject very interesting and challenging, closely related to politics. I found myself at times very uneasy about expressing myself while teaching it during teaching practice.”

The participants (FGDB B5) responded that they also found the subject to be interesting with elements of politics and in admission to that, they (FGDB B1, FGDB B3 and FGDB B4) were of the opinion that the fact that they grew up in the township and were confronted daily by politics, made the Social Science classroom both as learner and teacher fascinating and enjoyable. The participant FGDB B3 further indicated that Social Science connects one to one’s environment and community and that the subject can assist in shaping us. In this regard FGDB B2, stated the following:

“I enjoy the subject SS because it is fascinating and one always learns something new about one’s community, country and the world. I enjoy teaching it because of the interesting facts around Social Science and the impact it can make on the learners.”

The participants (FGDC1 C2 and FGDC1 C4) concur with the two other groups that they found Social Science to be very interesting because of its relation to the human being and their environment (FGDC1 C2, FGDBC1 C5, FGDC2 C8 and FGDC2 C10). The participants (FGDC1 C4 and FGDC2 C6) indicated that the element of the subject’s interrelatedness to politics, also contributed to their love for the subject. FGDC2 C7 articulated the following sentiment with regard

to the nature of Social Science: *“I enjoy SS because it makes me understand where I come from as a black person and why my parents and grandparents struggled that much. This subject opened up my horizons to how the earth operates and how people find in it a living space.”*

- **Depending on the type of learners/teacher/ lecturer**

A participants FGDA A2 indicated that the experience of the subject depends on the type of learners, teacher and the type of lecturer you have. One of the participants, FGDB B3, agreed that passion for the subject depends on how it is presented, while you are a learner. Participants FGDC1 C5, further indicated that the type of presenter can also influence your view of the subject, if it is offered only from a specific perspective. Waterson (2009) indicates that part of the duty of teachers is to see to it that learners are exposed to age-appropriate content material about controversial issues. FGDC2 C9: *“My love for the subject was developed at primary school level; we had a passionate SS teacher and he always said that SS is a subject for the people, by the people...”*

- **Debates and discussions**

Teacher education participants had mixed views on the role of debates and discussions in the Social Science classroom. Hess (2010) is of the opinion that debate, and discussion are key elements in a Social Science classroom and should therefore be encouraged.

The participants FGDC1 C1 and FGDC2 C7 had very strong opinions of enjoying the subject due to the debates and the discussions that normally takes place in the Social Science classrooms. This sentiment was echoed by the participants FGDB B1, B4 and B5, while participants FGDA A3 and A5 did not find the debate and discussion a factor that determined the interest or enjoyment of the subject. In relation to the previous participants, FGDC2 C9 stated the following: *“As a student I enjoyed it even more because the debate levels became even better at university and the discussions were at a much more mature level.”*

Teacher neutrality and not veering outside the curriculum are parameters for having safe discussions about controversial issues in the Social Science classroom (Hess, 2009).

- **Social injustices and inequalities in communities**

The teacher education participants engaged with terms, such as social injustice and inequalities, and some made first encounters with challenges in communities.

The participants FGDC1 C1 and FGDC2 C9 revealed that the subject caused them have a better understanding of the social injustices and the unequal society they live in, and this was also revealed by FGDB B3 and FGDB B4 that the subject gave them a better understanding of the social ills and problems of people living in townships and in rural areas. Camicia and Dobson, (2010) assert that learners should leave school with a clear sense of their rights and responsibilities as citizens and be prepared to challenge injustice and to promote the common good. FGDC1 C3 stated: *“The subject made me understand why most black people are so impoverished and why there are such deep divisions between different racial groups in South Africa. I enjoyed SS because it gives perspective to why there are social injustices and inequality in the world. I think the interest in the subject comes from the fact that I see the subject as a vehicle that can assist in the redress process.”*

- **Understanding of the environment**

Participants in all the groups indicated that the subject gave them a better understanding of their environment and that it installs an awareness to care for the environment and to preserve it for future generations. Controversial topics, including those that are ‘high risk’, have curricular relevance, as well as importance to learners’ lives, their character development, and their sense of safety and security (Haynes & Karin, 2008). FGDC2 C8 stated: *“I started to have a better understanding of my environment and how to preserve it for the next generation.”*

- **Different perspectives assist in shaping learners**

Participant FGDC1 had a strong opinion that presenting the subject from different perspectives enhanced teachers’ experience of the subject and contributed to their enjoying the subject content because they could relate to it. The ways that teachers deal with controversy, range from purposeful avoidance, to one-sided advocacy of particular points and teachers accept that they must be neutral, and should disguise and hide their bias, but admit that this is difficult (Haynes & Karin, 2008; Hess, 2009). The view as shared by FGDA A5, who indicated that

the perspective from which the content is presented, could contribute to the shaping of the recipient of the content. FGDC2 C9 stated the following in response to the question: *“It is even interesting at university level because one can sense that because of our coming from different backgrounds, we also view some of the subjects’ content from different perspectives and that makes it very interesting.”*

I observed different viewpoints and participants’ responses illustrated that schools in South Africa are still unequal and divided, with a lack resources and poor infrastructure in many schools. Teachers are therefore expected to still perform in an under-resourced school without support.

5.8.1.2 Interpretation emanating from Question 2

The second question that was posed to the participants during the focus group discussion was: ***Can we talk about your first time preparing and teaching a Social Science lesson that you felt had elements of controversy in it? How did you experience both the preparation of the lesson and the actual teaching of the topic?***

Table 5.4 Question, theme and issues emerging from the data relating to question 2

Question	Main theme	Issues emerging from the theme
Can we talk about your first time preparing and teaching a Social Sciences lesson that you felt had elements of controversy in it? How did you experience both the preparation of the lesson and the actual teaching of the topic?	Controversial elements in Social Science lesson preparation	<ul style="list-style-type: none"> • Easy or challenging • Facilitate and direct debates in classroom • Create tension in the classroom and insult-throwing debates • Perspectives offensive • Fear of getting into trouble with parents and authorities

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.2.1 Main theme: Controversial elements in Social Science lesson preparation

A description of what the teacher education participants identified as their response regarding their experience in preparing and teaching controversial Social Science topics.

- **Easy or challenging**

From the discussion emerged different views on the question; even in some groups the responses differed from participant to participant. The participants were not eager to engage too much with this theme and were not very comfortable when asked to express their views.

Participant FGDA A1 found the preparation easy but had challenges with the teaching part of the controversial Social Science topic. Understanding teachers' attitudes toward and perceptions of pedagogical practices in relation to controversial issues, has the potential to improve teacher instruction, increase available reference materials, and promote classroom learning (Byford, Lennon, & Russell III, 2009). FGDA A4 indicated that both the preparation and teaching of controversial Social Science topics very challenging. In this regard, FGDA A2 stated the following view: *"Not so difficult to prepare the lesson but the learners made it difficult to teach; they ask very challenging questions"*.

- **Facilitate and direct debates in classroom**

Participant FGDC1 C4 indicated that he was not aware that the actual topic was controversial and only realised it when he was teaching it, and the type of questions that the learners asked, and the debate those questions ignited. FGDC1 C4 further indicated that what happen in the classroom depended on how the teacher facilitated the debates. Any teacher who is going to be an effective teacher is going to have to get learners emotionally involved, by encouraging them to debate issues to which they are emotionally attached (Philpott, Clabough, McConkey & Turner, 2011). FGDC C6 agreed with the latter mentioned opinion and stated the following: *"I don't think one can avoid controversy in the Social Science classroom; it depends on how you, as a teacher facilitate the discussions..."*.

This view is also shared by me as the literature in chapter three supports the fact that debate and discussion in the Social Science classroom is unavoidable and is part of teaching and learning.

- **Create tension in the classroom and insult-throwing debates**

FGDC1 C5 and FGDB B4 revealed that it was during the teaching practice sessions that they first encountered a lesson where tension was created among learners, and insult-throwing debates ensued, making them feel very uncomfortable. According to participant FGDB B3, her teaching a specific lesson unlocked some very personal and intense questions from the learners. Survey responses from 67 Social Science teachers indicated that teachers believed in developing ‘informed and enlightened’ citizens but were ‘less assured’ about teaching controversial issues. The teachers involved in the study did indicate that it was important to discuss controversial issues but noted learners’ disruptions and conflicts (Byford, Lennon & Russell, 2009). FGDC2 C9 articulated the following view in relation to questions being asked by different learners: *“While the black learners in my class asked the most questions, the white learners were quite shellshocked and felt that they were to be blamed for the injustices in the country, and I was not so sure how to handle the tension.”*

- **Perspective’s offensive**

Teacher education participants viewed the elements of controversy in Social Science as offensive and did not really want to engage with the perspectives that they found offensive.

FGDC1 C1 indicated that teaching controversial topics depends on the perspective from which the content is presented; a multi-perspective presentation will ease the controversy and allow the learners to see the events from different lenses. FGDA A2 indicated that good preparation, clear research, and the accommodation of different perspectives can avoid uncomfortable debates in the classroom. In a later position statement, the National Council of Social Studies (2007) indicated that controversial issues must be studied in the classroom, without the assumption that they are settled in advance or that there is only one right answer in matters of dispute. The Social Science teacher must approach such issues in a spirit of critical inquiry, exposing the learners to a variety of ideas, even if they are different from their own. In relation

to the latter, a teacher education participant FGDC1 C4 expressed the following: *“I thought the white learners would find my perspective offensive because I am black, when I mentioned that South Africa is still very much unequal.”*

- **Fear of getting into trouble with parents and authorities**

Some participants, FGDA A4, FGDC C3, and C6 indicated that they avoided the controversial topics for fear of landing in trouble with the school management, the School Governing Body (SGB) and/or the parents of the learners. FGDA A1 indicated that she did not want to ‘rock the boat’ and jeopardise a good teaching practice mark. In this regard, the following sentiments were expressed by participant FGDC C2: *“I avoid any controversy in the classroom because I am scared, I might get into trouble and also I don’t want to tarnish the learner-teacher relationship, especially if I am in a multicultural classroom.”* Controversial issues divide society and dealing with these issues in the classroom can disturb the peace and stability of the scholastic environment (Malikow, 2006).

5.8.1.3 Interpretation emanating from Question 3

The third question posed during the focus group discussions was: ***Should Social Science student teachers be compelled to teach controversial topics or topics that they are not comfortable with, during their teaching practice, to expose them to such beforehand?***

Table 5.5 Question, theme and issues emerging from the data relating to question 3

Question	Main theme	Issues emerging from the theme
Should Social Science student teachers be compelled to teach controversial topics or a topic that they are not comfortable with, during their teaching practice to expose them to such beforehand?	Compelled to teach controversial Social Science topics	<ul style="list-style-type: none"> • Compulsory to teach all aspects of Social Science • Will assist teachers to deal with diverse learners • Sensitive for certain groups of learners • Preparation and facing social challenges • Exposure will benefit pre-service teachers and develop teachers’ skills • Teachers are ambassadors of social justice and citizenship

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.3.1 Main theme: Compelled to teach controversial Social Science topics

A description of what teacher education participants identified as their views on whether all pre-service teachers should be compelled to teach controversial Social Science topics.

- **Compulsory teaching of all aspects of Social Science**

The views from the participants were different from one another, and the reason given is that different race groups had different opinions on the matter. The views of FGDA A1 were mostly not to make it compulsory to teach controversial topics and that they would deal with controversial topics once they were fully qualified. FGDA A3 had a different view on the matter and thought it a good idea because dealing with controversial topics would prepare the student teacher on how to deal with those topics once they were in the classroom. In this regard, participant FGDA A4 indicated the following: *“No, I think everything that is controversial should not be in any school syllabus. Politics is for politicians and should not be in schools. We will make learners more militant than they are already.”* In addition to what was asserted in the above statement, FGDB B2 stated the following: *“No, we will cross that bridge when we get there.”*

Many researchers were very vocal about the importance of incorporating controversial issues into the Social Science curriculum. Prominent researchers and other scholars have promoted syllabus reforms for Social Science, with inclusion of controversial topics (Barton & Levstick, 2011; Kahne & Westheimer, 2006; Davis, 2007; Brown, Ross & Munn, 2012). In some instance South African scholars refer to it as de-colonialisation of the curriculum. However, concern was mentioned about how teachers use the didactical methods when teaching controversial topics.

- **Will assist teachers to deal with diverse learners**

FGDB B1 thought that it was a brilliant idea to make the teaching of controversial topics compulsory because this would assist pre-service teachers with how to deal with multicultural classes and be able to teach staff who might be sensitive to certain groups of learners. Participant

FGDB B3 indicated that teaching practice was part of the upskilling of pre-service teachers and by making the teaching of controversial topics compulsory, would be part of learning. Kruger (2012) indicates that the following will assist teachers in dealing with the challenges of teaching controversial topics: making it possible for learners to speak their minds freely; and allowing learners to be comfortable and respect what they believe, feel and know. Teacher education participant FGDB B2 articulated the following view with regard to the management of diversity: *“Yes, it will be good preparation on how to deal with diversity in the Social Science classroom, and gain a better understanding of diverse learners.”*

- **Sensitive to certain groups of learners**

FGDA A1 was of the opinion that controversial Social Science topics should not be compulsory because teachers need to be sensitive to certain groups of learners. Chikoko (2011) indicates that teaching controversial topics challenge fundamentally held beliefs, causing cultural and religious resistance; thus, teachers feel uncomfortable and prefer a more ‘factual’ approach. Participant FGDB B4 indicated that some topics can cause teachers to be labelled disrespectful towards other cultures and groups, and that should be avoided. In corroboration with what participants said, participant FGDC2 C9 raised the following, to avoid sensitive matters for certain groups of learners: *“No, don’t touch issues that you are not fully equipped to handle because it will put you in trouble with other cultures and groups.”*

- **Preparation and facing social challenges**

Participant FGDC2 C10 indicated that black people are more prepared to face the social ills of communities because they stayed in those communities, while whites and some coloured student teachers were not aware of the difficulties in some communities to be able to embrace those challenges. FGDC1 C5 agreed and indicated that being able to teach about social injustices, you need to have some knowledge and background about it. Participant FGDA A1 stated, that there was a great desire not to open up the wounds of racism, which is in contrast to the verbatim response of another participant, FGDC2 C7: *“Yes, I think we should be compelled because this will be a good learning process for our brothers and sisters who were not exposed to the social challenges in the*

townships. It will give them a perspective on how to deal with learners who come from those communities.”

- **Exposure will benefit pre-service teachers and develop teachers’ skills**

Participants FGDC2 C8 and FGDC2 C9 were of the view that exposure to diverse groups in the classroom and the teaching of topics that are viewed as controversial to some of these groups, are beneficial to student teachers and their development. While South African student teachers could not agree about how many controversial issues had featured in their course discussions, there was again a general feeling that they had not really been trained in possible classroom methods for teaching controversial topics. Part of the problem is also that nobody trains the trainers, i.e., it is simply expected that somebody who has been a good student teacher will become a good teacher and will, therefore, be aware of the skills behind the teaching of controversial topics (Kallaway, 2009). Similarly, to the aforementioned statements, FDGC2 C6 expressed the following sentiments: *“Yes. The more we are exposed to such topics the better. We have to teach whatever content is subscribed in the Social Science curriculum; we cannot run away from the real issues and our learners (black and white) need to be exposed to them.”*

- **Teachers are ambassadors of social justice and citizenship**

FGDC C9 indicated that teachers are part of the communities and cannot divorce themselves from the social issues in communities. Little (2003) argues that successful Social Science teaching will depend on whether teachers can become agents for community responsiveness in schools. This view was shared by the below verbatim response from participant FGDC C4: *“Yes, as Social Science teachers we are ambassadors of social justice and citizenship.”*

5.8.1.4 Interpretation emanating from Question 4

The fourth question that was posed during the focus group discussions was: ***Have you ever taught at a multicultural school and what was the experience like? Would you take up a teaching post at such schools? If yes, why and if not, why?***

Table 5.6 Question, theme and issues emerging from the data relating to question 4.

Question	Main theme	Issues emerging from the theme
Have you ever taught at a multicultural school and what was the experience like? Would you take up a teaching post at such schools? If yes, why and if not, why?	Multicultural school teaching experience	<ul style="list-style-type: none"> • Pleasant or difficult experience • Relate well to learners because I grew up amongst diverse groups • Not first choice and avoid such schools, rather opt for School Governing Body (SGB) post • Love the active engagement and learners questioning the content • Better understanding of other cultures and building bridges to accommodate other cultures • Comfortable amongst your own • Adapt and learn to respect others

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.4.1 Main theme: Multicultural school teaching experience and taking up a multicultural teaching post

A description of what the participants identified as their experience of teaching in a multicultural classroom and if they would take up a multicultural teaching post.

- **Pleasant or difficult experience**

It was stated by teacher education participant FGDA A5 that the experience was pleasant and enjoyable teaching in a multicultural classroom, but found it challenging at times, depending on the group of learners in the classroom. Ucus (2018) is of the view that diversity in a classroom presents challenges to teachers, and this can only be overcome by training and policies that guide teachers. FGDB B2 had a similar experience with regard to multicultural classrooms and indicated

the following: “Yes, I enjoyed it, even though I found the learners a bit difficult to manage at first. I would definitely take up a post at a multicultural school.”

Teacher education students in South Africa have the privilege of applying for posts and are not placed once they have completed their qualification, consequently denying them the opportunity of intentionally finding them in multicultural settings.

- **Relate well to learners because I grew up amongst diverse groups**

Participant FGDC1 C2 indicated that it was easy to adapt to a multicultural classroom because he related to all learners as he grew up amongst diverse groups. FGDC2 C9 also found it similarly not so challenging to relate to learners in a multicultural classroom, and this will make it easier to accept a post at a multicultural school. Trust is a major issue in most intercultural classrooms. A study by the South African Council for Educators (2017), found that an emotional relationship, especially confidence between educators and their learners in the intercultural classroom, is important in establishing trust between learners and their educators (SACE, 2017). Participant FGDC2 C8 expressed similar sentiments and articulated the following: *“Yes. It was a good experience because I learnt a lot about other cultures, beliefs and customs during teaching practice. I will for sure take a post at a multicultural school.”*

- **Not first choice and avoid such schools, rather opt for School Governing Body (SGB) post**

The participants FGDA A3, FGDB B2, FGDB B3 and FGDC2 C8 emphasised that they have had no exposure to multicultural schools during teaching practice and would not take up such a post. FGDA A4 shared similar sentiments and explained why exposure to multicultural schools is not preferred by teacher education students with the comment: *“No to be honest, I will try to avoid such schools, because I am afraid to go to multicultural schools. I will not take any post at a multicultural school; I would rather take an SGB post, and this was also the reason why I opted not to take a bursary that will force me to take a post allocated by the sponsor.”*

A key finding by Mpisi (2014) reveals that white educators lack the knowledge and skills to teach black learners and seemingly, do not cater for these learners’ life experiences and world view.

With direct bearing on the latter, I am of the view that all teachers should be exposed to training interventions on matters of diversity.

- **Love the active engagement and learners questioning the content**

Teacher education participants FGDB B3, FGDB B5, FGDC1 C3, FGDC2 C7 responded by indicating that the experience in a multicultural classroom was a good experience and the active discussion made the classroom atmosphere vibrant and fun. Learners entering multicultural classrooms are usually already disadvantaged because they have to find ways on how to swiftly understand other learners' cultures, language, habits and customs (Walters & Frei, 2017). Furthermore, participant FGDB B4 with regard to the latter statement mentioned the following: *"Yes, it was a fun experience and I loved the active engagement and the way the learners didn't just accept anything but questioned some of the information in Social Science in such a way that I had to do more research."*

- **Better understanding of other cultures and building bridges to accommodate other cultures**

FGDC1 C2, FGDC2 C6 and FGDC2 C8 saw the experience in a multicultural classroom as eye-opening and overwhelming, because a better understanding of others' cultures and the way they do things was indeed valuable. FGDC1 C3 indicated that it is important not to discriminate against any learners in a multicultural classroom because you need to maintain good relationships in the classroom. Teachers who unite classes with activities both inside and outside of the classroom stand a better chance of boosting learners' achievement and ameliorating the negative effects that have been observed in multicultural classrooms in the past (Awan, 2014). FGDC2 C9 holds similar views and made the following assertion: *"Learners are the same in my eyes; I will take a post in a multicultural school, because we should start to build bridges to accommodate and respect people from different races and cultures."*

- **Comfortable amongst your own**

Participant FGDC2 C10 and FGDA A1 expressed their desire to rather teach in surroundings that they are more familiar with, meaning to teach learners from their own race, culture and socio-background. Similar sentiments were echoed by FGDC2 C7 in the verbatim response below: *"No, I did my teaching practice in the township because I had a choice of school to go to. I felt more comfortable*

among people I can relate to and understand. I will not take a post at a multicultural school if I have a choice, because I feel comfortable amongst a more familiar space and among more familiar people.”

The responses from the teacher education participants are similar to the opinion of Housee (2008) who states that a teacher’s racial identity is an important factor in emotional exchanges. Black teachers are sometimes judged for their ‘loyalties and sensibilities’ with the black community, while white teachers are questioned for their understanding and sympathy with race/racism issues. I observed that some teacher education participants overcompensated to try to win over learners from other races because they felt that it was the right thing to do, in order to show that they were comfortable amongst people from a different race.

- **Adapt and learn to respect others**

FGDC2 C6 indicated the importance of knowing your audience, how to relate to them, and have empathy with their struggles. FGDB B1 agreed with the statement by indicating that engaging with people helps one to know and understand them better. Teachers and Teacher Education Institution should modify teaching materials and use innovated strategies in order to gain learners trust and show respect to learners’ cultures. Such innovations will enhance the relationships in the classroom and learners will feel they are in a safe and respected environment (Multicultural education & curriculum, 2012). Teacher education participant FGDC2 C9 agreed with the latter statement and articulated the following: *“Yes, I enjoyed the experience and I have learnt a lot from that exposure. No different from being at university where we were also in multicultural classes; one just had to adapt and learn to respect other cultures.”*

I made the assumption that teacher education participants are challenged during teacher training on matters of diversity and consequently, have more interaction and engagement with people from different races, cultures and socio-economic groups. This engagement and interaction provide valuable knowledge about diversity.

5.8.1.5 Interpretation emanating from Question 5

The fifth question that was posed during the focus group discussions was: ***What do you regard as the challenges that a newly qualified teacher might face in a multicultural school setting?***

Table 5.7 Question, theme and issues emerging from the data relating to question 5

Question	Main theme	Issues emerging from the theme
<p>What do you regard as the challenges that a newly qualified teacher might face in a multicultural school setting?</p>	<p>Challenges for pre-service teachers in multicultural schools</p>	<ul style="list-style-type: none"> • Understanding different cultures and how to deal with them • Lack of training to deal with diverse groups • Black learners blaming whites for poverty and lack of empathy • Adaptation to school and the surrounding community • Prepare lesson not to offend but be sensitive to all • Lack of training to deal with discipline for different groups • Code-changing not possible in multicultural schools

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.5.1 Main theme: Challenges for pre-service teachers in multicultural schools

This is a description of what the teacher education participants identified as the challenges for pre-service teachers in multicultural schools. The teacher education participants had to indicate challenges that they thought they might face or have faced while teaching in multicultural schools. They had to rely on the experiences while on teaching practice or what they anticipated would be challenges.

- **Understanding different cultures and how to deal with them**

Participant FGDA A1 indicated that a lack of understanding of other cultures and customs could be a challenge for pre-service teachers in multicultural school settings. FGDA A2 and A3 agreed

and indicated that a better understanding of the learners could contribute to successful teaching and learning in a multicultural classroom. In relation to challenges faced in multicultural schools FGDC1 C3 made the following comment: *“ I think we might have a challenge understanding all our learners, because we are not really exposed to multicultural schools during teaching practice.”*

The literature in chapter three emphasised the importance of a good understanding of different cultures in multicultural school settings. The findings of this study provide clear evidence that most of the teacher education participants lacked knowledge about other cultures and consequently, made them susceptible to attack by people from those cultures.

- **Lack of training to deal with diverse groups**

FGDB B1 emphasised that a lack of training to deal with diverse groups could be a challenge for pre-service teachers. The sentiments were also shared by FGDC1 C4, who in turn, indicated that because of the reality of facing multicultural schools, pre-service teachers should deal with this during training. Teaching is a profession that revolves continuously as knowledge and technology changes and require that teachers upskill themselves frequently, thus the opportunities for professional development is critical (Landsman & Lewis, 2011). In relation to the latter statement, teacher education participant FGDA A3 agreed by asserting the following: *“I think it is not easy to manage diverse groups, because we are not trained to deal with diversity, or the training is not adequate.”*

I share the above-mentioned sentiment, that teachers in the multicultural classroom should be provided with knowledge about several cultures of their learners, their experiences, communication styles, and learning approaches that are harmonious for all learners in the multicultural classroom (Multicultural education & curriculum, 2012).

