



**UNIVERSITY OF  
KWAZULU-NATAL**

---

**INYUVESI  
YAKWAZULU-NATALI**

**SCHOOL OF EDUCATION**

**Supporting Teaching and Learning of Refugee Learners: A Case Study of School  
Leaders in a Primary School in Umlazi District**

**Nosipho Thabisile Phakathi**

**218064711**

A dissertation submitted in fulfilment of the requirements for the degree of Master of  
Education in the Discipline of Educational Leadership Management and Policy.

**College of Humanities, School of Education Edgewood  
Campus**

**January 2020**

**Supervisor: Dr B. N.C.K. Mkhize**

## DECLARATION

I, Nosipho Thabisile Phakathi, declare that:

- a. The research reported in this dissertation (Supporting teaching and learning of refugee learners. A case study of school leaders in a primary school in Umlazi District) is my original work.
- b. This dissertation has not been submitted for any degree or examination at any other university.
- c. This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- d. This dissertation does not contain other persons' writing unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted:
  - i. Their words have been re-written but the general information attributed to them has been referenced.
  - ii. Where their exact words have been used, their writing has been placed inside quotation marks and referenced.
- e. This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged and the source being detailed in the dissertation and in the references section.

Signed:

Date: January 2020

Nosipho Thabisile Phakathi

**STATEMENT BY SUPERVISOR**

**This dissertation is submitted with/ ~~without~~ my approval.**

A handwritten signature in black ink, appearing to read 'B.N.C.K. Mkhize'. The signature is written in a cursive, somewhat stylized font. The letters 'B', 'N', 'C', and 'K' are large and blocky, while 'Mkhize' is written in a more fluid, cursive style. The signature is positioned above a horizontal dotted line.

**DR B.N.C.K. MKHIZE**

## ABSTRACT

South Africa has received the influx of a number of refugees affected by wars, poverty, conflicts and prosecution in their countries. Refugee learners in the host country are affected by a number of challenges from before and after their migration. In South Africa the right to receive basic education is guaranteed in the Constitution under the Bill of Rights (Republic of South Africa, 1996a). This implies that all learners have the right to education, but supporting the teaching and learning of refugee learners is challenging for school leaders. Therefore, the aim of this study was to explore school leaders' experiences in supporting the teaching and learning of refugee learners. The aim of the study was to find out how school leaders support the teaching and learning of refugee learners in a primary school. It sought to find from the Principal, departmental heads and teacher leaders how they support teaching and learning. The findings of the study revealed that refugee learners have had gruesome experience of pre-migratory traumatic events such as witnessing conflicts, killings and torture, and suffering imprisonment, starvation, rape, sexual assault, and beatings. In this situation school leaders have a role to play in providing quality education for all learners in the school, despite the challenges they had experienced. To explain all this, the researcher drew on transformative leadership theory as the theoretical lens. The data were drawn from a qualitative and case study as a research design within the interpretivist paradigm. Data were generated using semi- structured interviews. Four school leaders selected in a school near the CBD in Durban in KwaZulu-Natal were participants.

The findings of the study revealed that school leaders create a safe environment for refugee learners by ensuring that respecting and acknowledging learners' cultural diversity is enshrined. It was also revealed that school leaders encounter challenges during teaching and learning such as the language barrier, inadequate support from refugee parents, large classes, adjusting to lesson plans, and assessment to accommodate refugee learners. It is recommended that the DBE should ensure that school leaders should receive more training in supporting the teaching and learning of refugee learners affected by traumatic events. In addition, professional learning communities should be introduced in schools with an influx of refugee learners, and school leaders should develop teachers to accomplish the teaching and learning of such learners.

# ETHICAL CLEARANCE FROM THE UKZN TO CONDUCT A STUDY



06 May 2019

Mrs Nosipho T Phakathi 218064711  
School of Education  
Edgewood Campus

Dear Mrs Phakathi

Protocol reference number: HSS/0237/019M

Project Title: Exploring the educational needs of refugee learners: Experiences of school leaders in a primary school.