- **Black learners blaming whites for poverty and lack of empathy**

Participants FGDA A2, FGDA A3, FGDB B1 and FGDC1 C5 were blunt and indicated that race plays a major role in how to deal with diversity. Alsubaie (2015) supports the above-mentioned view and argues that teachers should build interactional relationships between them and their learners, in order to allow learners to express themselves and not offend another race group. In corroboration with the latter argument, teacher education participant FGDA A4 mentioned the

following: *“Black learners always blame us whites for the fact that they are poor and want to make our lives difficult or even threaten us.”*

The above-mentioned assumptions are isolated views and not really the view of the majority of South Africans, and those views are in most instances excuses that some ill-informed people use to defend their own limitations with regard to reaching out to diverse people. The view that race plays a role in diversity was not openly shared and the assumption that I could make was that teacher education participants were not ready to engage further on the sub-theme, because not even probing questions could induce further responses

- **Adaptation to school and the surrounding community**

Participant FGDA A2 thought that a challenge could also be a slow adaptation to the school, learners and the community, while FDGC1 C1 believed that pre-service teachers must adapt to the history and traditions of a school if they want to succeed. A study by Perso (2012) indicated that learners are reluctant to participate in activities or speak in multicultural classrooms because they are learning in a new environment, unfamiliar to themselves. This may result in teachers and learners having communication, teaching, and learning challenges, because learners do not acclimatise to the classroom’s atmosphere. The example that FGDB B1 gave was if the tradition at the school was for male teachers to wear ties and a pre-service teacher does not adhere to that tradition, it will make it difficult for the pre-service teacher to feel part of the school. In relation to the adaptation to schools and communities, teacher education participant FGDA A2 made the following statement: *“Quick adaptation to the school and the community and make sure that I know my learners and their circumstances.”* With regard to the latter statement, participant FGDC2 C6 commented: *“we will have to be given proper orientation and training on the ethos and traditions of the school, the learners and the community.”*

My view is that novice teachers feel, in most instances, overwhelmed in their new positions and usually have to deal with many challenges in their new environment; therefore, it will take them longer to adapt. Acceptance and support by parents and other members of the community might assist teachers to adapt quicker to the school.

- **Prepare lesson not to offend but be sensitive to all**

Participants FGDA A2, FGDB B3, FGDC1 C5, FGDC2 C8 indicated that the challenge would be to prepare lessons in such a way as not to offend any group, but to be sensitive towards all races, cultures and groups of people. Teachers need to consider where they might need to make changes to their actual instructional practices, in order to prevent behavioural issues that might occur (Walters & Frei, 2017).

My reflection is that training is vital in addressing this matter because the teacher might not know what would offend the learners. The use of different teaching approaches could also be beneficial to the teachers and might be the ideal tool to avoid offending learners from other cultures.

- **Lack of training to deal with discipline for different groups**

Participants FGDA A1, FGDA A5, FGDB B1, FGDC1 C1 and FGDC1 C3, indicated that the South African education system is silent on disciplinary measures in schools, and the lack of clarity with regard to applying discipline would make it difficult in multicultural schools. Of all the things teachers are expected to do during their professional life, classroom discipline is perhaps the most significant and is clearly of concern to many parents and teachers alike (Landman & Lewis, 2011). In relation to the latter mentioned view, teacher education participant FGDC2 C10 agreed and articulated the following: *“I think we will have challenges dealing with difficult learners from other cultural groups, due to a lack of understanding of how to discipline diverse learners; that is one thing our training lacks and to now deal with diverse groups, will make it even more difficult.”*

The South African education system’s lack of policies that give guidance to teachers on how to deal with diversity is of great concern; thus, the fear and reluctance of some student teachers to embrace diversity in schools.

- **Code-changing not possible in multicultural schools**

FGDC2 C9 made a very interesting observation that a challenge some pre-service teachers will encounter will be not to be able to code-change during a lesson, to try to explain certain areas of content that learners find difficult to grasp. The participant indicated that some teacher use code-

change to try to explain things in class and because the class has learners who do not understand a particular language, this will not be possible. Teacher education participants FGDC1 C4, FGDC2 C6 and FGDC2 C7 agreed with the sentiment and added that in many instances a teacher prefers to explain some issues in a different language but are unable to do so, due to the diversity in the classroom. If teachers and learners in the multicultural classroom have different verbal styles of communication, then they cannot understand and express themselves directly and clearly to one another; thus, the result is that students have low academic accomplishment (Multicultural education & curriculum, 2012). Learners' achievements and progression in multicultural schools may also be negatively affected if they are taught in their second or third language and they lack proficiency in that particular language (Alsubaie, 2015).

I observed that the mentioned sub-theme featured only in the focus group discussions, of the black teacher education participants and realised that the need to change during a lesson to their own indigenous language comes to mind, but due to the diversity in the classroom it would not be possible.

5.8.1.6 Interpretation emanating from Question 6

The sixth question that was posed during the focus group discussions was: ***Have you ever come across the term social justice during your training as a teacher? What is your opinion of social justice and its role in the teaching of a subject, such as Social Science?***

Table 5.8 Question, theme and issues emerging from the data relating to question 6

Question	Main theme	Issues emerging from the theme
Have you ever come across the term social justice during your training as a teacher? What is your opinion of social justice and its role in the teaching of a subject, such as Social Science?	Social justice in the teacher training curriculum and its role in a subject, such as Social Science	<ul style="list-style-type: none"> • Social justice is about equal allocation of resources and fair distribution of everything to all citizens • Developing better citizens • Social justice in South Africa is different from that in other countries

		<ul style="list-style-type: none"> • Uneven playing field will perpetuate social challenges • Social justice consideration is key in social science, and social justice key in communities • Social justice considerations key in developing better citizens • Social justice in South Africa is different from that in other countries
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The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.6.1 Main theme: Social justice in teacher training and its role in a subject, such as Social Science

A description of the teacher education participants' engagement with the term social justice during their teacher training programme and what role social justice can play in a subject, such as Social Science.

- **Social justice is about equal allocation of resources and fair distribution of everything to all citizens**

Participants FDGC1 C5 and FGDC2 C10 indicated that their understanding of the term, which they came across on other platforms, has to do with the equal allocation of resources and the fair distribution of everything to all citizens of a country. They referred to South Africa and South African learners as typical examples of a need for social justice consideration, due to the unequal society South Africa is. FDGC2 C8 further strengthened the argument by indicating that fair allocation would mean competing on an equal footing. Teachers need to understand learners' underlying values and ideas about diversity; their own experiences of development and social justice issues; and their understandings about local and global injustices and inequalities, in order

to ensure meaningful classroom dialogue and to facilitate learning (Clarke & Drudy, 2006). The teacher education participant FGDC2 C9 agreed with the latter statement and added the following: *“I think that if we apply social justice that will mean that schools in the townships must get more resources from government, than the former white schools.”*

I believe that the teacher education participants had a good understanding of the term social justice, but they were reluctant to engage further on the role of social justice in the teaching of Social Science.

- **Uneven playing field will perpetuate social challenges**

School leadership should not simply be about process, models, standards, and effectiveness. While these are important and not necessarily mutually exclusive, school leaders also need to be concerned with substantive matters; for example, issues of inequality and racism, or whatever is pressing and particular to the communities their schools serve (Gunter, 2016). With this in mind, teacher education participant FGDC1 C2 made the following verbatim response to the question in order to justify why social justice is essential in a subject, such as Social Science: *“An uneven playing field will just perpetuate the social challenges of societies.”*

Teacher education participants FGDC1 C3, FGDC1 C5 and FGDC2 C7 are of the view that social inequalities exist between ethnic or religious groups, classes and countries, thus making the concept of social inequality a real challenge for the South African government.

Schools have unfortunately, often been sites where forms of racism and social injustices have been perpetuated in South Africa.

- **Social justice consideration key in Social Science and social justice key in communities**

Education programmes seem to be adding statements about the importance of social justice to their mission, and a growing number of teacher education programmes are fundamentally oriented around a vision of social justice. The term is therefore used a lot in multicultural settings to address matters of diversity and equality in communities. Hytten and Bettez (2011) argue that despite all the talk about social justice of late, it is often unclear in any practical terms what we

mean when we invoke a vision of social justice or how this influences such issues as programme development, curricula, practicum opportunities, educational philosophy, social vision, and activist work.

Teacher education participants FGDA A3, FGDB B1, FGDB B3 and FGDC1 C3 in this study said that they had heard of social justice on other platforms but not as part of their teacher training programme. FGDC1 C5 indicated that the term came up several times in debates related to communities and on television, when people refer to disadvantaged communities. Teacher education participant FGDA A2 disagreed with the latter statement and indicated the following: *“No, but I think the first time I heard of social justice, might have been on television in a programme that discussed poverty in townships.”*

I am of the view that despite the significant volume of social justice work in education, one of the pieces of the puzzle that seems to be missing is genuine dialogue across various positions that help us to build on each of their strengths, as well as to better acknowledge challenges and reflect on the complexities of education for social justice.

- **Social justice considerations key in developing better citizens**

FGDC1 C5 and FGDB B2 indicated that they agreed that social justice considerations are key to addressing the inequalities of communities and pave the way to creating better citizens. FGDC2 C7 further indicated that social justice has a significant role to play in a subject, such as Social Science, because it deals with society, the human being and the environment. Social Science education is “the pedagogical practice of guiding learners toward critically discussing, examining, and actively exploring the reasons behind social inequalities and how unjust institutional practices maintain and reproduce power and privilege that have a direct impact on learners’ lives” (King & Kasun, 2013). In relation to hearing about social justice, teacher education participant FDGA A1 expressed the following: *“No, I haven’t heard of social justice. I think social justice can play a role because equality is very important if we want education to succeed.”*

On reflection of the latter sub-theme, I feel that a better understanding of social justice in education can hopefully contribute to opening up new angles for seeing and new possibilities for engaging with one another across different passions, commitments and agendas.

- **Social Justice in South Africa different from that in other countries**

Participants FGDA A1, FGDB B1, FGDB B4 and FGDC2 C8, are of the opinion that social justice in South Africa is different from that in other countries and therefore, its role in addressing the inequalities in South Africa should be viewed differently from other countries. Evidence shows that inequality in South Africa is structurally embedded, with race taking preeminence (Govender, 2016). In relation to the latter statement, teacher education participant FGDA A4 shared similar sentiments in expressing the following: *“No, but I think it is essential to know your learners and their socio-backgrounds in order to understand how to teach them, and social justice is key in that regard, and for a subject, such as Social Science, I think social justice considerations are key. I think in our training to become teachers, we need to learn more about social justice, because in South Africa, I don’t think you will find a school or classroom consisting of learners from the same race, culture and/or socio-economic background, unless it is a private school, that caters for a specific group.”*

South Africa has a unique history of race and race relations compared to other countries, in that segregation was legislated, and perpetrators were protected by legislation and could therefore not hide it. With the dawn of democracy in South Africa (April 1994), many citizens struggled to unlearn those alien habits and special programmes were implemented by the South African government to redress the injustices of the past, e.g. quotas in sports (inclusion of different races/groups in teams), affirmative action in the workspace (appointment of people from designated groups), etc.

5.8.1.7 Interpretation emanating from Question 7

The seventh question that was posed during the focus group discussions was: ***Do you think social justice considerations should be taken into account in preparing teachers for the challenges they may face in multicultural school settings?***

Table 5.9 Question, theme and issues emerging from the data relating to question 7

Question	Main theme	Issues emerging from the theme
Do you think social justice considerations should be taken into account in preparing teachers for the challenges they may face in multicultural school settings?	Social justice considerations, to assist in teaching in multicultural schools	<ul style="list-style-type: none"> • Most SA schools are multicultural schools • Help teachers to learn more about learners, parents and the community • Social justice considerations can develop better citizens • Develop better citizens • Dealing carefully with fragile minds • Confronted with real issues of inequality • Growing up in poverty, better understanding of deep-rooted challenges

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.7.1 Main theme: Social justice considerations, to assist in teaching in multicultural schools

A description of what the teacher education participants' responses on whether social justice considerations would assist with teaching in multicultural schools.

- **Most SA schools are multicultural**

Participants FGDA A1, FGDA A4, FGDB B3 and FGDB B4, think that social justice considerations will assist with teaching in multicultural schools, because most schools in South Africa have already transformed into multicultural schools since 1994, with the dawn of democracy. Similarly, to the statement made by the latter participants, teacher education participant FDGA A2 expressed comparable sentiments: *"most schools are multicultural, especially the schools in urban*

areas. I think there are schools in the townships that possibly still have learners mostly from the same race, culture and/or socio-economic background.”

The first democratic elections in 1994, signaled the desegregation of schooling in South Africa. The opening of schools to all race groups, especially historically white schools, resulted in the movement of learners, from predominantly black residential areas, to historically white schools, located in former white residential areas (Alexander, 2016). Subsequently, more and more schools became multicultural in South Africa, resulting in the need to train teachers accordingly.

- **Help teachers to learn more about learners, parents and the community**

FGDA A5 was of the view that social justice considerations would assist with teaching in multicultural schools, because teachers with more knowledge about their learners, their parents and the community will succeed in the multicultural school. FGDC2 C10 indicated that social justice considerations are vital, because teachers will realise that all learners are not on the same level socially, economically, and emotionally and that teachers should take this into consideration when they engage with the learners. FGDA A3 agreed with the latter statement but was of the view: *“That teachers must first learn what social justice is all about. I would want to be equipped with all the required knowledge before I start at a multicultural school.”*

McDonald and Zeichner (2009) have explained that social justice teacher education shares certain goals with multicultural education but is conceptually distinct, in that social justice teacher education pays more attention to societal structures that perpetuate social injustices than issues of cultural diversity. This was evident in the findings of this study and clearly requires deeper discussions amongst all stakeholders in education.

- **Social justice considerations can develop better citizens**

It was argued by teacher education participants FGDB B1, FGDB B2, FGDC C4, FDGC1 C5 and FGDC2 C6 that teachers will face challenges in multicultural schools, because teaching is about developing the learners to become better citizens and social justice considerations should be helpful in that process. In relation to the latter argument, teacher education participant FGDC2 C7 stated the following: *“The majority of the learners come from the same unequal, poorly resourced*

communities, and dealing with those injustices in the classroom would inspire them to address them and learn from them.”

Despite various associations with teaching for social justice, an agreement exists about its purpose or goal, which is to eliminate educational inequalities among the poor, middle, and wealthy economic classes; and the privileged and powerless; as well as eradicating punitive forms of school accountability (Zeichner, 2011). With more than two decades into the democratic dispensation, South Africa’s education system still lacks effective programmes to address this very important objective.

- **Dealing carefully with fragile minds**

Teacher education participants FGDB B5, FGDC1 C2, FGDC2 C8, FGDC2 C9 and FGDC2 C10 reiterated the idea that mind-sets need to be correctly set in a positive framework; not to transfer pre-conception ideas that would damage the fragile minds of those intermediate phase learners. In relation to the latter, participant FGDB B1 made the following verbatim remark on whether social justice considerations can assist teaching in multicultural schools: *“Teachers will for sure face challenges, because they are tasked to help develop better citizens; it is therefore important that teachers deal carefully with those fragile minds and having an understanding of the learners and their socio-economic backgrounds would be ideal and social justice could be that vehicle.”*

A different strategy in examining the views of high school teachers regarding incorporating controversy into their classroom debates is recommended (Byford, Lennon & Russel, 2009). I noted that all the teachers believed in developing knowledgeable and open-minded citizens but were less confident about teaching controversy.

- **Confronted with real issues of inequality**

Teacher education participants FGDB B1, FGDC1 C1, FGDC1 C4, FGDC2 C7 and FGDC2 C9 explicitly highlighted that they were usually confronted daily with real issues of inequality in multicultural schools. Participant FGDB B4 touched on a very sensitive matter in responding to the question of the role of social justice in teaching in multicultural schools, by indicating that: *“Social justice deals with fair allocations and to create equal life opportunities in the modern South African classroom, teachers*

will be confronted with real inequality; learners that can afford things and some who rely on the only meal that is offered at the school.”

Teaching for social justice as meeting the needs of individual learners, is based on the consideration of individual learners, as independent of broader institutional structures. This also places more emphasis on the distribution of educational resources and opportunities, rather than on the impact of structural domination and oppression (McDonald & Zeichner, 2009). In relation to the latter argument, I am of the view that the South African government should prioritise resource allocation to underprivileged schools, so as to avoid overcrowding in well-resourced schools.

- **Growing up in poverty; a better understanding of deep-rooted challenges**

Participants FGDB B3, FGDB B5, FGDC1 C2, FGDC1 C5 and FGDC2 C6 touched on a similar issue that relates to the previous response and agreed that some teachers, mostly the black and coloured teachers, who grew up in the townships, were aware of the deep-rooted challenges that some learners face. Consequently, social justice considerations would play a role in highlighting the plight of those learners. Garcia and Michaelis (2011) aver that schools are regarded as safe spaces for learners to debate and air their views and this should be encouraged because it affords learners the opportunity to receive diverse views, opinions and experiences, and that will enhance their teaching and learning. In relation to this matter, teacher education participant FGDC2 C9 made the following assertion: *“If we know our learners’ backgrounds, we will have a better understanding of them, and it will contribute to successful teaching and learning.”*

I reflected on the fact that participants who grew up in previously underprivileged communities related easily to learners coming from similar backgrounds, while teacher education participants from privileged backgrounds could not identify with issues of poverty and marginalisation.

5.8.1.8 Interpretation emanating from Question 8

The eighth question that was posed during the focus group discussions was: ***Social Science as a subject deal with different topics. Some can be controversial in nature. Are you comfortable with teaching about something that is against the beliefs and customs of what you have been taught during your upbringing? If yes, why and if not, why?***

Table 5.10 Question, theme and issues emerging from the data relating to question 8

Question	Main theme	Issues emerging from the theme
Social Science as a subject deal with different topics. Some can be controversial in nature. Are you comfortable with teaching about something that is against the beliefs and customs of what you have been taught during your upbringing? If yes, why and if not why?	Social Science and the teacher's beliefs and socio-background	<ul style="list-style-type: none"> • Sensitive to the fragile brains that teachers work with • Moving out of one's comfort zone • Exposing the teacher to the learners and creating tension • Healthy debate in Social Science classroom • Close relation between coloured and black communities provide better understanding between the two groups • Compelled to teach all content

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.8.1 Main theme: Social Science and the teacher's beliefs and socio-background

A description of what the participants views on the teaching topics or issues that go against their beliefs, and customs of what they have been taught during their upbringing.

- **Sensitive towards the fragile brains that teachers work with**

It emerged during the discussions in the focus group that participants FGDA A1, FGDB B2, FGDB B3, FGDC1 C5, FGDC2 C8 and FGDC2 C10 have no real reservation about teaching what is regarded as outside the boundaries of what your belief is but indicated that teachers need to be cautious in dealing with controversial topics, because they are working with developing brains that are easily influenced. Social sensitivity is the personal ability to perceive, understand, and respect the feelings and viewpoints of others. Teachers are increasingly required to both teach and manage issues in schools that are of a sensitive and/or controversial nature (Lynagh, Gilligan & Handley, 2010). In relation to the latter statement, teacher education participants FGDA A2 and FGDB B1 share the same sentiments, that the teaching of sensitive content is not the issue but the way the teacher presents it would be critical in order to avoid negative propaganda planting.

The current population of teachers is thus mixed in their level of education and training. Evidence suggests that increasing education training in sensitive issues, can greatly improve both teacher knowledge and their ability to educate students on these issues.

- **Moving out of one's comfort zone**

Teacher education participants FGDA A4, FGDC1 C4, FGDC1 C5, FGDC2 C7 and FGDC2 C9 indicated that Social Science teachers should be able to move out of their comfort zone, because some of the Social Science content is controversial and one cannot therefore avoid controversy. Abu-Hamdan and Khader (2014) indicate that the Social Science classroom is an ideal platform from which learners can establish a foundation of critical thinking; problem solving; decision making; global awareness; civic knowledge and empathy. In concurrence with the above, teacher education participant FGDC1 C2 made the following contribution: *"Yes, I am comfortable about teaching any topic but will just have to prepare well and allow differences of opinion in class."*

On reflecting on the sub-theme, it emerged that the majority of the teacher education participants avoid uncomfortable terrains and prefer the known, while some prefer to explore and learn more about matters of diversity.

- **Exposing the teacher to the learners and creating tension**

The teacher education participants FGDA A3, FGDA A5, FGDB B1, FGDB B3 and FGDB B5 totally disagreed with the sentiment of teaching something that goes against your beliefs and customs, because it would be very difficult to present. They further argued that they would not want to expose their lack of knowledge in front of the learners, and that the teaching of such topics would create unnecessary tension in the classroom. Controversial issues produce contradictory clarifications based on alternative value structures and can also acutely split the communities (Mhlauli, 2011). In relation to this statement, the teacher education participants concurred and made the following statement: *“Controversy in the classroom will only create tension and will hinder teaching and learning and to avoid it, I would prefer to stick to topics that sustain harmony in the classroom.”*

Avoidance of controversy for the sake of harmony in the classroom and fear of reprisals from the learners are some of the factors in the Social Science classroom, and teacher education participants are not sure how to manage it.

- **Healthy debate in Social Science classroom**

The teacher education participants FGDA A1, FGDB B1, FGDB B4, FGDC1 C1, FGDC1 C3 and FGDC1 C4 indicated that to teach content that you not comfortable to teach would develop the teacher further and facilitate healthy debates that such topics generate; this could be valuable in the nation-building process of our country. Barton and Levstick, (2011) advise that teachers should empower their learners by providing them with skills to debate issues, providing discussion techniques and teach learners to respect and accept disagreement. With reference to the above-mentioned matter, teacher education participant FGDC2 C7 articulated the following in support of debate in the Social Science classroom: *“Yes, I will teach any topic; I must just do proper research and try to give as many perspectives as possible, thus allowing discussion in the classroom without creating animosity among the different learners in my classroom.”*

Comparable to the arguments of the teacher education participants, I am in support of healthy debate in the Social Science classroom. The literature mentioned in chapter 2 and 3 supports the

notion and belief that the character of both the learners and the teachers is built in such an environment.

- **Close relation between coloured and black communities provides better understanding between the two groups**

Teacher education participants FGDB B1, FGDB B3, FGDC1 C3, FGDC1 C4 and FGDC2 C9 responded by highlighting the close relations between coloured and black people in South Africa, indicating that in some communities, these two races stayed very close to each other and therefore shared common customs and beliefs. Consequently, teaching about their respective cultures, beliefs and customs would not be very difficult. At times, coloured and black people have been able to evoke superordinate goals beyond those used to unify their own groups. These goals have brought both communities together, particularly in the struggle against apartheid, with some coloured and black persons able to come together and actively resist policies that adversely affected each of their groups (Brown, 2020). In relation to the sub-theme, teacher education participant FGDB B5 indicated the following: *“I know poverty and I know how to overcome it. If I have to face poverty and come face-to-face with people who are in difficult situations, I think I would be able to deal with it. As a teacher, you need to be part of something to understand it.”*

- **Compelled to teach all content**

It emerged from the discussions that teacher education participants FGDA A5, FGDC1 C1, FGDC1 C4, FGDC1 C5 and FGDC2 C6 that there should not be a choice on what to teach and what to exclude, because all the topics in Social Science are important and therefore, should be taught to the learners. Good lesson preparation, well researched content, and suitable teaching strategies could make the teaching of any topic possible. Byford, Lennon and Russell (2009) think it is valuable to teach all content, irrespective if it is controversial, because Social Science content is viewed as a vehicle for preparing learners to avoid or resolve conflict and to look for peaceful solutions.

If all content is not taught the learners in the intermediate phase, they will not have any Social Science foundation and consequently, decide to abandon the subject in high school.

5.8.1.9 Interpretation emanating from Question 9

The ninth question that was posed during the focus group discussions was: ***Let's discuss your teacher training that you have had, to date. Did you come across topics related to diversity, social justice, and multiculturalism and to what extent did you find it relevant and applicable for preparing you for your first teaching position?***

Table 5.11 Question, theme and issues emerging from the data relating to question 9

Question	Main theme	Issues emerging from the theme
Let's discuss your teacher training that you have had to date. Did you come across topics related to diversity, social justice, and multiculturalism and to what extent did you find it relevant and applicable for preparing you for your first teaching position?	Diversity, social justice, and multiculturalism in the teacher training curriculum	<ul style="list-style-type: none"> • Not to the extent of assisting with a better understanding of it • Facing it daily; an unavoidable part of our daily lives • Proper training on these matters • Engaging in a mature manner with society • Topics are relevant in South African teaching; teachers are part of communities by default

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.9.1 Main theme: Diversity, social justice, and multiculturalism in the teacher training curriculum

A description was given of the teacher education participants' responses on their teacher training programme and whether they had any engagement with topics related to diversity and social justice.

- **Not to the extent of assisting with a better understanding of it**

With reference to the participants' own training to become teachers, and their engagement with topics related to diversity and social justice, teacher education participants FGDA A2, FGDB B1, FGDB B4, FGDC1 C2, FGDC1 C4 and FGDC1 C6 indicated that the engagement with such topics was not to the extent that it could have assisted them in dealing with them in their teaching careers. Developing only functional literacy, without critical literacy, keeps social injustice unchallenged. Focusing too heavily on critical literacy without functional literacy might fail to empower learners to take powerful legal, socioeconomic, and ethical positions that enable them to effectively advocate social justice (Gay, 2012a). FGDA A3 confirmed that the detail with which they engaged those topics was lacking, and the verbatim response sums it up: *“Yes, and I think we could have had a much more detailed exposure; it would have assisted me and given me confidence for next year, especially if I am to teach in a multicultural school.”* Furthermore, teacher education participant FGDA A5 concurred with the latter view and expressed the following: *“Yes, but I don't think I remember most of it because I don't think we went into detail.”*

The findings reveal that the majority of the teacher education participants never really taught that social justice, diversity and multiculturalism would be important terms in the South African classroom and in particular, the Social Science classroom.

- **Facing it daily; an unavoidable part of our daily lives**

It emerged during the deliberations in the focus group discussions that participants FGDB B1, FGDB B4, FGDC1 C5, FGDC2 C9 and FGDC2 C10 were taught those topics during their teacher training programme, and further indicated that those topics are also part of every person's daily life; therefore, their relevance to teacher training. FGDB B2 concurred and indicated that those topics are part of the day-to-day lives of people and that they are even confronted with them in their daily engagements with fellow students. Lee (2011) argues that to better prepare teacher candidates to teach for social justice, teacher training institutions need to know students' understandings of social justice embedded in their personal histories, as well as their past and current learning experiences, which is vital for successful teaching and learning. Teacher

education participant FGDB B3 shared similar sentiments with the following statement: *“Even if we had not touched on those in our training, it is part of our lives as South Africans. It is unavoidable and we just cannot shy away from it because South Africa is still largely divided on racial grounds.”*

- **Proper training on these matters**

The teacher education participants FGDC1 C1, FGDC1 C3, FGDC1 C4, FGDC2 C7 and FGDC2 C9 are of the opinion that the teacher training scratched only the surface with regard to training on diversity and related topics. The indication is that a more in-depth training course on diversity and social justice matters would be valuable to any teacher. From the perspective of social justice, teaching practice involves an amalgam of knowledge; interpretive frameworks; teaching philosophies, approaches, and skills; and co-operation with and for learners, parents, colleagues, and communities (Cochran-Smith, Shakman, Jong, Terrell, Barnatt & McQuillan, 2009). In relation to the latter, teacher education participant FGDB B1 made the following statement: *“Should be a stand-alone subject in teacher training, not as part of other subjects.”*

- **Engage in a mature manner with society**

It emerged during the discussions, that teacher education participants FGDB B5, FGDC1 C4, FGDC2 C7 and FGDC2 C9 engaged with those topics and they were well equipped as teachers to discuss matters of diversity in a mature manner with society. The participants further indicated that some teachers do not want to engage with these matters in society and even in class, because they are not fully equipped and lack courage on how to engage in meaningful discussions with others. The classroom is an opportune space for democratic literacy learning, in that learners can practise making decisions across their differences and subsequently, become politically enlightened and engaged citizens who can transform their communities and society (Parker, 2006). Teacher education participant FGDC2 C8 stated the following on the mentioned sub-theme: *“If I had a good knowledge of those topics, I would not have any fear of dealing with controversial topics in Social Science.”*

- **Topics are relevant in South African teaching; teachers are part of communities by default**

Participant FGDC1 C5 indicated that topics of diversity and social justice are synonymous with South African teaching; furthermore, other teacher education participants FGDC2 C6; FGDC2 C8 and FGDC2 C9 concurred and indicated that teachers are working in communities and deal with social justice matters daily. Gay (2012a) reaffirms the importance of communities in the education project and argues that learners need education that empowers them to resist conformity and explains why it is especially important in the 21st century. I am of the view that the teaching project is a partnership and requires the involvement of everyone, if the objective is to develop effective citizenship. Teacher education participant FGDC2 C10 agreed with the latter statement and made the following assertion: *“Teachers are all ex-officio members of their communities and therefore have a responsibility towards their communities.”*

5.8.1.10 Interpretation emanating from Question 10

The tenth question that was posed during the focus group discussions was: ***Do you think that the knowledge and skills you have acquired during your practice teaching sessions, have equipped you to deal with the teaching of controversial issues in Social Science?***

Table 5.12 Question, theme and issues emerging from the data relating to question 10

Question	Main theme	Issues emerging from the theme
Do you think that the knowledge and skills you have acquired during your practice teaching sessions, have equipped you to deal with the teaching of controversial issues in Social Science?	Equipped with skills to teach controversial Social Science topics	<ul style="list-style-type: none"> • Avoided the preparation of controversial lessons • Heated debate, discussions and differences of opinions in my Social Science class • Teaching practice at different schools is advantageous • More could be done to encourage student teachers to teach controversial topics

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.10.1 Main theme: Equipped with skills to teach controversial Social Science topics

A description of what the teacher education participants' responses were on whether the skills that they acquired during teacher training equipped them to teach controversial Social Science topics.

- **Avoided preparing controversial lessons**

Teacher education participants FGDA A2, FGDA A4, FGDB B1 and FGDC2 C6 all indicated that the skills did not equip them sufficiently to be able to teach controversial topics with conviction. They further felt that they would rather avoid preparing controversial lessons. Ajiboye (2009) makes the statement that a disavowal of participation as citizens in a democracy is because of the lack of discussing controversial issues in schools. Teacher education participant FGDA A1 shared the following: *"No, I avoided preparing controversial lessons during teaching practice because I don't want to expose my lack of knowledge to the learners. I think one also avoids those topics for fear of reprisals."*

To ignore the problem will not solve it and effective in-service training and proper planning of such lessons are required. Support from experienced colleagues is also recommended.

- **Heated debate, discussions and differences of opinion in my Social Science class**

It emerged from the discussion that teacher education participants FGDA A3, FGDB B1 and FGDC1 C1 that the teacher training programme had sufficiently prepared teachers to teach controversial topics, but perhaps some teachers just don't want to use the skills to good effect. To incorporate controversial issues into your lesson requires planning and not impromptu decision (Milkow, 2006). Teacher education participant FGDC2 C9 shared the sentiment of the majority of the participants, with the following comment: *"I once had a heated debate in my Social Science classroom, and I think I managed the situation very well, and I later discussed it with my mentor teacher."*

I maintain that debate, discussions and differences of opinion are part of the Social Science classroom; teachers should find strategies on how to manage debate and discussions in classrooms effectively, without compromising teaching and learning.

- **Teaching practices at different schools is advantageous**

Participants FGDB B1 and FGDB B2 shared with the group the fact that they did their teaching practice at different types of schools, prepared them to face any challenge. They felt comfortable about teaching controversial Social Science topics and in any type of school setting. Participant FGDC2 C10 concurred with the above-mentioned participants and indicated that teaching practice prepared him for any challenge he might face. The teaching of controversial issues assists learners to have a clear understanding of the global world and also provide teachers with opportunities to make curriculum content relevant and enjoyable (Abu-Hamad & Khader, 2014). Teacher education participant FGDB B2 expressed the following on the sub-theme: *“I went to a former model C school for my teaching practice and the learners had tablets instead of textbooks, and the next TP session I chose a township school. I could see a big difference, but I felt equipped to deal with the challenges of the township school and actually enjoyed my time there.”*

The latter articulation reaffirms the view that teacher education students can adapt and teach in multicultural schools if they are trained well and orientated for diverse settings.

- **More could be done to encourage student teachers to teach controversial topics**

Participants FGDC1 C2 and FGDC2 C8 made their thoughts known, that they feel the training was not adequate and much more could be done to prepare student teachers on how to teach controversial Social Science topics. They proposed that Social Science student teachers should use the micro lesson to up-skill themselves on how to teach controversial topics because the audiences in the micro lessons were usually small and easy to manage. Abu-Hamdan and Khader (2014) assures us that teachers should be made aware, that subject content relevance to society and illustrations showing how subject content links up with contemporary societal issues is vital if learners are to retain knowledge in a Social Science classroom of the intermediate phase. Teacher education participant FGDC1 C4 said the following in support of exposure to

controversial topics: “No, we never really engaged in how to deal with controversial topics in Social Science. I think this should be part of the Social Science curriculum of our training programme.”

It emerged from the findings that effective training; support from education authorities; school management teams (SMT) in the form of policies; and acceptance by communities are key elements in ensuring the teaching of controversial Social Science topics.

5.8.1.11 Interpretation emanating from Question 11

The eleventh question that was posed during the focus group discussions was: ***Still, with regard to your training, to what extent have you equipped yourself with knowledge about diversity (race, culture, religion, sexual orientation and customs), to be able to take up any post in any geographical area of South Africa?***

Table 5.13 Question, theme and issues emerging from the data relating to question 11

Question	Main theme	Issues emerging from the theme
Still, with regard to your training to what extent have you equipped yourself with knowledge about diversity (race, culture, religion, sexual orientation and customs), to be able to take up any post in any geographical area of South Africa?	Teacher equipped themselves with skills and knowledge to deal with diverse classrooms in South Africa.	<ul style="list-style-type: none"> • Gained a lot of knowledge through interaction with others • Know and respect diversity • Improve the training on diversity • Limited knowledge about diversity • Bursary conditions compel you to train yourself on diversity because it might come in handy once you find yourself in such an environment • Exposure to different lecturers during training provides good exposure

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.11.1 Main theme: Teacher equipped themselves with skills and knowledge to deal with diverse classrooms in South Africa

A description of the teacher education participants' views on the extent to which they equipped themselves with knowledge and skills, to manage a multicultural classroom.

- **Gained a lot of knowledge through interaction with others**

The teacher education participants FGDA A2, FGDB B1, FGDB B5, FGDC1 C1 and FGDC1 C4 indicated that teachers should take responsibility for their own training and if a programme lacks certain content, you should equip yourself by reading up and doing your own research on the topics. Teacher education participant FGDA A4 agreed with the latter speakers and added that people cannot always rely on getting everything from the notes and textbooks, but you would have to do self-study on some issues so as to be conversant with them. Awan (2014) suggests a few pointers to teachers on how to encourage debate in the Social Science classroom and indicate that discussions in pairs, round tables, panels, fishbowls and cooperative learning are examples that can be effective. In concurrence with the above, teacher education participant FGDA A5 articulated the following: *“I always read-up about diversity and I think I have gained a lot of knowledge about other races, cultures, customs and religions. Just the other day, I read-up on the Muslim faith, because during TP I had a Muslim learner in my class, and I wanted to know more and have a better understanding of how he thinks and odd things.”*

Therefore, I am of the view that knowing how to manage diverse classrooms productively is an important skill for Social Science teachers.

- **Know and respect diversity**

Participants FGDA A3, FGDB B1, FGDB B5, FGDC1 C5 and FGDC2 C8 were of the view that teachers must acquaint themselves with the different types of learners they will have in the classroom and develop respect for diversity, because this is not going to go away. An open format of debate and encouragement can be productive in any Social Science classroom and it will also assist learners to craft informed person belief, develop tolerance for diversity (Barton & Levstick, 2011). FGDC1 C1 mentioned the same in another group discussion and indicated that as a teacher, you cannot

ignore the fact that you are like a mother or father to all learners, irrespective of their race, culture or economic status. In concurrence with the majority of the participants, FDGA A1 made the following comment: *“I think it is important to know about the different races, cultures and religions, because I don’t think there will be only Christians in your classroom. You might even have learners that don’t believe in God in your classroom.”* In addition to the statement by FGDA A1, teacher education participant FGDC2 C10 said the following: *“I think I will have to learn more about diversity; I am not sure I have learnt enough. For instance, if I have to go to Kwazulu-Natal and I know nothing about the predominant Zulu group and their way of doing things, I might be in trouble adapting to that environment.”*

It emerged from the findings that different race groups in South Africa have different approaches to people from other cultures; therefore, different approaches might be required for successful teaching and learning in the Social Science classroom. Teachers will have to rely on different approaches, with factors, such as class size and geographical area taken into consideration.

- **Improve the training on diversity**

Participants FGDA A3, FGDB B1 and FGDC1 C1 were of the view that the training on diversity should be improved and it should cover all races, cultures and religions of a particular country. They are not so sure that student teachers should find their own ways of acquiring those skills. Learning about other cultures, beliefs and customs requires regular interaction between the individuals (Lee, 2014). In concurrence with the above, teacher education participant FGDB B3 made the following statement: *“My knowledge about other diverse groups is limited but the best way to learn is to be among people. I think more engagement in the lectures on those topics would assist all student teachers.”*

Reflecting on the latter, I am of the view that interactive social awareness programmes at universities might contribute significantly to the quicker dissemination of knowledge than formal programmes.

- **Limited knowledge about diversity**

Teacher education participants FGDC1 C5, FGDC2 C6 and FGDC2 C8, indicated that knowledge on diversity is limited and therefore it is difficult to engage on matters of diversity. The participants further indicated that living amongst different races and having them around daily, would give people insight into how to deal with diversity. In relation to latter, teacher education participant FGDB B4 shared the following: *“My knowledge about diversity and matters of diversity is limited and I think short courses in the final year of study would assist in developing deeper knowledge and applying it while it is still fresh in the mind.”*

In agreement with the sub-theme and as a possible solution, Lin and Bates (2014) postulate that teachers all over the world are faced with learners from diverse backgrounds, whether it is capabilities, culture, socio-economic status, and religion among many other things. Regardless of the type of diversity that teachers face, they need to be aware of and be willing to learn about the diversity. I believe that teachers in South Africa encounter more and more learners from culturally diverse backgrounds, therefore continuous training and development is vital.

- **Bursary conditions compel you to train yourself on diversity because it might come in handy once you find yourself in such an environment**

It emerged from the findings that the South African government has realised that teachers from different races, cultures, religions, and social and economic backgrounds are needed. Participant FGDC2 C6 shared that the bursary conditions is a motivation to equip yourself with knowledge on diversity, because the FUNZA LUSHAKA Bursary from the Department of Basic Education in South Africa requires that student teachers make themselves available for placing anywhere in the country. You are made aware that on reception of the bursary, you can be placed where your skills are required, at any public school in the country and therefore, you might be placed somewhere that is unfamiliar to you. Other teacher education participants FGDA A2, FGDA A5, FGDB B1, FGDC1 C2 and FGDC2 C7, praised the initiative and indicated that the spread of teachers to all corners of the country might contribute to the equal distribution of resources to underprivileged areas and thus address the integration of all race groups into previously no-go areas. In relation to the latter, teacher education participant FGDC2 C6 shared similar sentiments: *“FUNZA LUSHAKA might send me to any place in the country and I will not have time to acquaint myself*

with the learners from that area, so prior research and knowledge will assist me to adapt to those foreign environments, if I train myself with matters of diversity.”

- **Exposure to different lecturers during training provides good exposure**

The majority of the teacher education participants FGDA A4, FGDB B3, FGDB B5, FGDC1 C3, FGDC2 C6 and FGDC2 C7 indicated that student teachers are exposed to diversity and that they should use the skills and knowledge appropriately. Teacher education participant FGDA A2 agreed with the latter statement and indicated the following: *“... during our training we are exposed to different lecturers from all walks of life; we even had foreign nationals training us and I think that in itself is exposure to different ways of thinking and engaging with them.”*

Mupa and Chinooneka, (2015) emphasise why exposure to different trainers is effective by indicating that effective teachers exhibit humour, enthusiasm, compassion, empathy and are interested in and concerned about learners outside the classroom. Therefore, in some instances, exposure to one teacher might not deliver the desired outcome.

5.8.1.12 Interpretation emanating from Question 12

The twelfth question that was posed during the focus group discussions was: ***How comfortable are you about sharing your teaching platform with people from the community who have knowledge about a particular topic and that can assist you to teach that topic? (Guest lecturer)***

Table 5.14 Question, theme and issues emerging from the data relating to question 12

Question	Main theme	Issues emerging from the theme
How comfortable are you about sharing your teaching platform with people from the community who have knowledge about a particular topic and that can assist you to teach that topic? (Guest lecturer)	Inviting resource persons from community as guest teacher/lecturer	<ul style="list-style-type: none"> • Comfortable to share platform with knowledgeable person • Brings value to classroom • Verify factual correctness through research • Avoid propaganda and planting of negative thoughts

		<ul style="list-style-type: none"> • Education is lifelong for both learners and teachers
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The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.12.1 Main theme: Inviting resource persons from community as guest teacher/lecturer

A description of the teacher education participants' opinion with regard to inviting resource persons (guest teacher/lecturer) from the public and communities to share their knowledge on some Social Science aspect.

- **Comfortable to share platform with knowledgeable person**

Participants FGDA A1, FGDC2 C7 and FGDA A5 indicated that institutions of higher learning usually have such activities where they invite specialists in certain fields to address students and lecturers, and these initiatives are successful. The teacher education participants were of the opinion that such practices could also work for schools. Teacher education participant FGDA A1 made the following statement: *“I would be comfortable sharing my platform with any knowledgeable person that can add value to my class and I think I would also learn from it.”*

Such initiatives would give community members a sense of responsibility towards the teaching and learning project. Following the presentation by the resource person(s), discussions should be held to help synthesise the experience (Tout, 2016).

- **Bring value to class**

The discussions revealed that teacher education participants FGDB B3, FGDC1 C1 and FGDC2 C7 were of the opinion that they would not have a problem inviting members of the public to the classroom, as this could be similar to fieldwork or field trips, where learners are provided with information on certain topics by resource persons. Experiential learning activities are mentioned in the Social Science curriculum policy document as ways of improving teaching and learning.

Experiential activities might play a significant and beneficial role in any Social Science classroom. NRC (2009) postulates that learners who acquire hands-on, authentic experience may develop curiosity and interest, leading to a desire to learn more. In relation to the latter mentioned, teacher education participant FGDB B2 made the following statement: *“Inviting a specialist of a particular theme or topic can be regarded as part of teaching and can add value to the class. Learners would enjoy hearing from someone other than the teacher. I think the person would also feel good, because that person shares in the teaching load.”*

I reflected on the fact that unconventional teaching can contribute positively to any teaching and learning project. Different skills are improved e.g., observation skills and skills, such as social skills which later develop a learner effectively.

- **Verify factual correctness through research**

There were some reservations from participants FGDA A4, FGDA A5, FGDB B1, FGDB B4 and FGDC2 C8 who were reluctant to allow strangers on their platform, unless their information was verified for factual correctness. The participants indicated that they would do research on the information and request that the slides and presentation be shared with them first before they allowed it to be presented to the learners. In relation to the latter, teacher education participant FGDC2 C10 had reservations as well and made the following remark: *“I will have to check the factuality of the content first because I am ultimately responsible for making sure that the content is correct and relevant.”* Education participant FGDB B5 shared similar sentiments as the latter participant and indicated the following: *“There is a topic in the grade 6 curriculum, ‘Medicine through time’; I think it is one of those topics that would require intervention from the community. It deals with Indigenous medicine. To invite a traditional healer to address the class would be ideal example of inviting someone from the community as a guest teacher for the day.”*

Research studies have shown that there is a significant increase in the unconventional dissemination of knowledge in schools and it is vital to verify factual knowledge and conceptual understanding after participating in unconventional teaching and learning activities. It remains the teacher’s responsibility to make sure factual knowledge is shared with learners (Nawi & Azmi, 2016).

- **Avoid propaganda and planting of negative thoughts**

It emerged from the discussion that teacher education participants FGDB B5, FGDC2 C7 and FGDC2 C4 were cautious that teachers should be careful when they agree to such initiatives because if the person is not screened and interviewed beforehand, this might cause irreparable damage. Nawi and Amzi (2015) warn teachers not to allow people with different agendas to use school and awareness activities to spread propaganda and disseminate politically motivated knowledge. Teacher education participant FGDB B3 is in concurrence with the latter mentioned and made the following articulation: *“I will be careful about whom I invite. I will just have to make sure that it is filtered to make sure I don’t expose my learners to propaganda and negative influence.”*

- **Education is lifelong for both learners and teachers**

Teacher education participants FGDA A1, FGDB B3, FGDC1 C3 and FGDC2 C5 and all the groups welcomed the idea of inviting people from the public or communities to address learners on certain topics with which they have specialised knowledge. Their opinion was that every contribution to the success of teaching and learning should be welcomed. Teacher-training systems should adopt the policy of lifelong learning, whereas failing to adopt such policies would mean that pre-service teachers would graduate with the idea that their education at the university is adequate for them to be effective teachers (Koksal & Cogmen, 2013). In relation to the above-mentioned, teacher education participant FGDC2 C6 made the following statement: *“I have no problem with inviting someone to my classroom; education is lifelong learning and if someone can contribute meaningfully to my teaching, I would not deprive my learners of it.”*

All teachers are exposed to an ever-changing world and need to do regular research to update their knowledge and augment it with recent sources, to make it relevant to the learners.

5.8.1.13 Interpretation emanating from Question 13

The thirteenth question that was posed during the focus group discussions was: ***What is your opinion of a final year teacher education student being placed in a multicultural school for their***

final teaching practice period and being asked to gain knowledge about a culture different from theirs?

Table 5.15 Question, theme and issues emerging from the data relating to question 13

Question	Main theme	Issues emerging from the theme
What is your opinion of a final year teacher education student being placed in a multicultural school for their final teaching practice period and being asked to gain knowledge about a culture different from theirs?	Compulsory placement of final year student teachers in multicultural schools for teaching practice	<ul style="list-style-type: none"> • Never too old to learn about others • Beneficial to all teachers • Strengthen the learner-teacher relationship • South Africans are sometimes intolerable of other cultures • Knowledge about other cultures will make the deployment of teachers to all parts of the country better

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.13.1 Main theme: Compulsory placement of final year student teachers in multicultural schools for teaching practice

A description of the teacher education participants' view on compulsory placement of all final year student teachers in multicultural schools for teaching practice.

- **Never too old to learn about others**

The teacher education participants FDGA A2, FGDB B1, FGDB B2, and FGB B4 indicated that a teacher is continuously learning and therefore should welcome any training initiatives, if it will assist teachers to work more efficiently. In relation to the sub-theme, teacher education participant FGDA A4 said the following: *"I think that would be something good, because one is never too old to learn, and being exposed to multicultural school settings would be a good development for any teacher."*

Omar (2014) highlights the need for in-service training or a staff development programme for teachers and the role it plays in successful education reform, irrespective of the teacher's age or experience. Based on Omar's proposal, I reflected that workshops and training seminars also serve as a bridge between prospective and experienced teachers meeting the new challenges of guiding learners towards higher standards of learning and self-development in the intermediate phase.

- **Beneficial to all teachers**

The teacher education participants FGDB B3, FGDC1 C1 and FGDC2 C8, indicated that placing final year student teachers in multicultural schools for teaching practice would be beneficial for the teacher education student. Teaching is a unique profession because teachers are close to their learners and spend more time with their learners, than most professional people with their staff. Participant FGDA A2 concurred and indicated that teachers would benefit if they are exposed to a similar setting of what they would expect in the sector. Similar to the assertion by teacher education participant FGDA A2, teacher education participant FGDA A5 made the following statement: *"Yes, I think our training should be mirrored to what we will be expecting, once we are in the sector."*

Assaf, Garza, and Battle (2010) do not fully agree with the notion and caution against the attempt of many teacher preparation programmes to infuse multicultural perspectives by simply adding one or two courses in multicultural education and/or requiring teacher candidates to complete assignments that explore surface level differences in culture and language, such as sampling different 'cultural' foods or learning to say 'hello' in several languages. The above-mentioned authors indicate that such practices can be superficial. Based on the latter assertion, I add that even when multicultural courses are thoroughly infused into the curriculum, many universities in the same teacher preparation programme tend to have very different ideas about multicultural perspectives on teaching and teacher education and how important they are.

- **Strengthen the learners-teacher relationship**

It emerged in the discussions by teacher education participant FGDA A4 in the response to the question of compulsory placement of final year student teachers in multicultural schools for teaching practice, that such an experience would strengthen the learner-teacher relationship and empower the teacher education student. FGDC2 C9 was of the opinion that any tool that would assist the teacher education participant for the sector, would be welcomed. A teacher needs to understand the value of the learners' sense of belonging which can be of greater value to their overall development in all aspects, irrespective of the racial confrontations (Mercinah & Nirmala, 2015). Teaching practice is part of training and if it simulates the true set-up of the sector, then it should be incorporated into the training.