### Full Approval – Expedited Application

In response to your application received 27 March 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Dr Rosemary Sibanda (Chair)

cc Supervisor: Dr B.N.C.K Mkhize  
cc. Academic Leader Research: Dr A Pillay  
cc. School Administrator: Ms S Jeenarain, Ms M Ngcobo and Mr SN Mthembu

---

Humanities & Social Sciences Research Ethics Committee

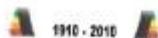
Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/03504557 Facsimile: +27 (0) 31 260 4609 Email: [sibanda@ukzn.ac.za](mailto:sibanda@ukzn.ac.za) / [adyniem@ukzn.ac.za](mailto:adyniem@ukzn.ac.za) / [mshup@ukzn.ac.za](mailto:mshup@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

## DEDICATION

*This dissertation is especially dedicated to my Grandmother Andrina “MaSibiya” Ngema and my mother Hloniphile Margret Ngema for their love and support since childhood. I also dedicate it to my loving Husband Mthandeni Phakathi (Mpangazitha, Luvuno, Madlamalala), my two beautiful daughters Simesihle and Sibanisethu for being my inspiration from the day I undertook this journey.*

*I thank and praise you, God of my ancestors: You have given me wisdom and power, you have made known to me what we asked of you, you have made known to us the dream of the king.*

*Daniel 2:23*

## ACKNOWLEDGEMENTS

First and foremost, I would like to thank and appreciate God Almighty for His immeasurable mercy in giving me strength, knowledge and ability to undertake this research study. Without His blessings this achievement wouldn't be possible.

I take pride in acknowledging the following people from the discipline of Educational, Leadership and Management Policy (ELMP) who made it possible for me to start and finish my dissertation.

- I would like to thank my supervisor, Dr BNCK Mkhize, for the patient guidance, encouragement and advice he has provided throughout my time as his student. I have been extremely fortunate to have a supervisor who cared so much about my work, and who responded to my questions and queries so promptly.
- To Prof T. T. Bhengu, Prof V. Chikoko, Prof I. Naicker, Dr P. Myende and Dr S. Bayeni who played a massive role of being a committed, patient, dedicated, caring mentor from the beginning to the end of this study.
- To my colleagues at work Mrs. S.T Ngwenya, N.P Ndamase and Ms. S. Mthembu
- To my fellow students who have been very supportive in every step of the way.
- To the four school leaders who participated in this study.

## LIST OF ABBREVIATIONS

CAPS	Curriculum and Assessment Plan Statement
CBD	central business district
DBE	Department of Basic Education's
DoE	Department of Education
EFA	education for all
ELMP	Educational, Leadership and Management Policy
NGO	Non-Government Organisation
OAU	Organisation of African Union
OECD	Organisation for Economic Co-operation and Development
PLC	professional learning communities
RSA	Republic of South Africa
SA	South Africa
SADC	South African Development Committee
SAHRC	South African Human Rights Commission
SASA	South African Schools' Act
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SMT	school management team
SMT	school management team
UKZN	University of KwaZulu-Natal
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund

**LIST OF FIGURES AND TABLES**

**LIST OF FIGURES**

Figure 2.1 Diversity in the classroom .....18  
Figure 2.2 Success of learners .....23  
Figure 2.3 Transformative leadership .....29  
Figure 4.1 Academic achievement .....52

**LIST OF TABLES**

Table 1.1 Voluntary and forced migration .....9  
Table 4.1 Biographical information of participants .....44

**TABLE OF CONTENTS**

1.1 Introduction .....1  
1.2 Background to the study .....1  
1.2.1 Pre- migration challenges .....2  
1.2.2 Post-migration challenges .....2  
1.3 Rationale for the study .....3  
1.4 Statement of the problem .....4  
1.5 Significance of the study .....4  
1.6 Objectives of the study .....5  
1.7 Critical research questions .....5  
1.8 Clarification of key concepts .....5  
1.8.1 School leadership .....6  
1.8.2 Refugee learner .....6  
1.8.3 Transformative leadership .....7  
1.8.4 Diversity .....7  
1.9 Refugees versus immigrants .....7  
1.10 History of migration .....8  
1.11 Migration .....9  
1.12 Limitations of the study .....9  
1.13 Outline of the study .....10  
1.14 Chapter summary .....10  
2.1 Introduction .....12  
2.2 Understanding school leadership .....12