- **South Africans are sometimes intolerable to other cultures**

Teacher education participants FGDC1 C1 and FGDC1 C2 indicated that more interaction between different races, cultures, etc. will develop social unity and community building. Participants further indicated that teachers and learners can be useful in addressing the matter of racism and inequality. In the South African context, a lack of understanding of other people's culture, language and gestures may sometimes cause unnecessary conflict (Ntuli, 2012). In relation to the latter statement, teacher education participant FGDC2 C8 made the following remark: *"I think it is a good idea because we, as South Africans, are sometimes very intolerable to other race groups and their cultures."* Similar to the assertion of teacher education participant FGDC2 C8, a recommendation emerged from teacher education participant FGDC1 C3: *"It would be good to harmonise relationships between different race groups in South Africa."*

- **Knowledge about other cultures will make the deployment of teachers to all parts of the country better**

Teacher education participants FGDC2 C9 and FGDA A1 responded positively to the question of whether final year student teachers should be placed in multicultural schools, is that knowledge about other cultures will also assist the government with placing teachers all over the country. The need for teachers is mostly in the rural areas of the country and newly qualified teachers

usually prefer to go to urban areas. The participants indicated that knowledge about other cultures and races would make it easier for pre-service teachers to feel comfortable about taking posts in rural areas. Corroborating the assertion, Floriatsi (2018) indicates that teacher education students should be prepared with teaching competencies, pedagogy and the curriculum to manage the challenges of increasingly diverse communities. In addition to the latter statement, teacher education participant FGDC1 C4 added the following observation: “...if we understand and respect other cultures, we will be able to work anywhere in South Africa.”

5.8.1.14 Interpretation emanating from Question 14

The fourteenth question that was posed during the focus group discussions was: ***Looking at where we (South Africa) come from as a country and the state of affairs currently in our schools, should teachers from South African universities be trained differently from their counterparts in other countries? If yes, why and if not, why?***

Table 5.16 Question, theme and issues emerging from the data relating to question 14

Question	Main theme	Issues emerging from the theme
Looking at where we (South Africa) come from as a country and the state of affairs currently in our schools, should teachers from South African universities be trained differently from their counterparts in other countries? If yes, why and if not, why?	Teacher training in South Africa different from training in other countries	<ul style="list-style-type: none"> • SA is unique and has a unique learner group • Only country with past apartheid legislation • Education is the same throughout the world • Might be at risk of losing out on overseas teaching opportunities

The table above presents the main theme and related issues, identified from the transcription that relates to the research question.

5.8.1.14.1 Main theme: Teacher training in South Africa different from training in other countries

A description of the teacher education participants’ view whether teachers from South African universities should be trained differently from their counterparts in other countries?

- **South Africa is unique and has a unique learner group**

Participant FGDA A1 and FGDA A3 were of the view that South Africa's uniqueness as an African country would require that the teacher training be different from other African countries. Furthermore, South Africa might be the only country on the African continent with such a variety of cultures and races; therefore, teacher training that would address the needs of such a cosmopolitan population might be essential. Teachers are having even more problems in the new culturally diverse South Africa with all its educational reforms, than in the segregated society of the past. For example, the heterogeneity of the learner population has increased; curricula have changed; and a new educational legislation is being instituted (Meier & Hartell, 2009). In relation to the latter-mentioned statement, teacher education participant FGDA A2 said the following: *"I did my teaching practice at a school with whites, coloureds, Sothos, Zulus, and Xhosas and even one Chinese national."*

- **Only country with past apartheid legislation**

The teacher education participants FGDB B1 and FGDB B3 indicated that the fact that South Africa had apartheid legislation and is moving towards eradicating the legacies of those segregation laws, means that South Africa has to train teachers to address that cause. The emphasis is to build a new generation, referred to as the 'Rainbow nation' and teacher have a core responsibility in this process. Participant FGDC2 C10 indicated that because of the past, many schools are still far behind other schools with regard to resources and infrastructure and can therefore not compete on equal terms. South Africa is a country with wide economic disparities between the rich and the poor (Spaull, 2015). The inequalities as posited by Graven (2014) have contributed to unequal education opportunities among learners from different socio-economic backgrounds. It is on that basis that the South African government categorised the country's public schools into five quintiles for the purpose of allocating financial resources (Dass & Rinquest, 2017). The schools in the most economically disadvantaged (poorest) geographical areas, are categorised as Quintile 1 schools, and those in the most economically advantaged geographical areas (wealthiest) as Quintile 5 schools (Spaull, 2015). In relation to the sub-theme, teacher education participant FGDB B2, concurred and shared the following insight: *"Yes. Because we had apartheid*

and things have changed now; we need to understand our country's dynamics, which is different from other countries.” In addition to the statement by the latter participant, teacher education participant FGDC2 C9 also indicated that South Africa provides a unique education setting with the following deposition: *“...yes, because our country was in apartheid for many years and we are only now allowed to integrate, so that means that multiculturalism is still new to us and we need to be trained well in matters of diversity.”*

- **Education is the same throughout the world**

There was a difference of opinion on the question of whether the teacher training in South Africa should be different from teacher training in other countries. Teacher education participants FGDB B2 and FGDA A5 disagreed and felt that education is the same all over the world and it would not be a good idea to have a totally different training programme, then what is the case in other countries? Darling-Hammond (2010) indicates that every nation in the world is equipped with some form of education system, though those systems vary greatly. She further indicates that the major factors that affect education systems are the resources and money that are utilised to support those systems in different nations. Teacher education participant FGDC1 C1 disagreed and shared the following observation: *“No, teacher training should be the same to allow us to teach anywhere in the world.”*

- **Might be at risk of losing out on overseas teaching opportunities**

Participants FGDA A4 and FGDB B2 are of the view that the streamlining of the teacher training programme to suit a particular country, would jeopardise the qualified teacher's prospects of teaching in other countries. This might require other countries to introduce courses to South African teachers, who would want to work in those countries, because of the differences in the training programmes. In many developed countries, such as the US, UK, the Netherlands, Canada and Australia, the teaching profession is ageing, due to an inability to attract young people into the profession. Thus, as long as this trend exists, these countries will continue to experience teacher shortages which they will seek to address by luring teachers from elsewhere and, teachers in developing countries will remain the primary target (SACE, 2011). It is in this international context, that the issue of teacher migration in South Africa must be understood.

Teacher education participant FGDA A3 shared these sentiments with the following statement: “No, if I want to go to teach overseas, they will not hire me because I have been trained differently.”

I reflected on the fact that the young, newly qualified teacher will always explore the possibility of teaching overseas, and a differentiated training programme will deny those teachers opportunities in other countries, as well as denying foreigners teaching opportunities in South Africa.

5.8.2 Teaching Practice Observation Sheet: The researcher’s observations on lesson presentations (Data-TPOS)

Data-TPOS were the data gathered using a teaching practice observation sheet during the teaching practice lessons in the Social Science classroom. Various aspects that the researcher regarded as essential elements of good classroom praxis were identified using set criteria (Annexure F).

The teaching practice observation was coded in categories for the purpose of data analysis.

Table 5.17: Information of participating schools

School Code	Geographic location	Quintile level	Number of teachers	Number of learners	Class size	Student Teacher code
TPOA	Urban	L4	43	1246	35-40	ST1
TPOA	Urban	L4	43	1246	35-40	ST2
TPOB	Township	L1	47	1361	45	ST3
TPOB	Township	L1	47	1361	45	ST4
TPOC	Urban	L5	53	1443	35	ST5
TPOC	Urban	L5	53	1443	35	ST6

The table 5.17 shows the four schools that were identified, based on their multicultural nature for contact for the teaching practice observation sessions. I detected that this activity allowed for

a diverse spectrum of findings, because the participants came from different geographical areas and represented different races, cultures and socio-economic groups.

Table 5.18 Participating student teachers' biographic and other relevant information

Student Teacher Code	Race	Age	Gender		Place where ST grew up	Home Language	Reasons for interest in Social Science teaching
			M	F			
	W/B/C/I		M	F			
ST1	W	22	X		Urban	Afrikaans	Enjoy the subject and teaching
Lesson Topic: Democracy and Citizenship: The first democratic government in South Africa 1994. Grade 6							
ST2	W	22		X	Farm	Afrikaans	No particular reason
Lesson Topic: Reason for European exploration: Treatment of women and children in Renaissance society. Grade 6							
ST3	B	24	X		Township	Sesotho	Enjoy the subject
Lesson Topic: Population: The formation of black and coloured townships. Grade 6							
ST4	B	23	X		Township	isiXhosa	Liked History & Geography at school
Lesson Topic: Democracy and Citizenship: New and old South African national symbols, flag and anthem. Grade 6							
ST5	C	23	X		Township	Afrikaans	Enjoyed it at school
Lesson Topic: Medicine through time: Western medicine and indigenous healing. Grade 6							
ST6	C	22		X	Township	English	No particular reason
Lesson Topic: Democracy and Citizenship: The justice system and equality under law. Grade 6							

Table 5.18 illustrates the six participants of the teaching practice observation sessions. I identified the six participants, and they were categorised based on race, gender, and the place/area where they grew up. I had a pre-lesson and post-lesson interview to collect the listed information. It included the lesson topic of each of the participants which referred to the perceived controversial element in the lesson. The observations also took place at multicultural schools in order to address the research questions of the study.

List of criteria used during the teaching practice observation:

- Lesson Planning
- Provisioning for multicultural school setting

- Elements of controversy in lesson
- Comfortable or not comfortable to teach controversial topic
- Learner engagement in lesson
- Maintenance of discipline during lesson presentation
- Perceived resentment from other races in classroom
- Appraisal and admonishment by student teacher
- Reference to social justice and acknowledgement of equality in society
- Respect from the student teachers for learners from other race groups
- Excitement/ Curiosity from learners in the lesson
- Empathy from student teachers towards learners
- Student teacher's use of different and specific strategies for dealing with controversial issues during lesson
- Student teacher's and learners' remarks to and about persons from other race groups
- Student teacher's referral to the importance of constitutional values and imperatives and the related/appropriate behaviour of people which must reflect these values
- Student teacher creating an enabling learning environment for the teaching of controversial issues
- General remarks regarding classroom management and general behaviour in a multicultural classroom

5.8.2.1. Criteria: Lesson Planning

I regard lesson planning as the overall administration of the lesson in the Social Science classroom. It begins with the actual planning of the topic that is to be taught, and how long it will take to explain the work to learners until they comprehend it. Furthermore, it encompasses the structure, quality, teaching methods, media used and group activities to allow the proper dissemination of information and knowledge. Lesson planning is an important process in teacher trainees' gaining experience, since it forces them to reflect on what to teach, how to teach and how to evaluate (Nesari & Heidari, 2014).

The researcher observed that all six lessons were well structured. During the lesson, all made use of media e.g., ST1 made use of a video of South Africa's first democratic elections, as an introduction. ST5 had no introduction but introduced the lesson's aims and objectives as the introduction. ST5 had a class debate about the advantages of 'Western and Traditional medicine', which sparked an awkward discussion among learners, which was nevertheless well managed by the student teacher. He showed the learners pictures of 'Sangomas' and other traditional healers and pictures of Western healers. The traditional healers' pictures drew different reactions from the learners. The white learners found the pictures unpleasant, while some black learners were not happy with the reaction of the white learners. ST1 had to intervene and asked learners to show respect for all types of healing, even if they did not believe in it.

On reflection of the mentioned criteria, I observed that the teacher education participants presented the lesson as stipulated in the lesson plans and only deviated where the need arose, taking into consideration the global pandemic COVID-19 and the applicable government regulations.

5.8.2.2 Criteria: Provision for multicultural school settings

The observation made by me was that provision was made for multicultural classroom in all six classrooms, because the student teacher used English only as a medium of instruction throughout the lesson, so as to accommodate all the learners in the classroom. ST4 indicated in the introduction that communication in languages other than English is not allowed for the duration of the lesson. All six classrooms had a diverse group of learners; ST5 and ST6 had heterogenic classes but the group was from different cultures and socio-economic backgrounds. The seating arrangements in all classes were also random and not based on race, gender or culture. It emerged in the post-lesson discussion that teachers do the seating arrangements in primary schools. Visiting the class of ST6, it was evident that learners' seating arrangement were decided by themselves, because girls were sitting with girls and boys with boys. What classroom seating arrangements do is set the overall atmosphere, or mood, for any given classroom and sets the stage for the possibility of effective teacher-learner relationships. When considering that classroom seating arrangements are, in most instances, organised by teachers into logical,

methodical design structures, those arrangements are meant to best facilitate learners' learning and make use of the teacher's individual teaching style (Burke, 2008). A classroom's seating arrangements might, to some larger extent, allow learners to shape their opinions about the class by calling forth past experiences with classrooms that have utilised similar arrangements (Jones, 2007).

5.8.2.3 Criteria: Elements of controversy in lesson

Participant ST1's lesson had elements of controversy because it had to deal with a very controversial matter, 'apartheid', with reference to racial oppression and segregation, based on race. Participant ST2 lesson's element of controversy was the poor and unequal treatment in Renaissance society during the European Renaissance of the 15th and 16th centuries. Participant ST3's lesson had elements of controversy because it dealt with the formation of 'black and coloured townships'. Participant ST4 lesson's element of controversy was the 'new and old South African symbols, flags and anthems', which reminded everyone of the scares of 'apartheid'. Participant ST5's lesson had elements of controversy, because the lesson was about a debate on Western medicine and indigenous healing, which divided the class amongst the racial groups, based on their own beliefs. The controversial element in participant ST6's lesson was inequality, the justice system, and the recent campaign of 'Black lives Matter' which was used as an example by the student teacher. Citizenship encourages learners to take an interest in topical and controversial issues and to engage in discussion and debate. Learners learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy, and how they can play an active role in the life of their schools, neighbourhoods, communities and the wider society, as active and global citizens (QCDA, 2007b).

5.8.2.4 Criteria: Comfortable or not comfortable to teach controversial topics

I observed that none of the participants showed signs of being totally comfortable about teaching controversial topics. In some instances, the composition of the learners and the learner engagement determined the level of comfort of the student teacher. ST3, ST5 and ST6 had less active learner engagement and therefore showed better composure during the lesson, compared

to the other student teachers. The nature of the class activity played a role in the level of comfortability of the ST. Chikoko, Gilmour, Harber and Serf (2011) make the remark that the uneasiness about the teaching of controversial topics in schools is not new and is not confined to subjects explicitly concerned with citizenship and Social Science. However, while concern may not be new, the study suggests that obstacles to teaching controversial topics in schools and teacher education still persist in schools.

5.8.2.5 Criteria: Learner engagement in lesson

Barton and McCully (2007) note that learners who are actively involved learners are likely to participate in social activities outside of the classroom. I made the observation that active discussions did take place in most of the classrooms of the student teachers, but they were limited to short question and answer responses between the teacher and learners and not actually between different groups of learners. The learners' questions were mostly to clarify matters that differ from the preconceived knowledge that they brought into the classroom. In the classrooms of ST5 and ST6 were brief discussions about social justice and the gap between the affluent and the poor sections of society and what measures should be put in place to address the problem.

5.8.2.6 Criteria: Maintenance of discipline during lesson presentation

The significance of classroom discipline and management has been appreciated both from a social practice perspective and an effective teaching stance. Socially, teachers' discipline strategies have been suggested as a potent force to promote learners' sense of responsibility in the classroom, and to produce more responsible citizens (Katz, 2005). Effective teaching research also shows that a sufficient degree of classroom discipline is needed to create an atmosphere conducive to learners' learning as learners' misbehaviour distracts the process of learning and teaching and ruins the effectiveness of even the most carefully planned lessons (Rahimi & Karkami, 2015).

I observed that student teachers had difficulty in maintaining discipline for the duration of the lesson, as pockets of ill-discipline crept in while they were presenting their lesson. I made the

observation that the student teachers had difficulty in dealing with learners from a different race group and in the post-lesson discussion they made the point that fear of rebuke was one of the reasons why they found it difficult to reprimand learners from other race groups. Student teachers in all six observation sessions had difficulty in maintaining discipline for the duration of the lesson. ST2 indicated that she had no discipline problems when the mentor teacher was present in her classroom, but the moment the mentor stepped out, the learners took advantage of her inability to reprimand them, and they became unruly. ST1 indicated that a lack of training to deal with diverse learners can be the reason that pre-service teachers struggle to maintain discipline.

5.8.2.7 Criteria: Perceived resentment from other races in the classroom

I observed no perceived resentment from other races towards the student teacher in the classroom. Participant ST1 was one who had to fend off uncomfortable questions from one black learner about 'apartheid' in South Africa and why were there not more white people, such as Bram Fisher who stood against apartheid? The student teacher could not really respond adequately to the learner. I witnessed an uncomfortable ST who thought the attack was aimed at them because they were white. Resentment is not limited to human targets and can arise from a general frustration with things in society (Wilson & Davis, 2010). Resentment is an affective reaction, coming from a relative socio-economic and political positioning in society. It is inherently political because it involves the distribution and redistribution of material resources and prerogatives (Hunt & Wilson, 2009).

5.8.2.8 Criteria: Appraisal and admonishment by student teacher

Teacher behaviours in the classroom can also take on a new significance when their behaviours are viewed as cues for certain learner behaviour. While teachers can use a repertoire of knowledge and skill for teaching, building good rapport with learners is related to personality and affective qualities of which the teacher needs to be aware (Khine, 2015). I noticed that STs found it difficult to admonish learners but had no issues of appraising (praising) the learners if they engaged meaningfully in the classroom activities. There was a sense of fear by all six STs to take

learners to task if they were unruly and the response during the post-lesson discussion was a lack of knowledge on how to discipline learners from diverse backgrounds.

5.8.2.9 Criteria: Reference to social justice and acknowledgement of equality in society

Participants ST3, ST4 and ST6 made reference to social justice and inequality in society during their lesson presentation. The other education participants (ST1, ST2 and ST5) avoided the social justice topics and tried to divert the learners from asking questions about social justice and inequality in society. Social justice education is not an ideological enterprise; rather, when operationalised within social science education as a reflective thinking-oriented pursuit of resolving controversial injustices, it fits squarely within the parameters of deontologically centred democratic citizenship education (Pharr, 2013). Yet, even if social science teachers recognise the convergence of social science and social justice education and seek operationalisation, they still face curricular gatekeeping constraints, including external assessments, authoritative textbooks, limited instructional time, and calibrated curricula (Misco & Shiveley, 2016).

5.3.2.10 Criteria: Respect from the student teachers towards learners from other race groups

I observed total respect from the participants towards learners from all race groups. Participants all greeted the learners before they commenced with their lessons and ST1 and ST4 went to the extent of encouraging the learners to interrupt the lesson, if they had any questions to ask or if they needed clarity. I noticed that STs tried hard to create an enabling environment to allow teaching and learning. Learning about racism often pulls on our emotional strings: black learners sometimes express their hurt and anger, while white learners sometimes remain silent or express their hurt, shame and discomfort. The teacher's racialised identity is an important factor in these emotional exchanges. Black teachers are sometimes judged for their 'loyalties and sensibilities' with the black community, while white teachers are questioned for their understanding and sympathies with 'race'/racism issues (Housee, 2008).

5.8.2.11 Criteria: Excitement/ curiosity from learners in the lesson

Elbla (2012) indicated that vocal learners of colour know that black or coloured teachers will not look down on them. They recognise that they are sharing the same space, so when they are angry, they feel the teacher will understand, and they can talk about their experiences confidently. For learners of colour, subjects, such as Social Science are life-affirming. Feelings that they normally control, they felt able to express more freely. Maini (2011) states that white learners, on the other hand, are often silent, but you know they take the subject seriously, because they often produce very good work, with a good political understanding of matters of diversity. I observed the same propensity in the diverse classroom, with both black and white learners. ST1 and ST2 demonstrated difficulty in managing the excitement and curiosity of the black learners, while the small group of white learners showed little enthusiasm towards the lesson but paid careful attention throughout the presentation. I observed the same in the other four lessons with more excitement from the teachers of colour.

5.8.2.12 Criteria: Empathy from student teachers towards learners

The researcher noticed that all ST had built relationships with their learners in the short time that they had spent with them for the teaching practice period. The student teacher knew the learners' names and could relate to some of the learners' social circumstances. I also observed cordial relationships between the learners and the student teachers. Emphatic disposition often manifested itself in the teachers' caring relationship with learners. Scholars, Riley, Lewis and Brew (2011) note that learners, especially learners of colour, who have caring relationships with their teachers, are more motivated and perform better academically than learners who do not.

5.8.2.13 Criteria: Student teacher's use of different and specific strategies for dealing with controversial issues during lesson

The teachers acknowledged the risks they faced and were able to articulate strategies by which they attempted to circumvent them. I noticed that ST4 and ST6 used the open-ended and empathy-developing approach in their lessons. The student teachers tried to get the learners on their side first and allowed them to engage openly in the discussions. ST1 and ST2 adopted the

multi-perspective approach; they had a variety of sources and indicated that the difference in views was no indication that one particular view was more reliable than another. Barton and McCully (2007) caution that the danger of indoctrination should not be overestimated as learners are often critical of teachers' opinions and are unlikely to change their pre-existing views easily.

5.8.2.14 Criteria: Student teachers' and learners' remarks to and about persons from other race groups

I did not observe any negative remarks from both the student teachers and the learners towards people from other races or cultures. There was a level of respect and tolerance towards each other, and no incidence of prejudice or insolence occurred. Mitchell and Bradshaw (2013) are of the opinion that teachers of colour are much more likely to bring life experiences and viewpoints that critique white supremacy than are white teachers and will engage in activities that challenge various forms of racism. They are also less likely to marginalise minority intellectual discourse. The life experiences of people of colour can be politicised to challenge racism in education more readily than can those of white people.

5.8.2.15 Criteria: Student teachers' referral to the importance of constitutional values and imperatives and the related/appropriate behaviour of people who must reflect these values

My visiting participant ST5 and ST6 in their classrooms, it was evident that they acknowledged the importance of constitutional values and imperatives. They frequently referred to constitutional values and awareness of the imperatives to address social challenges which confront society. I noticed that participants ST1 and ST3 had not made any referral to constitutional values and imperatives and were mostly reluctant to enter that space. Participant ST2 made several references to the current constitution, which upholds the rights of women and children. She indicated that the treatment of women and children would have been against current legislation and referred to the Women's March by South African women on 9 August 1956 (SADTU, 2000).

5.8.2.16 Criteria: Student teacher's creating an enabling learning environment for the teaching of controversial issues

Teachers are required to take all reasonable steps to ensure that where political or controversial issues are brought to young people's attention, learners are offered a balanced presentation of opposing views. Teachers are not expected to 'know the answers' when they tackle controversial issues in the classroom. It is perfectly valid for these discussions to raise more questions than answers. The value is in providing young people with the opportunities to think critically and dig deeper into exploring values and attitudes towards challenging issues with consideration and respect for others (OXFAM, 2018).

Visiting ST1 and ST2's classrooms, it was evident that an enabling learning environment was created. In both classrooms, I noticed that learners were encouraged to question the content and to ask clarity-seeking questions. In ST1 classroom, the learners were promised rewards if they were able to ask questions that would require further research and response for their next class. ST2 went even further by having a laptop in class and searched for more information to respond to learners' questions. Participant ST3 had limited resources in the classroom but still managed to create an enabling learning environment by allowing group work discussions and feedback presentations, which brought leadership and organising skills to emerge.

5.8.2.17 Criteria: General remarks regarding classroom management and general behaviour in a multicultural classroom

I observed that ST1 managed the classroom well. Attention was paid to all learners in the classroom, irrespective of race, gender or culture. The visit left me with the impression that the managing of a multicultural classroom would be successful with further development. ST1 seemed anxious about managing the learners from other races but was very comfortable with those from his own race. A lack of knowledge on how to maintain discipline without its being viewed as oppression of the learners of colour, was clearly visible. ST1 acknowledged during the post-lesson discussion, their lack of understanding and fear when dealing with learners of colour

in a multicultural classroom. Their reason for being fearful was that of being seen as racist and oppressive towards learners of colour.

My visiting ST2 classroom, it was evident that she had all the qualities to succeed in a multicultural classroom, and presented a very well-prepared lesson, with much attention on classroom activity. Learners were not very active with questions, but she managed to push them in the direction of questioning certain events and incidents, without indoctrinating them into a particular view or perspective. She encouraged the learners to always speak their minds without fear or favour and indicated that nothing would be held against any view. Learners later became vocal and indicated that they would not treat women the way women were treated during the Renaissance period.

Participant ST3 had a very interesting debate in the classroom about the formation of black and coloured townships in the early 18th century in South Africa. The participant used his own experience of growing up in the township to explain the lack of resources, and the lack of infrastructure and how anyone could still succeed. The learners were fascinated by the stories he told them. The interaction was limited but the reaction of the learners was an indication that they enjoyed the lesson, and some could relate to it, while the few white learners were really astonished and wanted to know how long would it take to correct the injustices of the past. One of the white learners wanted to know if rich people couldn't be taxed more and the money be used to improve resources in poorer areas and to build infrastructure that would create jobs and improve the lives of the people who currently live in the so-called townships.

On visiting ST4's classroom, I was also enlightened, and experienced a sense that the teaching of controversial topics/issues need more development. ST4 created an enabling environment and had lots of practical items in the classroom to show the learners. Some of the items some learners recognised and could relate to them, such as the old South African flag. The white learners related to the flag because they knew it but were not aware that it reminded others of the bad memories of apartheid. ST4 had to explain the reason why the flag was no longer allowed in public and the learners understood the logic of not allowing it public space. The way participant ST4 explained the design and value of the current flag caused me to realise that Social Science can be a vehicle

for nation building and reconciliation. The lesson was very well prepared and presented and the learners interacted and engaged actively.