2.3	Conceptualising diversity in relation to refugee learners.....	14
2.4	Managing diversity in schools .....	16
2.5	Leading teaching and learning in a diverse setting of refugee learners.....	17
2.5.1	The barrier of language in classrooms .....	19
2.5.2	Challenge of adjusting and planning lessons .....	19
2.5.3	Challenge of assessments.....	20
2.5.4	Poverty as challenge towards teaching and learning.....	21
2.5.5	The effects of parental involvement.....	22
2.6	School leaders creating unifying culture in schools .....	24
2.6.1	Creating inclusive school environments .....	25
2.6.2	Supporting teachers to become more culturally responsive.....	26
2.6.3	Engaging parents and communities.....	27
2.7	Strategies in assisting school leaders.....	28
2.8	Transformative leadership theory .....	29
2.8.1	Characteristics of transformative leadership .....	30
2.8.1.1	Ethic of care .....	31
2.8.1.2	Ethic of Justice .....	32
2.8.1.3	Dialogue and understanding .....	32
2.9	Chapter Summary .....	33
3.1	Introduction .....	34
3.2	Research paradigm.....	34
3.3	Research design .....	35
3.4	Research methodology.....	35
3.5	Selecting the school and participants .....	36
3.6	Data generation methods.....	36
3.7	Data analysis .....	37
3.8	Issues of trustworthiness .....	38
3.8.1	Credibility.....	38
3.8.2	Transferability .....	39
3.8.3	Dependability.....	39
3.8.4	Confirmability .....	39
3.9	Ethical considerations .....	40
3.10	Limitations of the study .....	40
3.11	Chapter summary.....	41
4.1	Introduction .....	42
4.2	Profiling the research site and the participants .....	42
4.3	Research findings .....	44
4.3.1	Theme 1: Nature of refugee learners.....	44

4.3.2	Theme 2: School leaders' roles in supporting the teaching and learning of refugee learners .....	46
4.3.2.1	Creating safe environment for refugee learners.....	46
4.3.2.2	Promoting positive social norms for refugee learners .....	48
4.3.2.3	Providing skill development opportunities for refugee learners .....	49
4.3.2.4	Promoting supportive relationships .....	50
4.3.3	Theme 3: Challenges faced by school leaders in supporting teaching and learning of refugee learners	52
4.3.3.1	Inadequate parental involvement in teaching and learning of refugee learners .....	52
4.3.3.2	Large classes .....	54
4.3.3.3	Organisation of lesson plans and refugee learners' evaluation .....	55
4.4	Theme 4: Strategies used by School leaders to overcome teaching and learning .....	57
	challenges .....	57
4.5	Chapter summary.....	59
5.1	Introduction .....	60
5.2	Summary of the study .....	60
5.3	Conclusions .....	61
5.3.1	What role do school leaders play in supporting the educational needs of refugee learners? .....	61
5.3.2	What challenges do school leaders face in supporting the teaching and learning of refugee learners? ...	63
5.3.3	How do school leaders overcome challenges they face in supporting the teaching and learning of refugee learners in a South African primary school? .....	63
5.4	Recommendations .....	64
5.4.1	Recommendation One .....	64
5.4.2	Recommendation Two .....	64
5.4.3	Recommendation Three .....	65
5.5	Chapter summary.....	65
	REFERENCES .....	66
	Appendix A: Letter requesting permission from the Principal.....	79
	Appendix B: Letter to requesting permission for participants.....	82
	Appendix C: Letter to DBE requesting to conduct research in KZN schools. ....	85
	Appendix D: Permission to conduct research in KZN schools. ....	87
	Appendix E: Interview Schedules.....	88
	Appendix F: Language editor's certificate .....	90
	Appendix G: Turnitin report .....	91

## **CHAPTER ONE**

### **ORIENTATION TO THE STUDY**

#### **1.1 Introduction**

This study sought to gain deeper understandings on experiences of school leaders in supporting teaching and learning of refugee learners in a primary school in Umlazi District. School leaders in this study include the Principal, deputy Principal, departmental heads and teacher leaders. This study focuses on understanding experiences of school leaders in a school with an influx of refugee learners. The background, problem statement and rationale of the study are presented in this chapter. This chapter also covers the significance of the study, its objectives, critical questions, and definition of operating concepts. It concludes by presenting an outline of the chapter.