Participant ST5 had a very interesting lesson and learners from the different races were able to relate to the lesson. The lesson was about 'Western medicine and indigenous healing'. The white learners said a lot about western medicine but had no knowledge of traditional healing methods. They initially had reservations about the effectiveness of traditional healing methods, but when the black learners in the classroom explained some experiences of traditional healing, the white learners had a better understanding. The discussion became heated at one point, but the student teacher managed to facilitate the debates well enough to restore order. I observed that the history of South Africa and the teacher's experiences of South Africa, play a major role on how teachers approach controversial issues in Social Science, and more exposure would be valuable.

Participant ST6 had a class that listened respectfully and caused minimal interruptions, while the ST was busy presenting the lesson. She avoided inflammatory language and showed empathy towards all learners in the classroom. One learner used the wrong word in a sentence, and she corrected the learner without making him feel inferior. I noticed a very friendly and open atmosphere and learners were able to laugh and enjoy the lesson. Participant ST6 showed skill and knowledge on how to manage a multicultural classroom. Learners were able to formulate their own opinions and allowed to share them with the rest of the class. The lesson was well structured to accommodate all learners.

5.9 CONCLUSION

The purpose of this chapter was to present, analyse and interpret the empirical research that was done. The main aim was to determine empirically, the role of social justice considerations for the teaching of controversial Social Science topics.

The first set of data that was presented was the quantitative data that emanated from the questionnaires filled in by the 78 final year Social Science student teachers. The second, qualitative data were analysed. They emanated from the four focus group discussions, and the third set of data emanated from the teaching practice observation sessions. The qualitative data

from the focus group discussion and the teaching practice observation sessions were subjected to thematic analysis and were presented in the form of the main themes and the sub-criteria.

In the next chapter, I will draw conclusions and make interpretations, based on the information acquired from the results of both questionnaires, the focus group discussions, and the teaching practice observations. I will also draw conclusions and make recommendations based on the empirical data, together with the theoretical findings of the literature study.

CHAPTER 6

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter is devoted to a discussion of the findings that emerged from the study. Cross referencing of the data results attained is contained in this section (cf. Chapter 2 and 3). The results deduced via questionnaires administered to the final year Social Science, intermediate phase teacher education students from the participating university (cf. Chapter 5), and the focus group discussion and teaching practice observations, with a sample of some participants of the same population are presented. The essential discoveries are therefore resultant of the instruments used in this study which provided irreplaceable intuitions into the problem statement, the research questions, and the stated aims of the study (cf. 1.3 and 1.4). Lastly, the chapter concludes with recommendations for future research on the role of social justice considerations in the teaching of controversial Social Science topics.

6.2 RESEARCH FINDINGS

Reviewing some aspects of the biological information of the participants and the key research questions of the study to understand the findings:

- What according to student teachers is understood by the concept Social Justice and what value does it have in the post-apartheid primary schooling context of South Africa?
- How are teacher education students prepared and trained to teach controversial topics in Social Science in the intermediate phase?
- What are the perceptions of student teachers with regards to the teaching of controversial Social Science topics in intermediate phase of multicultural primary schools?
- Which social justice considerations should be taken in account in preparing teacher education students for the challenges they may face in intermediate phase multicultural primary schools?
- What are teacher education students' understanding of the issues of the post-apartheid (democratic) multicultural primary school?

- How can social justice considerations contribute to the teaching of controversial Social Science topics in the intermediate phase of multicultural classrooms.

The findings will be discussed against the gathered data from the participants in order to construct conclusions that are supported by the literature study. To achieve this each research question will be addressed in detail.

6.2.1 Findings from the students' biographical data

6.2.1.1 Gender of the participants

The findings extracted from the empirical research indicate that more female students participated in the study; seventy-eight percent of the participants were female and only twenty-two percent were male. The focus group discussion had twenty participants and fourteen of the twenty were females and from the teaching practice observation sessions (cf. 1.7.3.2; 1.7.3.3; 4.7.2.1; 4.7.2.2). These findings are also supported by the view that females are a numerical majority in South African higher education and is further supported by the opinion that more females are interested in teaching as a profession (cf. 3.2.2; 3.3.2; 3.3.3; 5.2.1). Consequently, the female dominance in the study and a perpetuation of gender inequalities in the primary school setting compared to the secondary school setting (cf. 2.7; 2.8; 3.3.1; 3.3.4). The findings from the focus group discussions, revealed that the female teacher education students were more cautious on how they would approach controversial Social Science topics and the use of social justice considerations in multicultural primary schools. The male teacher education students illustrated bravery and willingness to engage in controversial Social Science topics and the use of social justice considerations in Intermediate phase classes.

6.2.1.2 Race of the participants

Pertaining to the race of the participants, I managed to attract participants from three of the four main race categories in the South African population. The findings of the empirical research reflected that the majority of participants were from the black race group 44%; 20% coloured

participants; 14% white participants; and 0% Indian participants (cf. figure 5.3). The democratic dispensation of South Africa has seen an increase in black, coloured and Indian students in institutions of higher learning in South Africa and subsequently, the black population is in the majority at most universities in South Africa. Perceptions and views of the participants were also influenced by their race in the qualitative findings (cf. 2.7; 2.8; 4.7.1.1; 4.7.2.1; 4.7.2.2; 5.2.2). The findings revealed by the focus group discussions indicate that White student teachers had fears to engage with controversial Social Science topics and they also showed an unwillingness to use social justice considerations for fear of being regarded as perpetrators of the inequalities in communities. While the Coloured and Black student teachers saw the teaching of controversial Social Science topics and the use of social justice in multicultural classrooms as a welcomed challenge that will empower them to become effective teachers.

6.2.1.3 Age of the participants

The findings extracted from the literature review and empirical research indicated that most students attend university immediately or a year or two after completing Grade 12 (Matric). Ninety-four percent of the participants were between the ages of 20-24. The 6% that were between the ages 25-30, were mostly students who entered the course at a later stage or who had done another course and migrated to teacher education after spending a few years doing another course. (cf. 1.7.1.1; 4.7.1.1; 4.7.2.1; 4.7.2.2 and 5.2.3). The participants' ages were seriously congruent with maturity. When pre-service teachers are more mature, the prospect of dealing with controversial topics in Social Science and understanding social justice is greater than when they are younger. Contrary to this, the majority of the teacher education students in this study grew up in a democratic South Africa and should consequently have a better understanding of multiculturalism and social justice (cf. 2.5.1; 2.5.2; 3.8; 5.2.1; 5.3.1).

6.2.1.4 Schools attended by participants

The research findings indicate that most of the participants (61%) attended ordinary public township schools and only 36% and 3% attended former model C schools and private schools, respectively. The results reveal that the majority of the participants were children of the middleclass and poorer community members; moreover, they were used to under-resourced,

overcrowded schools. Consequently, the majority of the participants were found to be less shocked at the conditions of public schools during their teaching practice sessions at these schools (cf. 2.8; 3.4; 5.5.4; 5.5.9; 5.5.14; 5.7.8; 5.7.10). The findings further indicate that the majority of the participants are aware of the inequalities that are still prevalent in township schools, which could be a serious challenge for the teacher education students to teach controversial Social Science topics and use social justice considerations in Intermediate phase classrooms.

6.2.1.5 Areas where participants grew up

Most participants indicated that their childhood upbringing was in the townships, compared to the 29% who grew up in urban areas (cf. figure 5.6 and 5.2.5). The findings reinforce the view that the majority of the participants reside within the middle to lower household income bracket; therefore, they appear to understand the meaning and implications of social justice, inequality, social ills and a lack of educational resources, etc. (cf. 3.2.5; 3.4; 3.10.2; 5.2.5). The aforementioned can have a negative influence on the teaching of controversial Social Science topics via a social justice approach in multicultural settings.

6.2.2 RESEARCH QUESTION 1

6.2.2.1 WHAT ACCORDING TO THE STUDENT TEACHERS IS UNDERSTOOD BY THE CONCEPT SOCIAL JUSTICE AND WHAT VALUE DOES IT HAVE IN THE POST-APARTHEID PRIMARY SCHOOLING CONTEXT OF SOUTH AFRICA?

The aforementioned research question produced the following findings as discussed below:

All the participants understood the general meaning of the concept of social justice, although White student teachers had their own understanding of it, but most explanations encapsulated having a fundamental knowledge of what social justice entails (cf. 3.6; 3.7; 5.3.1; 5.3.2; 5.3.3). White teacher education students indicated that they believe social justice is about resources be allocated to Black and Coloured communities because they were marginalised during the Apartheid years. The findings of the Coloured and Black participants' understanding of social

justice is asserted by the White Paper on the Education document of 1995, which envisaged that the new education and training policy would address the legacies of under-development and inequitable development and provide learning opportunities for all. The seriously challenging finding that emerged from the research is that 84% of the participants indicated that they had not engaged with the topic of social justice during their teacher training programme. Thus, it would be very difficult to engage with social justice related activities in their profession (cf. 5.3.2; 5.3.3; 5.3.4). The fundamental purpose of the current government is to redress past and present injustices, including overcoming barriers to progress based on social class, race, gender, geographical location, age, disability, and HIV/AIDS status (cf. 2.7; 2.8; 3.2.3).

The South African Schools Act 84 of 1996 reinforces the ideals of the South African government by emphasising the important principles of the Act, which is eliminating poverty through proper education; and for the advancement of the democratic reforms of communities a human rights culture be established (cf. 3.2.5). The majority of the participant come forth as having no knowledge of the afore mentioned Act-they therefore have a very limited understanding of what government envisaged with the act. The findings further on the contrary revealed that the participants were fully conscious of this role in fulfilling this mission, because all of them (100%) agreed that social justice has a place in education and in a subject, such as Social Science, and that the community has a seminal role to play in the teaching and learning of Social Science (cf. figure 5.10; 5.11; 5.3.4). This view is corroborated by Smith's (2018) declaration that Social Science education is the hallmark of a civilised society; the engine of social justice and economic growth; the foundation of our various cultures; and the best investment we can make in the future of our country (cf. 5.3.4; 5.6.5; 5.8.1).

All participants (100%) were of the view that social justice is inherent in teaching and learning of Social Science in an Intermediate phase classroom. This view is further strengthened by the opinion of Urban (2013), that teacher education students must determine a strong programme for connecting civic information and way of teaching in their classes, so as to engage their learners in a democratic grounding (cf. 3.6; 3.7; 3.9.2; 5.3.6; 5.8.2.9 and figure 5.13).

The findings made a clear statement that engagement and discussions about social justice should not be suppressed in the multicultural Social Science classroom; all participants (100%) viewed this as a cardinal sin. They would welcome productive conversations in their classrooms; however, Crowe and Mooney (2015) and Hess (2011) warn teachers that preparing model questions and answers to such topics can make learners feel devalued and can shut discussions down (cf. 5.3.7; 5.8.1; 10.1; 5.8.2.4 and figure 5.16).

An overwhelming 100% of the participants agreed and strongly agreed that there is a gap around social justice in the Social Science curriculum and this raise concerns that the said curriculum does not address the plight of the vulnerable and disadvantaged groups of South African society. Goodwin and Chen (2016) make similar claims, that there is silence around teacher/educator preparation and a glaring gap around social justice (cf. 3.3.2; 3.8; 5.3.10; 5.8.2.3 and figure 5.17).

Findings from the focus group discussion indicated that participants had a penchant for the subject Social Science because it helped them to have a better understanding of social justice and the unequal society they live in; an awareness of social ills, and the challenges of people living in townships. This is further reinforced by Camicia and Dobson (2010) that learners should leave school with a clear sense of their rights and responsibilities as citizens and be prepared to challenge injustice and promote the common good (cf. 3.2.5; 3.3.4; 3.12.2; 5.4.4; 5.6.14; 5.8.2.17). The subject Social Science provides a perspective as to why social injustice and inequality are so prevalent in South Africa and in some parts of the world (cf. 3.5; 5.6.9; 5.6.10; 5.6.12; 5.6.15; 5.6.20). Gray (2017) reaffirms the notion and indicates that many scholars assert that teaching for social justice should be the core of teacher training, even it means teaching “against the grain”. The most important goals of teacher training programmes are social responsibility; social change; and social justice (cf. 3.5; 5.6.5; 5.6.6; 5.6.8; 5.8.1.9.1).

The researcher observed that some participants made reference to social justice in some of the lessons prepared during the teaching practice observations and agreed with Pharr (2013) that social justice education is not an ideological enterprise, but rather, when operationalised within Social Science education as a reflective thinking oriented pursuit of resolving controversial

injustices, it fits squarely within the parameters of deontologically centred democratic citizenship education (cf. 5.8.2.9; 5.8.1.2.1).

6.2.3 RESEARCH QUESTION 2

6.2.3.1 HOW ARE TEACHER EDUCATION STUDENTS PREPARED AND TRAINED TO TEACH CONTROVERSIAL TOPICS IN SOCIAL SCIENCE WITHIN THE INTERMEDIATE PHASE?

The findings confirm what some scholars indicate that teacher training should include exposure to policies of education; education administration; structures of education; learner and teacher diversity; and very importantly, an understanding of society and its inhabitants, if they envisage a successful career (cf. 3.3). The findings revealed that teacher education participants are not adequately trained to teach controversial Social Science topics in the intermediate phase. The majority of the student teachers, irrespective of race and gender had indicated through the findings, that they lack knowledge and courage to engage with controversial Social Science topics. Teachers are key contributors to the transformation of education in South Africa. They should be mediators of learning; interpreters and designers of learning programmes and materials; leaders; administrators and managers; scholars and researchers; and lifelong community members (cf. 3.3.2; 5.5.3; 5.5.4; 5.6.17; 5.6.19). The majority (93,6%) of the participants were of the opinion that Social Science is controversial of nature and Lintner (2018) agrees with them that Social Science is unidimensional, cold, calculated, rational and devoid of dissent, division and discussion. The results are also further reinforced by the statement that controversial issues according to Byford, Lennon and Russel (2009) are excellent material for our teachers to use in empowering learners on how to deal and manage conflict, because of its disputable nature, but the lack of training and the exposure allow me to make the conclusion that teacher education participants are to a large extent unable to teach controversial Social Science topics in the intermediate phase. (cf. 3.9; 3.9.2; 3.12; 5.4.5; 5.4.8; 5.8.1.14.1). The findings further reveal that more than half of the participants (55,1%) indicated that they would change the content of Social Science. Aharari, Othman, Hassan, Abu Samah and D'Silva (2013) provide reasons why teacher education students have problems with some of the content of Social Science as largely, there is

a negative opinion of the subject; an excessive amount of related Social Science content at teacher education facilities; and the inability to employ the learnt materials in everyday life (cf. figure 5.21; 5.4.3; 5.4.7; 5.7.6; 5.7.7; 5.8.1.3.1; 5.8.2.14).

It was also found that Social Science is difficult to teach in a school with learners from different cultures, races and social backgrounds, which reveal student teachers are to a great extent unable to teach Social Science and in particular controversial topics to diverse learners (cf. 2.6.2; 2.6.4; 3.9.2; 5.4.4; 5.5.9; 5.5.14; 5.8.1.11.1 and figure 5.22). Makoelle (2014) explains why participants would find it difficult, by indicating that despite all the significant policy pronouncements by the South African Department of Education, there has been silence on the inherent racial and ethnic divide which perpetuates exclusive stereotypes and conceptions about those viewed as racially and ethnically different (cf. 5.6.10; 5.7.10; 5.8.1.12.1; 5.8.1.9.1; 5.8.2.15). There have been many reports of racial flare-ups lately in South African schools. A particular incident concerning racial intolerance at a Free State school is a typical example and, speaks to the challenges schools are facing in dealing with diversity in their classrooms. In the 'Mail & Guardian' newspaper of 24 July 2014 the following was reported: "The South African Human Rights Commission (SAHRC) has found a Bloemfontein school's staff member guilty of hate speech towards black and 'coloured' learners. The SAHRC investigated allegations that pupils at the school were exposed to dehumanising and racist treatment by staff, including the principal, in May 2013" (cf. 1.9). Based on these incidents, some participants (56,4%) felt that the Social Science curriculum should not include any controversial topics (cf. figure 5.24). The response of these participants is supported by Lintner's (2018) view that controversy sparks emotional responses, and these emotions are real. However, the National Council for Social Studies (2016) states that controversy should not be partitioned as winner vs loser, good vs evil, or right vs wrong (cf. 5.4.5; 5.7.8).

The findings further disclose that teachers should have a choice to exclude controversial topics from the curriculum (cf. figure 5.25). Nevertheless, Kus and Ozturk (2019) caution that teachers play an important role in teaching controversial topics because they are the ones who put educational programmes into practice. Byford, Lennon and Russell (2009) concur by indicating

that a good Social Science teacher helps learners investigate controversial topics (cf. 5.4.6; 5.7.6; 5.7.10; 5.8.1.11.1; 5.8.2.13). Many Social Science teachers neglect teaching controversial topics through discussion and interaction because of the attendant lack of classroom control, or a discomfort with learners openly discussing and debating the topics at hand, or fear them getting emotional either because of being seen, as in the case of South Africa, perpetrator or victim of social classification (cf. 3.11; 5.4.8; 5.7.8; 5.8.1.3.1; 5.8.2.4; 5.8.2.7).

While participants felt that they should have the choice to decide on what to teach to avoid controversy, many of them (51,4%) have strong arguments that teachers should be the ones to source materials and supplementary sources, such as magazine and newspaper articles, museum reports, etc. (cf. figure 5.27). However, the concern is that a biased perspective or viewpoint could be projected onto the learners if a single person decided on the supplementary sources to be used in the Social Science classroom (cf. 2.6.3.2; 5.4.9; 5.6.4; 5.6.5; 5.8.2.11). The aforementioned findings revealed the student teachers are to a great extent unwilling to even prepare controversial Social Science topics if they are not the once sourcing the material and supplementary sources.

Participants expressed feelings of discomfort when preparing lessons with elements of controversy, because they pushed them out of their comfort zones, forcing them to facilitate emotional debates in the classroom, thus placing them in hostile and tense environments (cf. 3.3.4; 3.9.2; 3.12.1; 5.5.12; 5.5.13; 5.7.8; 5.8.1.3.1; 5.8.2.7). Some participants found the classroom explosive, toxic and difficult to handle if a lesson consisted of controversial elements (cf. table 5.2). I observed that lessons during teaching practice had elements of controversy in them, but some participants avoided the controversial elements deliberately, either due to the type of learners in front of them or for fear of been labelled racist, biased, judgmental, old-fashioned and against transformation (cf. 5.8.2.4; 5.8.2.9; 5.8.2.18).

In general, teacher education students are to a large extent uncomfortable teaching controversial topic; most of them feel that more exposure and advanced further training would benefit and equip them with the required skills, knowledge and values, to teach without fear or prejudice (cf. 3.9.1; 3.10.2; 3.10.3; 5.4.1; 5.4.4; 5.5.14; 5.6.4; 5.6.6; 5.6.19; 5.6.20; 5.8.2.4).

6.2.4 RESEARCH QUESTION 3

6.2.4.1 WHAT ARE THE PERCEPTIONS OF STUDENT TEACHERS WITH REGARDS TO THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN INTERMEDIATE PHASE OF MULTICULTURAL PRIMARY SCHOOLS?

Concerning the student teachers' perceptions of teaching controversial Social Science topics, it was found that different participants had different views and the factors that played a role were: the composition of the learners; the lesson presented; and the type of school and area where the school was situated. Teachers face conflicting expectations both on an abstract level as media consuming-citizens, and at close hand via learners, parents and superiors. The findings also reveal that teachers show psychological, social, political and conceptual challenges when dealing with controversial issues in Social Science teaching (cf. 3.9.2; 5.4.4; 5.5.11; 5.5.12; 5.5.13; 5.7.8). According to Hess (2004) in Mhlauli (2010), participants in the discussion of controversial topics appear to have an influence on other forms of political engagement (cf. 2.8; 3.10.2).

The majority of participating teacher education students (94,8%) indicated that they were not comfortable teaching topics that were contrary to how they were brought up (cf. 5.6.5 and figure 5.51). The finding demonstrates an uneasiness from participants about teaching controversial topics. Moletsane (2011) is of the view that this is because many teachers avoid talking about social justice issues and that the discomfort, may lead to conflict and calls for skill that some teachers may not possess. Francis (2013) lays the blame on the training that teachers receive, by indicating that teachers' comfort is usually stronger if they have studied a particular subject and have had some support in the school to teach what they are trained for (cf. 1.3; 5.6.5; 5.7.4; 5.6.9; 5.6.10; 5.8.1.10.1; 5.8.2.4). The very next question which asked if participants were willing to teach topics with which they were not comfortable, revealed a dominant (76,9%) willingness to teach those topics; this is encouraging because it indicates that if they were to be provided with the skills, they would be willing to teach controversial topics (cf. figure 5.52; 5.8.1.4.1; 5.8.10.1).

The findings further indicated that all participants (100%) stated that they needed further training on how to deal with controversial topics in the classroom. These findings re-affirm the view of

Winter (2009), that Social Science as a curricular offering, possesses some attributes that render its conceptualisation and pedagogy amenable to constant change. Likewise, Ikwumelu and Oyibe (2011) concur with the statement, and as a result, all elements of the Social Science curriculum and its implementation are expected to change in consonance with the fluidity of the discipline's themes; therefore, continuous training and development are necessary (cf. 3.2.3; 3.4; 5.7.3; 5.8.1.14.1).

The participants' perceptions with regard to policies at schools to encourage the teaching of controversial topics in Social Science is alarming, because most of them (96,1%) indicated that policies at schools do not encourage them to teach controversial topics; instead it leaves them even more vulnerable to abuse if they do (cf. figure 5.72; 3.3.1; 3.3.3; 5.6.17; 5.6.18; 5.7.5). Byford, Lennon and Russell (2009) agree with them and indicate that they have observed that many Social Science teachers neglect teaching controversial topics through discussion and interaction because of school and district policy (cf. 5.7.5). The findings further found that the participants believed that teachers should be observed to ensure that they teach all content and do not exclude controversial topics (cf. figure 5.73; 5.4.6; 5.4.7; 5.7.6; 5.7.10). It is necessary for schools to provide an environment in which honest and open discussions about controversial topics can take place.

The findings indicated that controversial topics divided society and dealing with them in the classroom can disturb the peace and stability of the scholastic environment (cf. 3.3.4; 3.10.2; 3.12.1; 5.4.5; 5.4.8; 5.8.1.3.1; 5.8.2.5). Yilmaz (2012) listed teachers' fears about school management and parents' reactions that contribute to their emotional inadequacies for teaching controversial topics. This was confirmed by the findings from the question regarding teachers being allowed to discuss feelings, concerns, frustrations and challenges, which they encounter in the classroom. All participants (100%) agreed with the statement and Hajisoteriou, Karousiou and Angelides (2018a) share their sentiment, with the view that emotions have a great impact upon teachers' daily practices, and especially on the ways in which they understand and interpret their roles (cf. 5.7.8; 5.8.2.10; 5.8.2.15). Zembyla's study (2010a) reaffirms it as well with the

statement that teachers are agents of social change; thus, their voices, views and emotions should not be ignored.

The findings further reveal that participants avoided controversial topics for fear of resentment from learners from other races, cultures, etc. Race discrimination, equality and other social matters have created a volatile environment in society in general, and a small spark could trigger bigger racial confrontations; white participants brought this perception to the attention of all the participants (cf. 3.12.1; 5.4.6; 5.8.1.3.1; 5.8.2.3).

With regard to compelling teachers to teach controversial topics, the comments of most participants were that teachers should not be compelled to teach controversial topics but should rather be appropriately trained (cf. 3.10.1; 3.10.2; 3.10.3; 5.6.8; 5.6.20; 5.8.1.6.1; 5.8.2.18). The teaching of controversial topics should be encouraged and the benefits thereof to the holistic development of learners as citizens of South Africa outweigh its disadvantages.

Findings further indicated that certain topics in Social Science can cause some teachers to come across as being disrespectful towards other races, cultures and ethnic groups. Chokoko (2011) warns that controversial Social Science topics should not be made compulsory because teachers need to be sensitive to certain groups of learners and apply different pedagogical strategies to avoid conflict.

Participants were also of the opinion that exposure to the teaching and learning of different societies, cultures and communities, would benefit teacher education students in developing their skills on how to interact with learners different from them (cf. 2.4.1; 5.6.9; 5.6.10; 5.6.11; 5.6.12; 5.6.13; 5.8.1.10.1; 5.8.2.10; 5.8.2.11; 5.8.2.12). The participants could not agree on how many controversial topics had featured in their course discussions; there was a general agreement that teachers have not been trained well enough to teach controversial topics. Kallaway (2009) expresses concerns by indicating that part of the problem is that nobody has trained the trainer; it is simply expected that if someone who has been a good student teacher, will become a good teacher and will therefore be aware of the skills needed to teach controversial topics.