#### **1.2 Background to the study**

South Africa has received an influx of refugees and migrant people affected by wars, poverty, conflicts and persecution in their countries (Pugh, Cooper, & Turner, 2016). Refugee people and children enter this country in the hope of finding greater opportunities such as education, employment, and a safe haven in the country (Uptin, Wright, & Harwood, 2016). With regard to education, refugee children should be accepted in any public or independent school as promulgated by the South African Schools Act, No. 84 of 1996. This Act states that every child has the right to basic education. It is the responsibility of the country to support education of all learners, including refugee learners (Uptin et al., 2016). Refugee learners in the host country are affected by a number of challenges before and after their migration. These challenges affect teaching and learning in South African schools. In order to understand the experiences of school leaders supporting the teaching and learning of refugee learners, the researcher will clarify the challenges of migration that effect school leaders in schools.

### **1.2.1 Pre- migration challenges**

Refugees are exposed to a myriad of pre-migratory traumatic events based on deliberate and targeted persecution against their ethnic, cultural, religious or political beliefs and values. The research evidence suggests that refugees are generally exposed to multiple of challenges such as poverty, political unrest and persecution, which are resulting in a high number of refugee men, women and children migrating to South Africa (Uptin et al., 2016). Refugees have witnessed conflicts and various atrocities: killings, torture, imprisonment, starvation, rape, sexual assault, and physical beatings (Bemak & Chung, 2017). Pre-migration lead to psychological trauma and inability to adjust in the new country.

According to the United Nations International Children's Emergency Fund (UNICEF) many children die before reaching the age of five (Finsterwalder, 2017). Survivors of wars have no primary school education and children live in extreme poverty. The journey of refugee learners is beset by various challenges, and these affect the schooling system of the host country, and teaching and learning in schools. Below the researcher discusses the post-migration challenges that refugee learners bring into the schools of their host country.

### **1.2.2 Post-migration challenges**

There are specific stressors and challenges associated with migration to a new country, including poverty, unstable working conditions and unemployment, discrimination, host language difficulties, dangerous neighbourhoods and psychological disorders (Moinolnolki & Han, 2017). Trauma is related to many physical and psychological functions, including aggression, inability to concentrate, memory difficulties, sleeping disorders, depression, post-traumatic stress and anxiety disorders (Betancourt, Frounfelker, Mishra, Hussein, & Falzarano, 2015; Coll & Magnuson, 2014). The traumatic experience can cause cognitive, emotional, and behavioural changes affecting learning and academic performance. The journey of refugees is associated with challenges that affect their lives as they arrive in the host country. Lack of job opportunities, poor working environments, inability to get access to education for their children, xenophobic attacks and language barriers – all these factors can severely retard a learner's education.

These educational challenges experienced by refugee learners have an impact not only on teaching and learning, but also on other school activities. In these situations, school leaders have a role to provide quality education for all learners.

School leaders are unclear on what is expected from them in supporting the teaching and learning of refugee learners. Refugee learners' arrival is dominated by traumatic events that affect school leaders in their teaching and learning. They are required to teach a new language to refugee learners who are struggling to cope owing to disruption of family life, and adjusting to a new culture whose norms and values may differ from their own. Educators are qualified to teach only in South African schools; however, some of these South African schools flooded with a number of refugee learners who are not familiar with the language used. School leaders are therefore unable to accommodate the needs of learning since they are not trained for teaching refugee learners. There seems to be no rule book which guides school leaders to inspire, motivate and build visions for refugee learners with diverse challenges. This study aims to understand the experiences of school leaders supporting the teaching and learning of refugee learners.

### **1.3 Rationale for the study**

In this section the aim is to provide a clear explanation of how the interest in the study was developed, and why the topic is worth researching (Garcia-Moreno, Jansen, Ellsberg, Heise, & Watts, 2006). After completing her Bachelor of Education degree through the University of South Africa, the researcher was employed by the KwaZulu-Natal provincial Department of Education in the city of Durban. Every year the researcher has observed the influx of refugee learners to the school where she teaches. In these four years she has taught in the Foundation and Intermediate phases. She has observed refugee learners having educational challenges different from those experienced by South African learners.

The researcher's interest her topic began to develop when as a teacher she was trying to support these learners to acquire the education that provides for all in South Africa. After engaging with various literature on the migration of refugees, it led the researcher to realise that little is known about how school leader's support the teaching and learning of refugee learners in South African primary schools. Various studies have been conducted, many focused on the inclusive education of refugee learners (Bourke & Loveridge, 2016; Mockler & Groundwater-Smith, 2015).

According to Kotter, (2001) leadership is associated with words such as guides, motivates, initiates, builds visions, creates, moves forward, inspires and breaks boundaries. School leaders are uncertain how to inspire, motivate and build visions for refugee learners with diverse

challenges. This study aims to bridge the gap in the literature of experiences of school leaders in supporting teaching and learning of refugee learners.

#### **1.4 Statement of the problem**

The study is based on a primary school, where school leaders are supporting teaching and learning of refugee learners. The pre-migratory traumatic events witnessed by refugee children had negative impact towards teaching and learning. School leaders have a role to play in becoming “transformative intellectuals” as they guide learners towards a democratic society (Shields, 2003). There is a radical restructuring of schools as organisations, revaluation of the curriculum, and changes in pedagogical methodology (Engelbrecht, 2004). Such schools have restructured the way of teaching and learning and how should be implemented in accommodating cultures, religion, beliefs and languages. However, the implementation of teaching and learning in South African classrooms presents challenges for school leaders and learners.

Furthermore, the Department of education stipulate that basic education should be available to everyone; the Refugee Act also makes a specific to this. This means education should be received by every child despite of nationality. However, refugee learners are exposed to pre- and post-migration challenges as clarified in paragraph 1.2.1 & 1.2.2. Literature (Betancourt et al., 2015; Coll & Magnuson, 2014) reveals that trauma connected with physical and psychological functions, including aggression, inability to concentrate, memory difficulties, sleeping disorders and depression. These challenges are identified to have lasting impact on psychological and physical well-being; that affects teaching and learning. Which than becomes responsibility of school leaders to ensure that the educational needs of refugee learners are meet. Literature (Leithwood, Harris, & Hopkins, 2019; Taylor, van der Berg, & Mabogoane, 2013; Williams, 2015), reveals that school leaders are recognised as key factor in supporting teaching and learning. To deal with challenges experienced by refugee learners, the focus of the study is to investigate school leaders supporting teaching and learning.

#### **1.5 Significance of the study**

This study is significant and different since it seeks to explore the experiences of school leaders in supporting teaching and learning of refugee learners in South African primary school. The study may be useful in schools and Department of Education in providing assistance towards schools facing the influx of refugee learners not only into South African schools, but also

international ones. This study seeks to gain a deeper understanding of the experiences of school leaders with refugee learners challenged by pre-migration and post-migration troubles, and explores how leaders in such schools practice teaching and learning. It contributes to national and international debates about the education of refugee learners,

## **1.6 Objectives of the study**

To explore the experiences of school leaders in supporting the teaching and learning of refugee learners.

- 1 To gain a deeper understanding of the role school leaders play in supporting the educational needs of refugee learners.
- 2 To identify the challenges that school leaders face in supporting the teaching and learning of refugee learners in a South African primary school.
- 3 To understand how school leaders overcome challenges they face in supporting the teaching and learning of refugee learners in a South African primary school.

## **1.7 Critical research questions**

### **Main question**

What are the experiences of school leaders in supporting the teaching and learning of refugee learners in a South African primary school?

### **Sub questions**

- 1 What role do school leaders play in supporting the educational needs of refugee learners?
- 2 What challenges do school leaders face in supporting the teaching and learning of refugee learners in a South African primary school?
- 3 How do school leaders overcome challenges they face in supporting the teaching and learning of refugee learners in a South African primary school?

## **1.8 Clarification of key concepts**

This section clarifies key concepts that are relevant to the study. These concepts are school leaders and management, diversity, refugee verses migrants and immigration.

### **1.8.1 School leadership**

Leadership is a process of dealing with change in an organisation, ensuring that all stakeholders are involved in teaching and learning. Owing to globalisation, schools are radically changing; the context of education needs a leader who can lead in these changing societies (Fullan, 2016). The changing world needs transformative leadership that promotes change and personal experience of change. Leadership is a process of leading people towards the desired goal of an organisations (Marsh, Bush-Mecenas, Strunk, Lincove, & Huguet, 2017). It is about improving school culture, developing staff abilities, reshaping the organisation and improving quality education while achieving the learner's academics (Leithwood et al., 2019). School leadership is about setting direction, developing people, reshaping the organisation and managing teaching and learning practices (Klar & Brewer, 2013). Drawing on the above definitions, leadership is a process of improving the organisation, creating a welcoming environment, providing quality education, while improving learners' results. It is the, process of leading people towards the desired goals of the organisation (Leithwood et al., 2019). In this study school leaders mean the Principal, departmental heads and teachers. The main aim of the study is to explore the experiences of school leaders supporting the teaching and learning of refugee learners. The whole idea behind this study is to focus on leadership circulated amongst all the members of an organisation.