6.2.5 RESEARCH QUESTION 4

6.2.5.1 WHICH SOCIAL JUSTICE CONSIDERATIONS SHOULD BE TAKEN IN ACCOUNT IN PREPARING TEACHER EDUCATION STUDENTS FOR THE CHALLENGES THEY MAY FACE IN MULTICULTURAL PRIMARY SCHOOLS?

The following findings emerged from the study in relation to the aforementioned research question:

Concerning the social justice considerations, the participants listed the following, to be taken into account in preparing teacher education students for the challenges they may face in multicultural primary schools:

- **Fair treatment of all learners, irrespective of their race, culture, ethnicity, socio-economic background and physical appearance.** The findings revealed that most participants from the black and coloured races felt very strongly about this and viewed the current state of affairs as shockingly neglected by Higher Education institutions, particularly in South Africa (cf. 3.2.5; 5.7.9; 5.7.10; 5.8.1.11.1; 5.8.2.10; 5.8.2.13; 5.8.2.15; 5.8.2.18). The findings further indicated that white participants felt that efforts were being made to address these matters. It can thus be argued that participants would welcome a stronger emphasis on social impartiality, as part of their preparation to become teachers (cf. 5.7.9; 5.7.10; 5.8.1.1.1; 5.8.1.13.1; 5.8.2.17). This is what most policies and legislation of the Department of Education in South Africa are advocating; moreover, there is the need to prioritise it for teacher training.
- **Fair redistribution of resources.** Findings from this study displayed the big difference between the different quintile levels of schools in South Africa. Former model C schools and some private schools are spoilt for choice, with reference to resources, while some public schools in the townships can barely survive from day to day. Some participants were shocked when they walked into some of the schools to do their teaching practice,

to witness the lack of basic teaching aids, compared to the schools that they had attended as learners (cf. 1.3, 5.4.10; 5.8.1.5.1; 5.8.1.9.1; 5.8.2.2).

- **Equal access to opportunities and rights.** An emphasis on equal access to opportunities and rights reflect an approach to social justice that focuses on ensuring that people are not excluded from life opportunities and the activities of society, on an unfair basis (such as, race, gender, sexual orientation, age). The findings indicated that pre-service teachers should be developed on issues of equal access to opportunities and rights, which are enshrined in the Constitution of the country and in most legislation of the Department of Education. (cf. 3.4; 3.5; 5.3.4; 5.5.4; 5.5.9; 5.8.1.8.1; 5.8.2.10).
- **Eliminating poverty through proper education.** Nelson Mandela once said that education is the most powerful weapon which you can use to change the world. When children in the world and specifically in South Africa, are educated, they can contribute significantly to both national and international progress. Thus, education is the best answer to poverty and its related issues, such as child-headed households, or single parent households (Kulild, 2014). The findings indicated that teachers need the skill to motivate learners and communities that education can be the vehicle for eliminating poverty (cf. 3.2.1; 3.3.4.5; 5.5.4; 5.6.3; 5.6.4; 5.7.3; 5.8.1.13; 5.8.1.14).
- **Fair policies, laws, systems and appropriate processes.** Procedural justice concerns the fairness and the transparency of the processes by which decisions in a society are made. While a fair process on its own does not guarantee a socially tolerable outcome, a fair system of law and due process are important to social justice, because they provide the mechanism by which everyone in society applies the requirements of social justice to particular cases, which is vitally important for those who have less power in society. The findings revealed that 80,8% of the participants were not familiar with the policies and legislation that govern the South African education system, and a further 19,2% were only partially familiar (cf. figure 5.64). Mogoashoa (2014) argues that teachers receive training in the various teaching and learning policies; however, some policies are not deemed appropriate to what teachers are doing in the classroom. Knowledgeable teachers can be beneficial not only to themselves but to society at large. The findings further revealed

that all participants (100%) would welcome further training and development to familiarise themselves with the policies and legislation of the education system (cf. figure 5.64; 5.6.17; 5.6.18; 5.7.5). Kimathi and Rusznyak (2018) agree and argue that policy makers must explore professional development from the perspective of the participating teachers in order to clearly understand what would be best for changing their classroom practices.

- **Recognition of human value and wellbeing.** Recognition refers to a reciprocal respect for both the unique and equal status of all others. A view of social justice which emphasises recognition, is concerned with human value beyond a person's status. This approach is consistent with the redistributive discourse (RED) of social inclusion, which addresses social, cultural and political participation. It was evident that participants valued the importance of constitutional values and imperatives, and teachers require this crucial skill to advance human values and the general wellbeing of their learners (cf. 5.3.3; 5.3.4; 5.7.9; 5.7.10).

6.2.6 RESEARCH QUESTION 5

6.2.6.1 WHAT ARE TEACHER EDUCATION STUDENTS' UNDERSTAND OF THE ISSUES OF THE POST-APARTHEID (DEMOCRATIC) MULTICULTURAL PRIMARY SCHOOL?

Pertaining to the aforementioned research question, the following appeared from the investigation:

The findings revealed that White teacher education participants had limited knowledge of a post-apartheid multicultural classrooms, because some of them indicated that they grow up on farms and contact with children from other race groups was limited to the occasional meet and greet action only. Participants also stated that in most cases, Black and Coloured learners would be in the English medium classrooms while they would be in the Afrikaans medium classrooms. The Black and Coloured teacher education participants revealed that the state of the communities they come from, (which is normally associated with poverty, inequality and lack of infrastructure

is) an indication that more should be done to reverse the ills of apartheid and therefore understand the realities and complexities of post-apartheid multicultural classrooms. The findings revealed that all the teacher education students have limited knowledge of apartheid, that most of them got to know about apartheid through their parents and some through other media e.g., television, newspaper articles and books.

Education and training are central activities of society. Education, through different pieces of legislation, envisages a system that would contribute to overcoming the structural challenges facing our society, by expanding access to education and training opportunities, and increasing equity, as well as achieving high levels of excellence and innovation (cf. 3.2.3; 3.3.2; 3.9.2). The Green Paper (cf. 1.3; 3.2.2; 3.2.3) outlines that higher education is responsible for the socialisation of enlightened, responsible and constructively critical citizens, and is directly engaged in the creation, transmission and evaluation of knowledge. Therefore, lack of knowledge and training with regards to educational legislature in the country, miscarries the objective of having an understanding of post-apartheid South African multicultural primary schools.

The literature supports the view that education is seen as a vehicle to achieve the objectives of the current education system. Terblanche (2017) asserts that in a democratically governed society, the education system taken as a whole, embodies and promotes the collective moral perspectives of its citizens; that is, the code of values by which the society wishes to live and consents to be judged (cf. 2.8; 3.2.4). The objective is that the fundamental purpose is to give assurance that education and training are basic human rights and therefore, the state has an obligation to protect and advance these rights, so that all citizens irrespective of race, class, gender, creed or age, have opportunities to develop their capacities and potential, thus making their full contribution to society (cf. 2.7; 3.2.4; 3.2.5). Teacher training should include exposure to policies of education; education administration; and structures. The findings revealed that most participants (94,9%) are not familiar with the South African Schools Act (SASA) (Act, 84 of 1996) and only 5,10% have limited knowledge of the act which is the legislative foundation of all schooling activities in South Africa (cf. 3.2.5; 5.5.3; 5.6.17; 5.6.18; 5.7.5).

It was also discovered that most participants (93,6%) were not familiar with the term multicultural education; the result reflected a concern because the school system in South Africa has changed to become multicultural since the dawn of democracy (cf. 2.5.1; 2.5.2; 2.5.3; 5.5.1; 5.5.2; 5.5.8; 5.8.1.4.1; 5.8.1.5.1). Ishmuradova and Ishmuradova (2019) presaged that the tendencies of modern society in social, cultural, economic and political terms leads to the formation of multicultural society. Deyhim and Zeraatkish (2016) agree and states that a multicultural society is an educational space in which students and different ethno-linguistic, religious and socio-economic affiliations live and study (cf. 2.7; 5.3.4; 5.6.7; 5.7.4; 5.8.2.16). The findings further indicated that most participants (96,2%) were not familiar with the objectives of multicultural education. To understand multicultural education, you need to have knowledge of the objectives and the purpose first (cf. figures 5.31; 5.32).

A very important finding on the question of the participants' familiarity of the South African classroom pre- and post-apartheid revealed that most participants (93,6%) were not familiar with it, leaving question marks on their preparedness to enter the teaching space on a full-time basis (cf. 2.7, 2.8; 5.5.4; 5.5.14; 5.6.11; 5.6.12; 5.6.14). The South African pre-apartheid Social Science classroom was a one consisting of learners from the same race, using the same language and to an extent coming from the same economic and social backgrounds. The South African post-apartheid Social Science classroom is in most instance diverse in terms of race, culture and socio background. The findings therefore revealed that because of such social stratifications at universities and institutions of higher learning, there is the reality of facing the challenge of educating students from many backgrounds in one classroom.

It was found that multicultural education is an equitable education for all learners regardless of ethnic and cultural backgrounds or religious affiliation, which makes the understanding of a post-apartheid multicultural classroom essential. From this perspective, multicultural education is implemented to enhance tolerance, respect, understanding, awareness and acceptance of self and others in the diversity of their cultures (cf. 2.6, 3.2.5; 5.5.5; 5.5.6). Schools are thought to have an important function in establishing social integration in society, in perceiving the

diversities as enriching and not a reason for separation, and in making this opinion prevalent in society.

The findings indicated that all participants (100%) agreed with the perception that it would be easy to teach multicultural groups if they were aware of diversity, and this result was an indication that knowledge about diversity is key to the successful teaching of multicultural groups (cf. 5.5.4; 5.5.7; 5.5.8; 5.5.10; 5.5.11). The findings further indicated that participants (100%) also remarked that they thought it would be easy to conduct discipline in a multicultural group if they understood the learners' cultural, socio-economic background, religious practices, etc. This view is supported by de Leo (2010) with the assertion that teachers can show that they value learners' lives and identities in a variety of ways, e.g. taking time to learn the proper pronunciation of learners' names. It was further found that this would demystify the perception that multicultural classrooms portray forms of disruptive behaviour and no respect for authority. Landsman and Lewis (2011) postulate that there are significant variations between cultures in communication or in the interpersonal contacts of learners in the multicultural classroom because they have a different style of nonverbal communication. This can sometimes be presumed as impolite by other cultures. Participants were all (100%) in agreement that they needed further training in teaching learners from a different culture/race. Gay (2013) suggests a possible solution for the lack of knowledge and skill in dealing with diverse learners, by recommending compulsory training and development (cf. 1.3; 1.6.3; 2.6.4; 5.5.9; 5.5.11; 5.6.10; 5.6.12; 5.8.1.11.1).

6.2.7 RESEARCH QUESTION 6

6.2.7.1 HOW CAN SOCIAL JUSTICE CONSIDERATIONS CONTRIBUTE TO THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN THE INTERMEDIATE PHASE OF MULTICULTURAL CLASSROOMS?

In relation to the listed research question, the following originated from the study:

The findings revealed that an effective way of building positive relationships is by incorporating characteristics of civility when interacting with people, as is the case in a classroom where the

interaction is between the teacher and the learner. It was also found that civil considerations are those habits of the heart and mind that are conducive to the healthy functioning of democratic systems, such as open-mindedness, compromise, toleration of diversity, etc. Forrest, Lean and Dunn (2017) affirm that in culturally diverse situations, which are sometimes fraught with racist attitudes, teachers have an important role in dealing with cultural sensitivity, multicultural values and with modifying attitudes regarding race and culture within the school system (cf. 2.3.1; 2.4.3; 3.10.1; 5.3.2; 5.3.6; 5.3.7; 5.3.8; 5.7.10; 5.8.2.9). The findings indicate a strong push for the views of Nnamani and Oyibe (2015), that the use of community-based instruction to implement the Social Science curriculum enhances teachers' productivity in instructional delivery. The findings are also in line with Ikwumelu and Oyibe (2011) that the utilisation of instructional methods that are community based, create the opportunity for teachers and learners to internalise the strategies used and be able to interpret the curriculum content of Social Science correctly, thereby its meaning. Community-based instruction provides on-the-job training for teachers who in turn, enhance their pedagogical skills, attitudes and knowledge (cf. figure 5.65; 5.3.4; 5.3.10; 5.6.7; 5.8.1.12.1).

It was found that participants were of the view that social justice considerations would assist with teaching in multicultural schools, because teachers who are sufficiently informed about their learners and the community, will succeed in multicultural schools (cf. 5.6.9; 5.6.14; 5.8.1.5.1; 5.8.1.11.1). McDonald and Zeichner (2009) support this notion and explain that social justice education pays more attention to societal structures that perpetuate social injustice, than to issues of cultural diversity. Participants also warned that it should be kept in mind that teachers deal with fragile minds, and the matter of social justice considerations should not be overemphasised to the detriment of a learner's development. Teaching for social justice as meeting the needs of individual learners, is based on the considerations of individual learners as independent of broader institutional structures.

The findings revealed that working from the premise that classroom and schooling are reflective of inequalities that exist within broader society, social justice teaching sees teachers as pivotal to challenging social and educational oppression. Moreover, teachers are not only required to

critically examine the world of learners, but also to imagine education methods that promote alternative ways for learners to relate to others and the world (cf. 3.7; 3.10; 5.6.19; 5.6.20; 5.8.2.13). In general, most of the participants were of the view that social justice considerations are ideal for the teaching of controversial Social Science topics because they create a platform of debate and critical engagement on social issues. It is further observed that the fear, anxiety, and discomfort is detectable but would ease off with more exposure, better training and development. The lack of clear policies and limited support to pre-service teachers are some of the hindrances to this process (cf. 3.3.3; 5.3.10; 5.4.6; 5.4.7; 5.6.17; 5.6.18; 5.7.5; 5.7.6).

6.3 SYNTHESIS OF FINDINGS (TRIANGULATION BETWEEN THE QUANTITATIVE AND QUALITATIVE DATA)

A synthesis of the findings between the literature study, and the qualitative and quantitative data will now follow.

6.3.1 The role of social justice in Social Science education

It can be concluded that social justice has a particular role to play in education and in particular in Social Science because of the close link to society, communities and the broader population (cf. 2.2; 5.3.3; 5.3.4; 5.3.6; 5.3.8). Social Science content in its current form, from a South African perspective, emanates from events and activities that took place in communities and in the broader society, thus being relevant to the role communities should play (cf. 2.3; 5.7.9; 5.7.10; 5.8.1.1; 5.8.1.12.1; 5.8.2.15).

In the South African transitional justice environment, Social Science education also needed to take into account the legacies of the apartheid-era schooling system and the official historical narrative that had contributed to conflict. The segregation of schools and the concurrent underfinancing of black schools conspired to institutionalise deeply unequal education between whites and the majority of South Africans (cf. 2.7; 2.8; 3.2.5; 5.5.4; 5.8.2.1). Social Science education is seen as the hallmark of civilised society, the engine of social justice and economic growth, the foundation of our culture and the best investment that can be made in the future of a country (cf. 5.6.3; 5.6.13; 5.7.9; 5.7.10). Studies have documented that regardless of the

economic, ethnic, or cultural background, family involvement in a child's education is a major factor in determining success in all areas (cf. figure 5.11).

It can thus be concluded that social justice considerations have some role to play in the teaching of controversial Social Science topics (cf. 2.7; 2.8; 5.3.7; 5.8.2.9). This is unique to other school subjects and in the South African school system and should be employed to the fullest. Throughout the study, the participants appeared to show an enthusiasm for social justice considerations and the role it can play in social cohesion and nation building. Participants from all racial groups appeared to show willingness to be the change-agents society requires in the redress process of education in post-apartheid South Africa.

6.3.2 Teacher training programmes preparing Social Science teachers to teach controversial topics

Based on the findings of whether the teacher training programme is preparing pre-service Social Science teachers appropriately, to teach controversial topics, it came out strongly that the participants felt the training did not adequately address the issue of teaching controversial topics. It is found that teacher training has been a matter of concern since the dawn of democracy, to the extent that provincial and district education departments had to constantly approach institutions of higher learning to develop short courses and in-service training courses (cf. 3.3.1; 3.3.2; 3.3.3; 5.5.3; 5.5.4; 5.6.1; 5.6.3; 5.6.20).

The professional body, South African Council for Educators (SACE), has a criterion that educators have an obligation to support - the induction of newcomers to the profession. It was found that participants' responses to whether further training and development is required to empower them in their profession, that there was no hesitation of a positive response (cf. 5.6.4; 5.6.8; 5.6.17; 5.8.1.10.1 and 5.8.1.11.1).

Broader problems such as inequality in society; dysfunctional school management; inadequate infrastructure and inequitable resource allocation; continue to plague the schooling sector. Thus, inadequate training should be last thing that the Department of Education should be sitting with (cf. 3.3.1; 5.5.4).

Teaching practice is a central element of teacher training in most countries, because it provides prospective teachers with first-hand experience of the real schooling context. This is critical for well-prepared and effective teachers. The findings indicate that a regulation would be required from universities to make sure that student teachers extract maximum exposure, knowledge and skills from this activity (cf. 3.4; 5.6.7; 5.8.1.13.1). It can therefore be concluded that participants see teaching practice as a valuable vehicle to help them prepare adequately for the profession. The literature reveals that not only learners require learning in schools, but also teachers need learning before starting their profession (cf. 3.4; 5.8.1.3.1; 5.8.1.13.1; 5.8.2.15). There is important evidence in the literature that the success of teachers does not only depend on theoretical knowledge, but also on practical experience.

Throughout the study, it has been found that participants appeared to have a willingness to teach controversial topics in Social Science but lack the knowledge and skills. Participants acknowledged that it is part of their obligations to teach all content, including controversial content and to assist learners to become valuable and holistic members of society. Furthermore, teachers can be seen as a tool to enhance diversity, especially in the multicultural schools of South Africa (cf. 2.8; 3.3 5.4.6; 5.4.7; 5.6.3; 5.8.1.3.1).

6.3.3 Controversial Social Science topics in a multicultural classroom

Participants in this study appeared to have limited experience in teaching or interacting with diverse learners or in multicultural settings. Most South African schools are either already diverse or are in the process of becoming multicultural; however, teacher education students could not confidently manage a multicultural classroom. The Social Science content and in particular, the controversial elements of the content appeared to test the teacher education student's abilities in an intermediate phase multicultural classroom (cf. 5.5.5; 5.5.6; 5.6.8; 5.8.1.4.1; 5.8.2.6; 5.8.2.10).

The findings revealed that participants would avoid controversial topics if they had a choice in the matter and they presented the when and how of avoidance in several ways. They justified this avoidance with constraints; pedagogical difficulties because of the learners' disagreements;

or with their own reservations and disagreements with the content (cf. 1.3; 3.12.1; 3.12.2; 5.4.3; 5.4.6; 5.4.7; 5.6.6; 5.8.1.3.1; 5.8.2.4). The findings also revealed some participants' reasons for evading difficult moments in the classroom, by depicting themselves as mediators between the learners and the curriculum (cf. 5.5.11; 5.5.12; 5.7.8; 5.8.1.8.1).

Based on the findings, it was also found that the white participants were fearful of disclosing their own views and rather encouraging discussion among the learners. Their disclosure they viewed as risky, unnecessary or counter-productive (cf. 3.12.3; 5.8.1.4; 5.8.2.3). The findings further indicated that many teacher education students neglect teaching controversial topics through discussion and interaction because of a lack of classroom control; discomfort with diverse learners; and discomfort with learners openly discussing and debating the matter at hand (cf. 5.4.8; 5.5.13; 5.8.2.6).

It was found that some white participants' fear was also based on their becoming emotional, either appearing as perpetrators or victims of social classification. Some black and coloured participants appeared to have wanted to take on the challenge of engaging with learners in the classroom without the fear of been viewed as perpetrators (cf. 3.11; 5.7.8; 5.8.1.10.1; 5.8.2.7; 5.8.2.10; 5.8.2.16). It became evident that discussing controversial topics can assist learners to deal with conflict, take leadership roles and teach them to clarify and justify their opinions about social and historical events (cf. 3.11; 5.5.10; 5.7.1; 5.7.2).

In summation, it can be argued that teacher education students find the teaching of controversial Social Science topics very challenging, irrespective of their race, culture, or socio-background. It can be further argued that there was a willingness to consider social justice as a vehicle to confront controversial Social Science topics, but the inclination would happen only if participants are fully trained and skilled before they enter the profession. This clearly demonstrates that regular exposure to diverse learners, appropriate training and development with supported policies, would go a long way to addressing this problem (cf. 2.7; 2.8; 3.11; 5.6.5; 5.6.9; 5.6.10; 5.6.12; 5.6.20; 5.8.1.10.1; 5.8.1.11.1).

6.4 RECOMMENDATIONS

Recommendations derive from insights from the data analysis in chapter 5 and the stated findings relating to the adequacy of teacher education students using social justice considerations in the teaching of controversial Social Science topics in multicultural classrooms.

➤ **Inclusion of social justice considerations in the teaching and learning of Social Science.**

This study has revealed that the primary purpose of Social Science is to develop civic virtues; to assist learners to acquire knowledge, attitude, values, habits and behaviour that are critical for maintaining a healthy, diverse, and dynamic society (cf. 5.3.7; 5.3.8; 5.7.2; 5.8.1.7.1). The study additionally indicated that the primary mission of Social Science is to produce competent citizens, and the participants of this study revealed the importance of social impartialities in the Social Science intermediate phase classroom (cf. 5.3.6; 5.4.4; 5.7.2; 5.7.9; 5.8.1.6.1; 5.8.2.5; 5.8.2.17). Consequently, I would recommend that social justice considerations be included in the teaching and learning of Social Science in primary school settings.

➤ **Extended exposure to multicultural intermediate phase classes.**

Teacher education students are currently exposed only to multicultural classes by choice, if they decide to do their experiential training (teaching practice) at a multicultural school. I would recommend that teaching practice at a multicultural school be made mandatory and support be granted to pre-service teachers who have problems with doing teaching practice at multicultural primary schools. The study revealed that teacher education students avoid doing teaching practice at multicultural schools due to a lack of understanding other cultures, beliefs, and customs (cf. 5.3.10; 5.4.2; 5.4.7; 5.5.14; 5.6.5; 5.6.9; 5.6.11; 5.6.12; 5.7.6; 5.7.7; 5.8.1.3.1; 5.8.1.4.1; 5.8.2.4).

➤ **Engagement with communities of all socio-economic school settings.**

The inhabitants of many South African public-school classrooms are from different spheres of life and learners are also from different socio-economic groups (cf. 3.3.2, 3.3.4, 3.3.4.2). A considerate approach to the learners is critical for the success of teaching and learning; therefore, teachers should have a broad knowledge, understanding and empathy towards all learners, irrespective of their situations (cf. figure 5.5). Based on this

assertion, I am of the opinion that regular engagement with communities of different socio-economic groups in both official and on social levels, would be prudent (cf. 5.3.4; 5.4.9; 5.4.10; 5.6.7; 5.7.4; 5.8.1.8.1; 5.8.2.7; 5.8.1.12.1).

➤ **Inclusion of social justice and multiculturalism in the training programme of Social Science intermediate phase teachers.**

Institutions of higher learning are frequently revising their programmes ensure that the curriculum is relevant to a changing world; therefore, a curriculum that addresses the challenges of society would be beneficial to all stakeholders. The establishment of partnerships between stakeholders who have an interest in education, i.e. the state, parents, learners, teachers and other members of the community, in the vicinity of a school is critical (cf. 2.6.3.4; 3.2.5; 3.3.4; 3.10.2). The recommendation to include social justice and multiculturalism in the training programme of Social Science should be regarded as relevant and is therefore suggested. If it has been done already, the recommendation would be to advocate that it be listed as priority (cf. 5.3.2; 5.3.3; 5.3.6; 5.3.7; 5.3.8; 5.5.1; 5.5.2; 5.5.5; 5.5.6; 5.6.10; 5.6.11; 5.6.12; 5.6.13; 5.6.19; 5.6.20; 5.8.1.5.1; 5.8.1.7.1; 5.8.1.10.1; 5.8.1.11.1; 5.8.2.15).

➤ **Advocacy for diversity awareness campaigns in multicultural primary schools.**

Based on the evidence found in this study, the need for appropriate understanding of diversity is undervalued at universities and teacher training institutions. Students usually learn about other cultures, beliefs and customs by accident, through limited engagement with other students, hearsay and by default, if they happen to find themselves in difficult situations (cf. 5.3.4; 5.5.11; 5.6.14; 5.7.1; 5.7.10). I would therefore recommend that activities and awareness campaigns be priorities on campuses to ensure that correct information is disseminated about diversity, race, culture and other social imperatives (cf. 5.6.9; 5.6.10; 5.6.11; 5.6.12; 5.7.4; 5.8.1.9.1).

➤ **Campaigns to reform policies to address the teaching of controversial Social Science topics.**

The South African school curriculum has for the past two decades seen several policy reforms processes to address the challenges caused by the legacy of apartheid (cf.3.1;

3.2). With regard to the South African transitional context, the expected role of Social Science teachers in curriculum revision processes is fundamentally different from what it had previously been. Social Science teachers are now expected to teach content that is based on enquiry and interpretation that has explicit objectives to develop learners to contribute to a new, democratic, right-respecting South Africa. Therefore, the element of controversy in some of the content of Social Science, and the need to align Social Science policies to protect all stakeholders is critical in South African schools. I consequently advocate reformed policies to address the teaching of controversial Social Science content (cf. 5.3.10; 5.4.9; 5.4.10; 5.7.5; 5.7.7; 5.7.10; 5.8.1.13.1).

➤ **Developing active and responsive citizens in multicultural primary school context**

Citizenship requires doing one's share for the community and country. Being a good citizen means caring about the good of society and participating actively to make things better. The literature and findings revealed that participating in community service programmes and learning about the importance and value of serving others, can be a powerful influence on positive character development. Social Science teachers could consider activities in the classroom that address and develop social skills (cf. 3.3.2; 3.3.4; 3.10.2). Effective social problem solving requires reading one's own and others' feelings and being able to accurately identify and express those feelings. Social skills also support the positive development of healthy adult relationships with family members and peers. These are all aspects that will assist intermediate phase learners to develop positive mind sets and further develop them into responsive citizens (cf. 5.3.4; 5.4.9; 5.4.10; 5.6.7; 5.7.4; 5.8.1.8.1; 5.8.2.7; 5.8.1.12.1; 5.8.1.10.1; 5.8.1.11.1; 5.8.2.15).

➤ **Inclusivity and community support in the educational Social Science project**

Support from communities was identified as essential to achieving the goals of teaching controversial topics in Social Science. Teacher education participants indicated that they did try to involve communities, but they also argued that there was often a lack of family involvement, possibly as a result of socio-economic factors. Teacher education participants therefore indicated that they do attempt to ensure the inclusion of all learners in their classrooms, through the use of their teaching strategies, including

differentiated and learner centred teaching methods. However, teacher education participants indicated that there is a need for further training and development of the skills, necessary for implementing inclusive teaching strategies. There are also multiple obstacles that need to be addressed, in order to meet the objectives of inclusive education and support from communities within the South Africa education project (cf. 2.5.3; 2.6.3; 3.3.2; 3.10.2; 5.3.4; 5.5.7; 5.6.20; 5.8.1.8.1; 5.8.1.9.1).

6.5 LIMITATIONS OF THE RESEARCH PROJECT

Although the research was planned, organised and executed according to sound scientific principles, a few limitations and inadequacies emerged during the course of the project.

- I had difficulty communicating with the participants of the study; it took some time before an effective communication system was put in place. I made a WhatsApp group and the communication was much better thereafter.
- The participants were also very slow to respond to the completion of the questionnaires and frequent reminders had to be sent and regular follow-ups made.
- Some participants were not keen on participating in the study, although they took questionnaires, which resulted in some questionnaires not being returned.
- Another limitation relating to the participants, was their availability to participate in the focus group discussion sessions, due to COVID 19. Therefore, I had to do virtual sessions and supply data to some of the participants who had no wifi or data. This resulted in a financial burden for me.
- The teaching practice observation session had problems too; the participants were limited to only having 50% of their learners in a classroom to allow social distancing. The active participation of the learners in the class was also hampered because they were not allowed to speak without wearing a mask.

6.6 RECOMMENDATION FOR FURTHER RESEARCH

When further research is undertaken, the following recommendations are suggested:

- It is recommended that the possible reasons be investigated as to why different racial groups react differently to teaching in multicultural schools.
- It is recommended that investigations be done to establish strategies to employ in a multicultural classroom to teach controversial Social Science issues.
- It is also recommended that an investigation be done on the role of School Management Teams (SMT), parents and other stakeholders to alleviate the fears of teaching controversial Social Science content.
- It is recommended that exploration should be done on the close relation between Social Science, social justice, and multiculturalism.

6.7 CONCLUSION

This chapter revealed the findings and the recommendations based on the literature review and the empirical investigation. The findings of this research study indicated that social justice considerations have a role to play in the teaching of controversial Social Science topics. The research was, therefore, an attempt to demonstrate that appropriate training and development, and the support of all stakeholders in the education process is critical in the teaching of controversial Social Science topics. The research project will provide guidelines for the teaching of controversial Social Science topics, with the inclusion of social justice considerations for multicultural school settings.

CHAPTER 7

PROPOSED GUIDELINES FOR THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN MULTICULTURAL SCHOOL SETTING

7.1 INTRODUCTION

In the preceding chapter the research findings, recommendations and limitations were discussed. In this chapter, I propose guidelines for the teaching of controversial topics in Social Science and the consideration of social justice when teaching controversial content. The guidelines are based on the information obtained from the existing body of knowledge and the literature review (cf. Chapters 2 and 3), as well as the empirical study (cf. Chapter 4), and the findings and discussions of the empirical investigation (cf. Chapters 5 and 6).

The assertion from the literature review and the empirical research have confirmed that social justice considerations have some role to play in the teaching of controversial Social Science topics. The literature review further indicates that inadequate training; a lack of in-service development; a lack of support from education authorities; deficiencies in policies with regard to guidance of the teaching content with controversial elements; and fear of reprisal if teachers make mistakes when teaching controversial issues. These are some of the main reasons for the reluctance to teach controversial topics. It is critical that teachers know that they will not be chastised and alienated if they teach controversial content. The absence of community involvement in the teaching and learning process and the lack of understanding of diversity, race, culture and other social justice imperatives play an important role in the teaching and learning process.

Teaching controversial topics is embedded in curricular advice across the content of Social Science. The need to discuss a controversial issue can present itself in any subject and teaching controversial topics may be a way in which to strengthen cross-curricular learning. To varying degrees, in all national curricula such topics are expected to be addressed, with teachers providing a wide range of opportunities for doing so. The importance of developing knowledge

and skills connected to real-world situations to prepare young people for the complexities of life in the 21st century is well documented. Many controversial topics fall into the key areas of global citizenship education, knowledge, and understanding. Similarly, global citizenship, education skills, values and attitudes, support learners in discussing and making rational judgements on emotive issues. By giving learners the tools to become global citizens, they can also be supported in their ability to deal effectively with controversial issues.

7.2 PURPOSE OF THE PROPOSED GUIDELINES

The purpose of the proposed guidelines for the teaching of controversial Social Science topics, is to ensure that teachers adopt a courageous stance regarding controversial issues. The guidelines outline how to engage in dialogue with learners whose values are different from one's own and to respect them is central to the democratic process and essential for the protection and strengthening of democracy and for fostering a culture of human rights. The findings have revealed that learners in multicultural schools do not often have opportunities to discuss controversial topics because they are seen as too challenging to teach. Unable to voice their concerns, unaware of how others feel or are left to rely on friends and social media for their information, learners can be frustrated or confused about some of the major issues which affect their communities.

7.3 KEY ELEMENTS FOR THE DEVELOPMENT OF DEMOCRATIC, ACTIVE AND RESPONSIBLE LEARNERS IN THE PURSUIT OF TEACHING CONTROVERSIAL SOCIAL SCIENCE TOPICS IN A MULTICULTURAL PRIMARY SCHOOLS CONTEXT

South Africa's first democratic election in late April 1994 stands as a political watershed in the country's history, because it signalled the end of racially based rule and the beginning of a constitutional democracy. Each new generation has to acquire the knowledge, learn the skills, and develop the disposition that underlies a constitutional democracy. This disposition has to be fostered and nurtured by word and study, and by the power of example. Every democratic society, therefore, faces the challenge of educating succeeding generations of learners for responsible citizenship. Learners have to be prepared for their future responsibilities as citizens

of a democratic society. Many institutions help to develop citizens' knowledge and skills and shape their civic character and commitments: family, religious institutions, the media, and community groups all exert important influences. Schools, however, bear a special and historic responsibility for the development of civic competency and responsibility. Table 7.1 illustrates some of the identified elements:

Table 7.1 Key elements derived from the study to developing, democratic active and responsible learners in the pursuit of teaching controversial Social Science topics in a multicultural intermediate phase classroom

Knowledge	Skills	Values and Attitudes
<ul style="list-style-type: none"> • Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict resolution • Human rights • Power and governance • Racism, oppression and marginalisation • Global citizenship • Civic education • Classroom climate and control • Democratic dialogue 	<ul style="list-style-type: none"> • Critical and creative thinking • Empathy • Self-awareness and self-reflection • Communication • Co-operation and conflict resolution • Ability to manage complexity and uncertainty • Informed and reflective action • Cooperation with stakeholders • Cooperative learning and teaching styles • Protecting learner sensitivities • Dealing with spontaneous questions and remarks 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • Belief that people can bring about change

Teaching and learning the knowledge, skills, and dispositions of democratic, active and responsible citizens in pursuit of using social justice considerations in the teaching of controversial Social Science topics, should begin in the intermediate phase and continue in every grade or level to the completion of a learner's schooling. As learners move from the intermediate phase to higher grades in school, they should study more complex and deep ideas and skills that

constitute the core of a good education for democracy. These are elements that would contribute to the effective teaching and learning of controversial Social Science topics and the value of social justice considerations especially in multicultural primary schools. Thus, they will hopefully master these ideas and skills by the time they complete their last year of schooling.

7.4 MAJOR CHALLENGES IN TEACHING CONTROVERSIAL SOCIAL SCIENCE TOPICS IN MULTICULTURAL CLASSROOMS

This scoping guidelines listed the major challenges of teaching controversial Social Science topics in multicultural schools and suggest ways in which these challenges may be confronted. The focus in particular, is on the need to increase the confidence and competencies of teachers in addressing controversial Social Science topics in the intermediate phase multicultural classroom. If support from is not coming forth from the Department of Education (DoE); school management teams (SMTs); education policies; and stakeholders, teachers might have no reliable means of dealing with this challenge constructively and no-one to guide them.

The Challenges of teaching controversial Social Science topics in multicultural primary school settings:

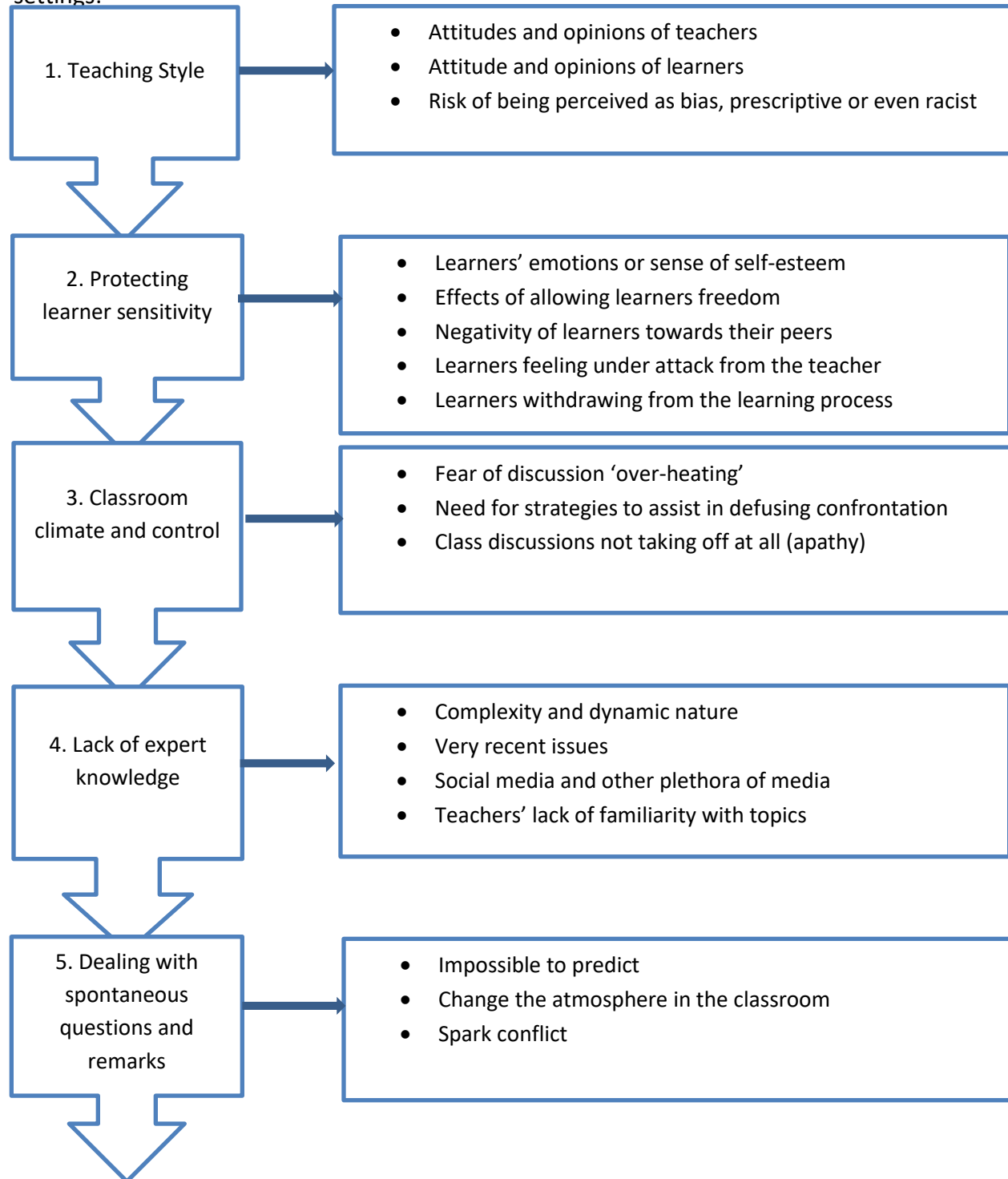


Figure 7.1 Challenges derived from the literature and findings in this study addressing the teaching of controversial Social Science topics in a multicultural classroom in South Africa

7.5 SUGGESTED GUIDELINES FOR THE TEACHING OF CONTROVERSIAL TOPICS WITH THE INCORPORATION OF SOCIAL JUSTICE CONSIDERATIONS IN MULTICULTURAL PRIMARY SCHOOL CLASSROOMS

Teachers are not expected to ‘know the answers’ when they are tackling controversial topics in an intermediate phase multicultural classroom. It is perfectly valid for these discussions to raise more questions than answers. The value is in providing learners with the opportunity to think critically and dig deeper into exploring values and attitudes towards challenging issues, with consideration and respect for others. The use of social justice considerations in multicultural classrooms will ignite discussions and, in some instance, possibly boil over to a victim and perpetrator debates. These are elements that in some instances are regarded as controversial and requires meticulous planning on the side of the teachers, not to allow the discussions to spiral out of control in Intermediate phase classrooms.

7.5.1 Appropriate ways to address controversial Social Science topics in multicultural classrooms

It is generally understood that there is no one, simple solution to the challenges associated with the teaching of controversial Social Science topics. It simply is not possible to lay down hard-and-fast rules about teaching controversial subject matter to be applied at all times. The teacher has to take into account the knowledge, values, and experiences which the learners bring with them to the classroom; the teaching methods, which predominate in other lessons; the classroom climate; the diversity composition, socio-economic backgrounds of the learners; and the age and ability of the learners. Different circumstances in the classroom require different methods and strategies, with no guarantee that a strategy which works with one set of learners, will necessarily work with another group. What is needed, is sensitivity to context and flexibility of response.

Practical suggestions to mitigate the fear of teaching controversial Social Science topics in multicultural classrooms.

7.5.1.1 Teacher's personal awareness and self-reflection

Teachers should be aware of and sensitive to the way their own experience of issues are likely to affect the manner in which they deal with them in the classroom. An element of personal self-reflection by teachers on their own belief and values, and how these influences the way they address and interact with learners both individually and collectively, is seen as crucial to the sensitive teaching of controversial content. An important part of this process is deciding how to balance the person and the public. While there may be some views on issues teachers wish to remain private from their learners, there can also be a place for teachers sometimes sharing their personal experiences. Sharing can add to the evidence on a topic, and aid learners' understanding and deepen their perspectives. For example, a teacher who has been a victim of racism may decide to share their personal experiences with learners, so that they can better understand the impact and effects, without going into precise, private details of the nature of the incident.

The teaching and learning process are always influenced by the attitude and opinions teachers and learners bring to the classroom.

7.5.1.2 Alertness to the make-up of the class and school environment

Having knowledge of the range of potential sensitivities in each class, as well as in the school, the community and the stance of official authorities is seen as a pre-requisite for understanding when an issue is likely to be sensitive to the learners. The teacher should provide scope for open-ended discussion, i.e. the class may move on to consider issues and questions the teacher has not thought of. The teacher should show the learners that issues are hardly ever black and white and allow debate on some of the issues, within boundaries. I recommend that the teacher allows learners to differ, without attacking another learner's views. Consideration of the learner's views based on pre-existing thoughts, social justice and knowledge gained outside of the classroom, should be accommodated and further researched.

When discussing controversial topics, learners will bring their experiences beyond the classroom with them. They may hold particular views based on their cultural or religious values from their life at home, in their local community, and from personal experiences. At times, these values may

be in conflict with human rights and equality, in which case the school has a duty to make this clear. It is therefore helpful for the school to develop open relationships with parents about the importance of children discussing controversial topics. This is especially relevant in primary schools where parents may not think children should be involved in uncomfortable or complex issues. Fostering open dialogue with parents about the value of discussing controversial topics, along with a clear school policy, will enable teachers to approach these issues within an appropriate school framework.

7.5.1.3 Creation of an appropriate classroom atmosphere and supporting culture

The importance of the role of the classroom and the whole-school atmosphere, what is termed ‘democratic school culture’ cannot be overestimated. There should be an atmosphere which is ‘open and non-judgmental’, in which there is honesty and trust between teacher and learners. The atmosphere for the learners must be free from fear of expressing reasonable points of view which might contradict those held either by their class teacher or by their peers. The establishment of codes of conduct or class/school rules for how learners should behave when there is disagreement over an issue are regarded as the key to the creation of this kind of atmosphere. This often works best when learners themselves are involved in the development of the appropriate atmosphere

Key to a successful approach is ensuring that classrooms are safe spaces for young people to explore their thinking. This means providing a “space which is collaborative, respectful and provides an opportunity for open dialogue where learners can test out their views in an open forum for critical, in depth and respectful discussion”. Ideally, when raising a challenging topic in the classroom, it should be carefully planned and considered. As there are many demands on curriculum time, it may be useful to create opportunities to talk about challenging issues in settings such as assembly, circle time or discussions by school councils. However, controversy may arise unexpectedly in the corridor or playground and teachers will need to be prepared for this too. At the same time as acknowledging the benefits of exploring controversial issues in the classroom, particular teaching skills are required to prevent reinforcing stereotypes, thus raising tension between learners or increasing confusion.

Knowing the learners and the context of their lives both in and outside of the classroom, will help inform judgements. It may be necessary to seek the support of colleagues with experience of discussing particular topics or those who have a good understanding of issues in the local community.

In an effort to encourage all learners to speak up, the teacher can take several steps such as:

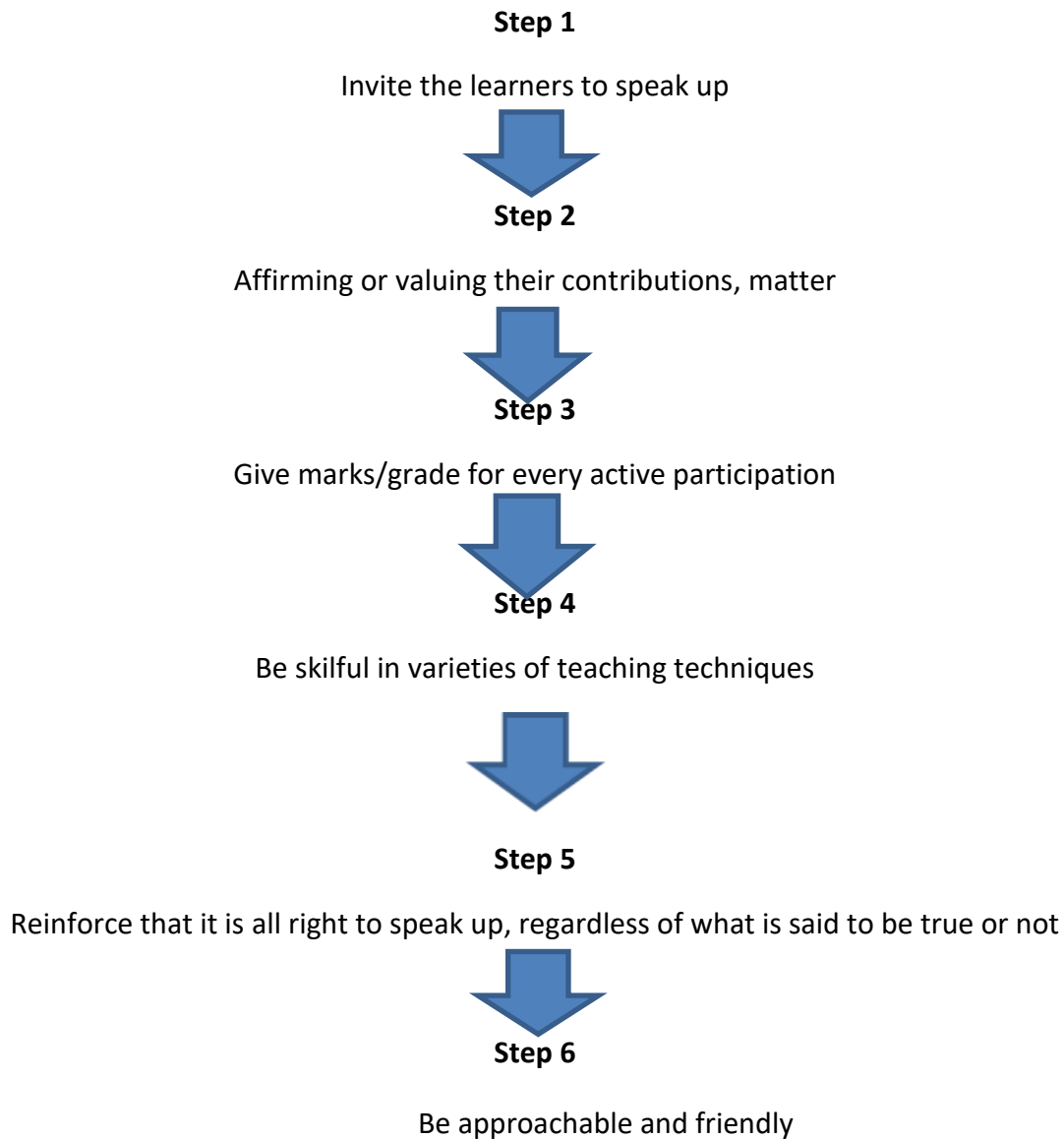


Figure 7.2 Steps to follow to allow conversation in a multicultural intermediate phase Social Science classroom

Figure 7.2 illustrates my proposed steps towards creating a conducive conversation in the Social Science intermediate phase multicultural classroom. Its aims are to transform the classroom into a fully integrated type of participation, wherein the majority of learners are engaged actively in the classroom activities.

7.5.1.4 Alternative pedagogical approaches with regards to the teaching of controversial Social Science topics and the use of social justice considerations in intermediate phase classrooms

I suggest that teachers should focus on the nature of controversy and controversial topics and that they should motivate learners to recognise the notion that a person's stance on an issue will be affected by their worldview. An approach emphasising the importance of teachers and learners reflecting critically on their own stance, recognising the need to avoid the prejudice that comes from a lack of reflection, should be encouraged. Learners should be given the skills and abilities to identify bias for themselves, encouraging them to take a critical attitude towards claims of neutrality. Teachers should promote open mindedness, a thirst for more information and more sources of information and a willingness to change one's views where appropriate. Teachers should also be motivated to share their views with learners and make explicit the way in which they arrive at their own perspective on an issue.

I recommend various approaches i.e.

- **A balanced approach**, - for the teacher to present learners with a wide range of alternative views, when the class is polarised on an issue.
- **A neutral approach**, - requires the teacher not to express any personal views or allegiances whatsoever, but to act only as a facilitator of discussions.
- **A 'Devil's advocate' approach**, - requires the teacher to continuously take up the opposite position to the one expressed by the learners; this can be fun and it can be effective in stimulating more learners to contribute to the discussion.
- **A distancing approach** – introducing similarities and equivalents when an issue is highly sensitive in the class, school or local community.
- **A compensatory approach** – introducing new information, ideas or arguments when learners are expressing strong-held views based on ignorance; when the minority is being bullied by the majority; or there is an unquestioning consensus.
- **An empathetic approach** – introducing activities to help learners see an issue from someone else's perspective, particularly when issues of prejudice or discrimination against a particular group arise, or if the issue is remote from learners' lives.

- **An exploratory approach** – introducing enquiry-based or problem-solving activities when issues are not well defined or particularly complexed.
- **A de-personalising approach** – introducing society rather than personally orientated language when presenting an issue, especially if some or all learners have a personal connection with an issue, and feel particularly sensitive about it (Philpott, Clabough, McConkey & Turner, 2013).