### **1.8.2 Refugee learner**

A refugee is a person who is incapable or reluctant to go back to his/ her country of origin with fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion (UNHCR, 2016). This means that refugees have solid grounds to their fear and scared of facing real danger in the country of origin. According to the South African Schools' Act Number 84 of 1996, a learner is any person receiving education or obliged to receive education in terms of the Act. The Act stipulates that every child between the ages of five and seventeen should attend school. It is stipulated in Act that parents should ensure the learner attends schooling on a daily basis. A refugee learner is any child forced to escape harsh conditions in their own countries and find better opportunities in a foreign country. Refugee children in South Africa are protected by the Constitution (Act No. 108 of 1996), the Children's Act (No. 35 of 2005), the Refugees Act (No. 130 of 1998) and the Immigration Act (No. 13 of 2002). This Act emphasise that the right that children in South Africa have the same right of receiving education. Regarding to this study a refugee learner is

someone who escaped harsh conditions from their countries, escaped those conditions to find better lives; which includes education.

### **1.8.3 Transformative leadership**

Transformative leadership has the heart and interest of the organisation. It focuses on the long-term interests of the organisation, the interests of all stakeholders and the community (Montuori & Donnelly, 2017). Transformative leadership is committed to the social welfare of all people, and want to improve the life of everyone (Montuori & Donnelly, 2017). Leadership is not only vested in teaching and learning while improving learners' achievements, but also in aspects of learners' welfare. Not all the challenges that affect refugee learners involve school education. but some do arise through teaching and learning (Bhabha, Kanics, & Hernández, 2018). Leadership has a role to make sure that all learners in schools are accommodated by including their right to receive quality education. Transformative leadership is about addressing and responding to any challenges that occur in an organisation by means of engaging staff to collaborate in improving learners' achievements.

### **1.8.4 Diversity**

South Africa is well known in the world for its diversity in terms of race, age, gender, religion and culture (Banks, 2015). Diversity has been defined as recognising and celebrating people's differences. South Africa (SA) has received waves of newcomers, people fleeing wars, drought and poverty from countries such as the Democratic Republic of Congo, Burundi, Angola, Sudan, Zimbabwe, Somalia, Eritrea and Ethiopia (Bhabha et al., 2018). School leaders have to accommodate them in schools in all their diversity. School leaders have a duty to perform in ensuring that all needs of learners in a school are met, despite learners' country of origin. Diversity in schools needs to be embraced and recognised in other to support teaching and learning for every individual.

## **1.9 Refugees versus immigrants**

The Office of the United Nations High Commissioner for Refugees (UNHCR) elucidate that refugees are people who are forced to flee their country of origin because of fear of persecution, wars, political unrest, religion, nationality (Bhabha et al., 2018). Refugees are people who leave their homes because of disturbances within their country of origin. Generally, they are people who leave their homes since of unbearable living conditions, going to find a place of safety.

Refugee migration is viewed as “forced migration”, meaning that there are circumstances that are beyond their control that force them to leave their country of origin. According to Kirsch & Linde (2008), there are two types of migration: voluntary and forced. Voluntary migration is where a person or group of people decide to move on their own; whereas forced migration is where these movements involve external factors such as wars, conflicts, hunger. These people leave their country and are unable to return, leaving them with little or no hope to ever see their families and loved ones who are left. Refugees do not have a voice in the determination of their destination (Bhabha et al., 2018).

There are many studies disputing on the use of the term’s refugees and immigrants (Uptin et al., 2016). The issue is when people use the term “refugee” instead of “immigrant”, which undermines the rights of those fleeing from the countries of wars and persecution (Massey & Bartley, 2005). Refugees and Immigrants are totally different words that can only be associated with migration, and the reasons for movements are totally different. For purposes of this study, the focus is on refugee learners.

Immigrants are completely different from refugees: they do not have the same status in the host country. Immigrants are people who choose to leave their own country to seek a better life in the new country. Immigrants take decisions when they want to migrate. Those decisions involve educated, and do not have financial challenges about moving and living in the country of choice. Immigrants can afford to migrate to any country they choose. The movement of migrants, is voluntary. Migrants thoroughly investigate living in the country of their choice before leaving their native country (Massey & Bartley, 2005). Some of the major motives for immigrants to migrate are to find better jobs and living condition, and live closer to their extended family. In the context of this study, refugees refer to learners who experienced vigorous movements from their country of origin, and encounter difficulties in learning in South African schools.

### **1.10 History of migration**

Migration of refugees in South Africa is not a current phenomenon. It has a long history. South African policy on global migration is set out in the 1999 White Paper on International Migration. This policy is implemented through the Migration Act, No. 13 of 2002), and partly through the Refugees Act. No. 130 of 1998. In past years, the Department of Home Affairs (DHA) revised the Refugee and Immigrants Acts and applied new guidelines and policies in addressing conspicuous gaps in law (Crush & Williams, 2005).

South Africa asserts the right to regulate the entry of people into the country and under what conditions. Therefore, the new White Paper on International Migration affirms South Africa's independent right to determine the admission and dwelling conditions for foreign nationals in line with its national interest. The policy on international migration will reflect how our nation of 55 million people will relate to the rest of the seven billion humans who share planet Earth.

### 1.11 Migration

Idemudia, Williams and Wyatt (2013) define migration as the movement of people from their country of origin to developed countries to overcome adversity and find opportunities for a better life. Migration is a plan to escape bad conditions, extreme poverty and war by moving (UNHCR, 2016), a geographic movement of different groups of people across the globe to settle permanently or temporarily in other countries. The purpose of African refugees migrating to other countries is to escape harsh conditions in their own countries and find better opportunities. These conditions include economic challenges such as poverty, unemployment, wars and political insecurity. Kirsch & Linde (2008) identified two types of migration: *voluntary* and *forced*.

**Table 1.1: Voluntary and forced migration**

<b>Reasons for voluntary migration</b>	<b>Reasons for forced migration</b>
Employment opportunities	Refugees or asylum seekers
Uniting with family members	Trafficked persons
Better education	Internally displaced persons
Improvements of lives	Escape danger (wars, poverty)

### 1.12 Limitations of the study

McMillan and Schumacher (2010) state that limitations of the study are the failings, conditions or influences that may weaken the findings of the study. The limitation the researcher encountered were that when many schools targeted refused to be part of the study. In the city of Durban, there are few schools who have an influx of refugee learners. However, the researcher was able to find a school that allowed her to conduct her research study.

### **1.13 Outline of the study**

This research study is divided into five chapters:

Chapter One introduces the study. It provides the background, rationale and purpose of the study. The significance of the study is highlighted, followed by the aims and research questions. In conclusion, the chapter provides an overview of the study including location and the study's limitations.

**Chapter Two** reviews literature on school leaders' experiences in supporting the teaching and learning of refugee learners. It seeks to gain a deeper understanding of the experiences of school leaders in a primary school. The literature review discusses national and international academic writings on teaching and learning of refugee learners in terms of the educational leadership. A theoretical framework underpinning the study is presented, namely, transformative leadership theory (Shields, 2011). This theory clearly indicates that leadership can be shared among the members in an organisation. It also states that transformative leadership is everyone, everywhere and everyday leadership style.

**Chapter Three** presents a research design and methodology for the study. A case study design and qualitative research approach and their relevancy to the study are discussed. The interpretivist paradigm is also discussed in this chapter. The objectives and critical questions are also outlined, followed by a description of research sampling. The chapter concludes with data generation methods focusing on semi-structured interviews with school leaders, i.e. Principals, heads of department, and teacher leaders.

**Chapter Four** discusses data presentation, how the research was done, including the research design, sampling method, and data collection, and how the data were analysed. The results from qualitative interviews with school leaders are also presented and interpreted, followed by a short conclusion.

**Chapter Five** provides a summary of the study, draws conclusions from the findings, and suggests recommendations in response to the conclusions.

### **1.14 Chapter summary**

This chapter provided the background of the study. Its emphasis was on understanding the challenges faced by refugee learners before and after their migration. Justification was provided for focusing on the experiences of school leaders in supporting teaching and learning for refugee

learners. The aims and objectives of this study were also presented, with the research questions. The chapter highlighted the definition of key concepts which will be the focus of this study. Finally, it outlined the chapters in the study.