I would further suggest that learners be provided with pre-reading material because one critical skill that teachers can teach learners is to use evidence to support any claim during a discussion. It is for that reason that I would recommend that Social Science teachers provide balanced, fact-based pre-readings that explores multiple sides of the issues to be discussed in class- these processes will require multiple sources. What matters is that learners enter the discussion with knowledge gained from their readings, to which they can refer, when they contribute to the discussions of controversial Social Science topics in the classroom. Debriefing is also something I would recommend in the teaching of controversial Social Science topics in multicultural primary school settings. No matter how perfect the discussion goes, there'll might be learners who are sensitive and even hurt by discussions on social injustices. A written debriefing/reflection assignment is a possible strategy for ensuring that all learners can be heard and more importantly, that they feel that they made a contribution. The teacher should emphasis that controversial topics have no right or wrong response, only well supported or unsupported responses.

7.5.1.5 The wider school context and the involvement of society and other stakeholders as an effective way of addressing the teaching of controversial Social Science topics in multicultural classrooms

Encouraging the development of a whole school approach to safe spaces and discussing controversial topics provide support and confidence for teachers in the classroom and the wider school community. The nature of discussing controversial topics, means that the potential for safeguarding concerns to arise, is greater. Teachers should therefore be aware of a school's

safeguarding policy and where necessary, seek support from educational authorities. I float the issue of team-teaching as a way of dealing with particularly complex issues. The suggestion is that different teachers or persons could work on different aspects of a topic. The teaching of controversial Social Science topics and the use of social justice considerations in the multicultural intermediate phase classroom is more effective when it is shared, and co-operation between teachers, learners, parents, society, outside speakers and organisations is facilitated.

7.5.1.6 Role of the teacher/facilitator in the teaching of controversial Social Science topics and the use of social justice considerations in multicultural classrooms

Controversial Social Science topics can challenge teachers' own thinking at times, but with good guidance and training, educators can have the confidence to handle moments of uncertainty in discussion. Teachers can model to learners that even for adults, some issues are complex and that we all need to take time to think and respond thoughtfully. Teachers need to find approaches that meet the need for balance and objectivity and avoid bias. Different methods can be chosen, according to the level of confidence and experience, as well as the maturity and skills of particular groups of young people. The teacher plays a pivotal role when discussing controversial Social Science topics and it is important to judge when, how, and whether to express personal views and opinions. It is necessary to be flexible in the choice of approach, as well as to be clear about why a particular method is being used on a given occasion.

7.5.1.7 Envisaged learner outcomes

Adopting a more positive and realistic view of Social Science and its potential for resolving conflict should be imprinted on learners' minds. Critical skills development is essential in relation to reflection upon and critiquing argumentation, and learners should be guided not to simply accept automatically received views and opinions.

7.5.1.8 Training and development of pre-service teachers for effective teaching of controversial Social Science topics and the use of social justice consideration as such in multicultural classroom settings

Action is required of current pre-service teachers, teachers, and the university teacher education programmes that prepare these candidates. In addition, action is needed by curriculum developers, as well as school authorities. Social Science teachers who have never considered the controversial topics approach, this study is hopefully a challenge to learn more about it. For experienced Social Science teachers who have taught controversial topics, their experiences should be shared with pre-service teachers, where possible. An evaluation should be undertaken of the type of issues that will prepare learners to not only be politically active but also social activists.

Education authorities should consider providing in-service teacher training opportunities for teachers and forming partnerships with teacher training institutions, focusing on models of instruction of controversial topics. Teacher education students should seek out cooperative teachers who are skilled at teaching controversial topics, and who would be excellent role models for incoming teachers.

The training should emphasis the following strategies on how to incorporate social justice considerations into the teaching of controversial Social Science topics in multicultural intermediate phase classrooms:

- **Use of first-person narratives, such as interviews, documentaries and documents.** Learners may encounter perspectives they are not comfortable thinking about and therefore teachers should encourage them even through the discomfort. The use of first-person narratives allows teachers to introduce subject matter to learners that may be difficult to discuss any other way.
- **Start with concepts and direct discussions.** Explain concepts first and keep bring discussions about controversial topics back to the concept. Once the concepts are understood, learners

tend to apply those concepts to a controversial topic rather than to focus only on the opinions.

- **Give learners space to experiment with concepts and apply them to real issues.** Intermediate phase learners often learn by first hearing a concept's definition and then apply it. To really make this process effective, teachers need to personalise the concept and apply it to the learner's life experiences and world view.

The call to action includes SMTs to support pre-service teachers and trust their professional decision-making abilities. The provision of training opportunities and collaboration on controversial topics instruction should be prioritised.

Curriculum developers should develop controversial issues resources for instruction in all Social Science disciplines and at all levels. One of the first areas to start is the examination of textbooks and how they are written, if void of controversy. Sidestepping controversy does not make it disappear; it only makes the views more divided and less understood.

7.6 CONCLUSION

The time has come to acknowledge that Social Science education is controversial. Social Science is the study of society and the very nature of South African society is diverse. This is a call for Social Science education to teach learners how to discuss differences of opinions associated with diversity.

In summation, it is clear that introducing controversial topics in the intermediate phase classroom of multicultural primary schools poses particular problems or challenges, both for teachers, learners and for schools as a whole. There are anxieties about the effects of introducing such issues to learners, parents and other stakeholders, about the risk of bias or undue teacher influence; about the complexity and fluidity of the subject-matter; and about the patchy and partial nature of the primary resources available to teachers. As a result, important issues are often left ignored in schools and teachers' expertise in dealing with controversial subject-matter

remains relatively undeveloped. It is generally agreed that there is no one solution which will answer all these anxieties, but that each must be addressed individually.

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Annexure A Letter asking permission for conducting research



Central University of
Technology, Free State

University of Free State
22 August 2019

Titus Williams
Student number: 217012927
9 Adin Street
Heidedal
BLOEMFONTEIN
9306

Re: Permission to conduct research

I am a registered student at the Central University of Technology and wish to conduct a research at University of Free State, in the Faculty of Education, with the final year B Ed Intermediate phase student, who are majoring with Social Science. The title of my study is:

Social justice considerations for the teaching of controversial Social Science topics in multicultural primary school settings: A case study of university teacher education students.

The research will be conducted according to all stipulated ethics of research and the institution will be informed continuously with the developments of the research.

Yours very sincerely and respectfully,

MR. T. WILLIAMS
RESEARCHER

Annexure B Letter of permission granted for conducting research



Office of the Vice-Rector: Research and Internationalisation
Kantoor van die Viserektor: Navorsing en Internasionalisering

23-Jan-2020

Dear Mr Titus Williams

UFS AUTHORITIES APPROVAL

Research Project Title:

SOCIAL JUSTICE CONSIDERATIONS FOR THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN MULTICULTURAL PRIMARY SCHOOL SETTINGS: A CASE STUDY OF UNIVERSITY TEACHER EDUCATION STUDENTS

This letter serves as confirmation that your request to collect data from students and/or staff members at the University of the Free State for your research project has been approved provided that you also have ethical clearance for the research from the ethics committee at the University of the Free State.

Please make sure that you also obtain your ethics clearance letter containing your reference number from the ethics committee after you have received this letter before you conduct your research.

Kind Regards



PROF RC WITTHUHN
VICE-RECTOR: RESEARCH & INTERNATIONALISATION
CHAIR: SENATE RESEARCH ETHICS COMMITTEE

206 Nelson Mandela Drive/Pylaan
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Annexure C Letter of approval for ethical clearance



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

13-Feb-2020

Dear Mr Williams, Titus T

Application Approved

Research Project Title:

SOCIAL JUSTICE CONSIDERATIONS FOR THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN MULTICULTURAL PRIMARY SCHOOL SETTINGS: A CASE STUDY OF UNIVERSITY TEACHER EDUCATION STUDENTS

Ethical Clearance number:

UFS-HSD2019/1672/1302

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Prof Derek Litthauer

Chairperson: General/Human Research Ethics Committee



Digitally signed
by Derek
Litthauer
Date: 2020.02.15
19:58:00 +02'00'

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Annexure D Students' Questionnaire

Participant number

QUESTIONNAIRE: FINAL YEAR SOCIAL SCIENCE PRE-SERVICE TEACHERS OF UNIVERSITY OF FREE STATE

SOCIAL JUSTICE CONSIDERATIONS FOR THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN MULTICULTURAL PRIMARY SCHOOL SETTINGS: A CASE STUDY OF UNIVERSITY TEACHER EDUCATION STUDENTS

PURPOSE OF THE SURVEY:

The purpose of the survey is to determine whether social justice considerations has any role to play in the teaching of controversial social science topics in multicultural primary schools.

Note to the participants

- I would appreciate your willingness to assist in the research project; please take note that you are not compelled to partake in this survey.
- Your contribution to the survey remains private and confidential and no one will be able to trace your response back to you as an individual
- Your permission to use these responses is required for the purpose of this study

How the survey should be completed:

- I am only interested in your opinion
- Please read each question carefully
- Please use a pen to mark your responses by placing a cross or a number where applicable and in writing on the lines provided

THANK YOU IN ADVANCE FOR YOUR ASSISTANCE

Section A

Biographical information:

1. Race:

Black	
Coloured	
Indian	
White	
Asian	

2. Age

20-24 years old	
25-30 years old	
Older than 30 years	

3. Gender (Please tick in the appropriate box)

Male		Female	
------	--	--------	--

4. School attended

Farm Public schools (schools in Farm areas)	
Ordinary Public Township school (schools in former black and coloured areas)	
Former Model C school (former whites only schools in urban areas)	
Private school	

5. Area where you grow up

Rural	
Township	
Urban	

Section B: Social Justice and its role in Social Science

(Please tick only one option per statement)

Option 4 = strongly agree, 3 = Agree, 2 = Disagree, and 1 = strongly disagree

	4	3	2	1
6.1 Social justice can be defined as a fair allocation of wealth, privileges and opportunities in society, and it relates to fairness, which created equal life opportunities to all people despite their background. Social justice is critical for teacher training.				
6.2 I have engaged on the topic of Social Science during my teacher training				
6.3 Social justice has a place in a subject such as Social Science				
6.4 The community has a role to play in the teaching and learning of Social Science				
6.5 Knowledge about the learner's upbringing can be valuable in the Social Science classroom.				
6.6 Social justice is part and parcel of teaching and learning				
6.7 Social justice should be taken into account in preparing Social Science lessons that deals with diversity, race, gender, etc.				

6.8 Social Justice considerations can contribute to the teaching of controversial topics in Social Science.				
6.9 Engagement and discussions about social justice should not be subdued in the Social Sciences classroom.				
6.10 There is a gap around social justice in the Social Science curriculum				

Section C: Social Science and Controversial topics

(Please tick only one option per statement)

Option 4 = strongly agree, 3 = Agree, 2 = Disagree, and 1 = strongly disagree

	4	3	2	1
7.1 Social Science is very easy to teach				
7.2 Social Science is controversial				
7.3 If I have a choice, I will change some of the content of Social Science				
7.4 Social Science is difficult to teach in a school with learners from different cultures, races, and social backgrounds				
7.5 Social Science can fuel hatred amongst learners and between teacher and learners				
7.6 Social Science curriculum should not have any controversial topics				
7.7 Teachers should have a choice to exclude controversial topics from the curriculum				
7.8 Discussion and debate should not be allowed in the Social Science classroom to avoid possible altercations between learners and between teacher and learners				

7.9 Materials and supplementary sources (magazine- and newspaper articles, museum reports, etc.) in a Social Sciences classroom should be sourced by the teacher only to avoid controversy in the classroom				
7.10 Teachers should not deviate from the set textbooks and curriculum to avoid division in the classroom				

Section D: Multicultural Education

(Please tick only one option per statement)

Options 4=Very Familiar, 3+Familiar, 2=Partly Familiar, 1=Not Familiar at all

Multicultural Education in South African	4	3	1
8.1 The term Multicultural Education			
8.2 The objectives of multicultural education			
8.3 The South African Schools Act (SASA) (Act, 84 of 1996)			
8.4 The South African classroom pre- and post-Apartheid			
8.5 Multicultural education practices in the classroom			
Options	Yes	No	
8.6 Are you willing to infuse multicultural education practices into your teaching			
8.6.1 Explain briefly why Yes or why No			
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8.7 Do you think there is a difference between multicultural education and social justice education		
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8.7.1 Elaborate why Yes or why No

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8.8 It is easy to teach to multicultural groups if you are aware of diversity.		
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8.8.1 Elaborate why Yes or why No

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8.9 It is easy to conduct discipline in a multicultural group if your understand the learners' cultures, socio-economic backgrounds, religious practices, etc.		
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8.9.1 Elaborate why Yes or why No

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8.10 Learners in multicultural classrooms are more eager to discuss issues in class than to listen to a monologue from the teachers		
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8.10.1 Elaborate why Yes or why No

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8.11 Learners in multicultural classrooms are difficult to work with, they, appear to challenge the teacher.		
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8.11.1 Elaborate why Yes or why No

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8.12 Learners in multicultural classrooms don't respect teachers.		
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8.12.1 Elaborate why Yes or why No

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<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
8.13 Learners in multicultural classrooms portray forms of disruptive behavior.		
8.13.1 Elaborate why Yes or why No		
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
8.14 There is more challenges for a pre-service teacher in multicultural classrooms then in classes consisting of learners from the same cultural group.		
8.14.1 Elaborate why Yes or why No		
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

Section E: Teacher training

(Please tick only one option per statement)

Option 3 = Very Competent/Very Comfortable, 2 = Competent/Comfortable, 1 Not Competent/Not Comfortable

9.1 Are you competent with the content of Social Science	3	2	1
9.2 Did you cover all the topics of Social Sciences of the Intermediate phase	Yes	No	
9.3 Do you feel competent in teaching any topic in Social Science in a multicultural setting?	3	2	1
9.4 Do you need further training in Social Science topics?	Yes	No	
9.5 Are you comfortable in teaching topics that is against how you were brought up	3	2	1
9.6 Are you willing to teach topics that you are not comfortable with	Yes	No	
9.7 Are you comfortable in bringing someone to your class to teach that particular topics which you are not comfortable to teach? (Guest Teacher)	3	2	1
9.8 Do you need further training to deal with controversial topics?	Yes	No	
9.9 Are you comfortable to teach learners that are of a different culture/race?	3	2	1
9.10 Do you need further training in teaching learners from a different cultural/race?	Yes	No	

Options 4=Very Familiar, 3+Familiar, 2=Partly Familiar, 1=Not Familiar at all

9.11 South Africa is a country of many cultures. How familiar are you with the different cultures that we have in South Africa	4	3	2	1
9.12 Do you need further training on the different cultural groups in South Africa	Yes	No		
9.13 South Africa has different race groups. How familiar are you with different race groups and their customs?	4	3	2	1
9.14 Have you ever engage or interacted with the other race groups of South Africa	Yes	No		
9.15 Teaching is a global profession. How familiar are you with teacher training in other countries?	4	3	2	1
9.16 Should teachers who are planning to teach in South African school be trained differently than their counterparts in other countries	Yes	No		
9.17 The teaching profession in South Africa is governed by policies and legislature. How familiar are you with the policies and legislature of the South African education system?	4	3	2	1
9.18 Do you need further training on the policies and legislature of education	Yes	No		
9.19 Various teaching approaches can be applied in the teaching of Social Science in multicultural schools. How familiar are you with the different approaches to teach Social Science in multicultural schools?	4	3	2	1
9.20 Do you need further training in different approaches to teach Social Sciences in multicultural schools	Yes	No		

Section F: Teachers' opinion regarding Social Science
(Please indicate your opinion about each of the statements below)
1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 Strongly Agree

10.1 Learners learn Social Science best when they ask numerous questions.	4	3	2	1
10.2 Problem-based Social Science classes are more effective than textbook-based classes.	4	3	2	1
10.3 Learners should learn Social Science skills before getting into specific content.	4	3	2	1
10.4 I welcome any assistance in trying out new ideas in teaching Social Science.	4	3	2	1
10.5 Policies at schools encourage the teaching of controversial issues in Social Science.	4	3	2	1
10.6 Social Science teachers should be observed to ensure they teach all content and are not excluding the controversial issues of Social Science.	4	3	2	1
10.7 Social Science teachers should be allowed to have an option to omit curriculum content, which may lead to conflict among different diverse groups in class.	4	3	2	1
10.8 Social Science teachers should be allowed to discuss feelings, concerns, frustrations and challenges, which they may encounter in diverse Social Science classrooms.	4	3	2	1
10.9 I think Social Science education can play a major role in social cohesion and nation building in our society.	4	3	2	1
10.10 I enjoy teaching Social Science because I can see the difference it makes in diverse classrooms and in society at large.	4	3	2	1

Annexure E Focus Group Discussion Protocol document

Research Protocol: Guideline questions for Focus Group Discussion.

Principal Investigator and Facilitator: Titus Williams

The guiding questions during the FGD will include the following:

1. Let's start by talking about the subject Social Sciences. What was your experience throughout your time as both a learner and a student teacher in the Social Sciences classroom?
2. Can we talk about your first time preparing and teaching a Social Sciences lesson that you felt had elements of controversy in it? How did you experience both the preparation of the lesson and the actual teaching of the topic?
3. Should Social Science student teachers be compelled to teach controversial topics or topic that they are not comfortable with, during their teaching practice to expose them to such beforehand?
4. Have you ever taught at a multicultural school and how was the experience? Would you take up a teaching post at such school? If yes, why and if not why?
5. What can you regard as the challenges that a newly qualified teacher might face in a multicultural school setting?
6. Have you ever come across the term social justice' during your training as a teacher? What is your opinion about social justice and its role in the teaching of a subject like Social Science?
7. Do you think social justice considerations should be taken into account in preparing teachers for the challenges they may face in multicultural school settings?
8. Social Sciences as a subject deal with different topics. Some can be controversial in nature. Are you comfortable to teach about something that is against the beliefs and customs of what you have been taught during your upbringing? If yes, why and if not why?

9. Let's discuss your teacher training that you got to date. Did you come across topics related to diversity, social justice and multiculturalism and to what extent did you find it relevant and applicable to prepare you for your first teaching position.
10. Do you think that the knowledge and skills you have acquired during your practice teaching sessions, have equipped you to deal with the teaching of controversial issues in Social Science?
11. Still with regards to your training to what extent have you equipped yourself with knowledge about diversity (race, culture, religion, sexual orientation and customs), to be able can take up any post in any geographical area of South Africa?
12. How comfortable are you to share your teaching platform with people from the community who has knowledge about a particular topic and that can assist you to teach that topic? (Guest lecturer)
13. What is your opinion of a final year teacher education student being placed a multicultural school for his/her final teaching practice period and being asked to gain knowledge about a culture different to his or hers?
14. Looking at where we (South Africa) come from as a country and the state of affairs currently in our schools. Should teachers from South African universities be trained differently from their counterparts in other countries? If yes, why and if not why?

Annexure F Teaching Practice Observation Protocol

Teaching Practice Observation Sheet

Student Teachers' Information

Race: _____

Age: _____

Gender: _____

Learners' Information

Grade: _____

Number of Learners: _____

Number of learners per race group: B= _____ W= _____ C= _____ I= _____

Lesson Information

Topic: _____

The aim of the class observation is to observe how the student teacher conduct Social Science lessons in a multicultural classroom:

Criteria	Yes	No	Observer's remarks
Did the Student Teacher (ST) greet all the learners before the lesson commence?			
Did the ST explain the aim clearly at the beginning lesson?			
Are there any perceived elements of controversy in the lesson?			
Do you sense any elements of not being comfortable, from the ST to teach the topic?			
Does the ST allow learners to ask question while he/she is teaching?			
Does the ST respond to the questions asked by learners?			

Does the ST maintain discipline in the classroom while the lesson is conducted?			
Did you observe any perceived resentment from the learners from other race group then the ST towards him/her?			
Does the ST acknowledge the diversity of his learners anytime during the lesson?			
Does the ST appraise and reprimand the learners the same?			
Did you observe any reference to social justice and acknowledgement of equality in society?			
Did you observe any respect from the ST towards learners from other cultures and beliefs during the lesson?			
Did you observe any empathy from the ST towards his/her learners?			
Does the ST refer to the inequality of our South African communities and using such references during the lesson?			
Does the ST use different strategies during the lesson?			
General Remarks regarding classroom management and general behaviour of Student Teacher:			

Annexure G Request to students to participate in the focus group discussion, Teaching Practice lesson observation and study questionnaire prospective participants

You are requested to participate in a research study conducted by Titus Williams who is currently studying towards a D Ed at Central University of Technology, Free State. The results of the study will be contributed towards the completion of the thesis. You were selected as a possible participant in this study because you are a teacher education student, are majoring in Social Science of the identified university.

1. PURPOSE OF THE STUDY

The purpose of the research study is to potentially contribute to the field of knowledge and extension of conceptual understanding regarding the following key factors:

- Social justice considerations for the teaching of controversial social science topics in multicultural school settings.
- Developing a guideline document to assist student teachers to adopt to the current South African multicultural school setting.

2. PROCEDURES

Participate in one focus group discussion and participate in completing a study questionnaire. The venue will be in close proximity of your classes. The date for the focus group discussion will be communicated two weeks in advance to ensure maximum availability of participants. A questionnaire will also be given to complete voluntarily. The focus group discussion will be tape-recorded for ease of transcribing and accurate reporting of results. The total length of the group interview will not exceed two hours.

3. POTENTIAL RISKS AND DISCOMFORTS

Foreseeable risks include:

The methodology of the study involves questionnaires and analysis of documents which were prepared in conjunction with universities in the course of undertaking the project. At the end of

the project institutions will be informed that they are at all liberty to treat the reports as confidential or make them available to the public. Hence, permission will be sought from participating institutions to enable the researcher to have access to these reports. There will therefore be no personal risk or discomfort whatsoever to individual participants in this study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The information shared in the questionnaire and focus group discussion will potentially enhance participants' understanding of their prospective profession and the environment that it will be practiced at. The teacher education students who are majoring in Social Sciences and universities that offer teacher training will potentially benefit from the findings of the study.

5. PAYMENT FOR PARTICIPATION

Participants will not receive any remuneration for participation in the study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with any participants will remain confidential and will be disclosed only with personal permission or as required by law. Confidentiality will be maintained by means of categorizing participants and colleges alpha-numerical, lock audio digital-recordings and notes of focus group discussion and completed questionnaires in fireproof safe at my house. The researcher will be the only person with access to the safe. The transcription notes and questionnaires will be destroyed six months after the researcher completed the research study or as soon as required by university.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kinds. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so

8. DECLARATION

I declare that I explained the information given in this document to _____. He/She was encouraged and given ample time to ask me questions pertaining to the study. This was conducted in English.

Signature of Investigator

Annexure H Student's consent to participate in the study project

TO WHOM IT MAY CONCERN

Student Number : _____

Date : _____

Consent to participate in the research entitled:

SOCIAL JUSTICE CONSIDERATIONS FOR THE TEACHING OF CONTROVERSIAL SOCIAL SCIENCE TOPICS IN MULTICULTURAL PRIMARY SCHOOL SETTINGS: A CASE STUDY OF UNIVERSITY TEACHER EDUCATION STUDENTS

This letter serves to confirm that I, _____ have voluntarily agreed to participate in the questionnaires for the aforementioned study. I made a choice to voluntarily participate after being informed about the data collection procedure and all the possible implications of my involvement in the study. I have also been informed of my rights to withdraw from the study any time I feel I can no longer continue for any reason (or whatsoever the case it may be) and such a decision will not have negative outcomes on me.

Your faithfully,

STUDENT SIGNATURE

Annexure I Faculty approval to do the research project



FACULTY OF HUMANITIES
FACULTY RESEARCH AND INNOVATION
COMMITTEE

To: The Research Project Promoter
Prof Alexander, G;
Prof Setlalentoa, W

OUTCOMES OF FRIC APPLICATIONS (REF: FRIC 18/2)

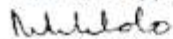
Your application for approval of a research project (LS262a) form was presented at the FRIC Meeting which was held on 13 March 2017.

7.2.8 LS262a – Williams, T – D_EDUC (Prof Alexander, G; Prof Setlalentoa, W)
D.FRIC.18.2.13

Noted:

Lessing-Venter

RESOLUTION: FRIC 14/18/2
The FRIC approved the application.



Prof. M. Mhlolo
Assistant Dean: Research, Innovation, & Engagement:
Faculty of Humanities

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www.cut.ac.za

Annexure J Letter to confirm language editing

TO WHOM IT MAY CONCERN

This is to state that the PhD: 'Social justice considerations for the teaching of Social Science topics...' (text only), submitted to me by Mr T Williams, of the Central University of Technology, Free State, South Africa, has been language edited by me, according to the tenets of academic discourse.

Mrs Carol Julia Keep, MA (English); BEd (Hons.); SOD; Cert. of Proofreading
72 Devereux Ave.
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South Africa

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22 December 2020