In the next chapter presents the literature review and transformative theoretical framework underpinning this study.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Introduction

The previous chapter outlined the background and rationale of the study. This chapter reviews national and international literature on teaching and learning within the context of refugee learners in diverse settings. This chapter is divided into two main sections. The first section is the literature review and the second explains the theoretical frameworks. The main objective of this chapter is to obtain diverse views from the literature on understanding the experiences of school leaders in supporting teaching and learning of refugee learners in a primary school in Umlazi District, KwaZulu-Natal.

The literature discussion is arranged under the following themes: understanding school leadership; conceptualising diversity in relations to refugees, and managing diversity; leading teaching and learning in a diverse setting; school leaders creating culture in schools; and strategies in assisting school leaders. This chapter also presents the transformative leadership theory underpinning this study.

#### 2.2 Understanding school leadership

Good leadership contributes significantly to school improvement and achievement of targeted learning outcomes (Bush, Kiggundu, & Mooros, 2011). South African literature supports the view that to develop a good school, effective leadership and management are essential (Naicker, Chikoko, & Mthiyane, 2013). Across the board effective schools research shows that good Principals have an influence on school outcomes such as learner achievement, motivation of teachers, and emotional behaviour of staff (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). This shows that school leadership is an important component of school management. Good leaders will ensure the support of teaching and learning of refugee learners is achievable, by motivating staff and being accommodative to refugee learners.

However, leadership differs from one school to another, and that is why the role of the school is complicated (Solomon & Steyn, 2017). Kelly and Saunders (2010) posit that effective leadership needs to succeed in achieving a balance in schools, but that will not be the same in different schools at different times. Scholars have argued that there is not one but different ways to lead

(Hargreaves & Fink, 2012; Leech & Fulton, 2008). It is the Principal's responsibility as a leader of the school to create an environment that teachers can use to learn collectively to develop their learning and the learning of their learners (Blacklock, 2009; Epstein et al., 2018; Fulton & Britton, 2011). Perseverance and willpower are the most important factors to achieve the above goal (Rule & John, 2011). School leadership creates a conducive environment that improves refugee learners' teaching and learning. These elements in the literature clearly demonstrate that the Principal has a role to play in achieving these goals.

School leaders are regarded as powerful factors in the growth of education and the character of a school (Sun & Leithwood, 2015). This is because school leadership seeks to inspire and influence members of the organisation to high levels of shared success. The aim of school leaders is to support the success of all learners by involving all stakeholders, including parents (Shields, 2011). This means that school leaders require a strong structure for leading in schools where they deal with daily academic challenges, while moving towards improving students' achievement. On a daily basis school leader encounter various challenges in meeting the educational needs of all learners in schools. Schools are faced with miscellaneous challenges that require school leaders to be proactive in dealing with pressurising circumstances in an organisation. School leaders deal with pressure while trying to manage change, creating the environment and improving learners' educational outcomes (Abrahamsen & Aas, 2016; Adams & Velarde, 2018; Hallinger, Walker, Szeto, & Lee, 2015). At the same time, school achievements rest on the shoulders of strong leaders who want to enforce change in school by trying to improve teaching and learning. School leadership must be critically educative, and also try to improve the environment of the organisation.

An extensive literature has been reviewed on school leadership and its connection with the success of learning and teaching (Leithwood et al., 2019; Shields, 2011). There are four important key areas for school leadership: they include setting direction, developing people, redesigning the organisation, and managing the instructional program (Klar & Brewer, 2013). School leaders have a role to play in creating a learning atmosphere that is welcoming for all staff members and learners in a school (Sun & Leithwood, 2015). This is because school leaders have the power to influence individuals by inspiring them. A leader is considered as a person who makes things better; leadership is not just about a title or position (Gage & Smith, 2016) . Therefore, school leaders must improve school culture, advance staff competence, reshape the organisation and

improve teaching and learning while levitating learners' achievements. The school culture can only be improved if leaders support the success of learners by involving all stakeholders, including the community (Shields, 2011). This means that the success of a school is more assured if different stakeholders are involved in the education of refugee learners.

In other words, school leaders are transformers of change in an organisation. They seek for actions to redress wrongs and guarantee each learner an opportunity to contribute in school activities, be granted all respect, and develop towards competence (Shields, 2011).

### **2.3 Conceptualising diversity in relation to refugee learners**

Since South Africa introduced democratic governance in 1994, the country has become a favourite destination for many African refugees. This is attributable to its growing and promising economy (Shimeles, 2010). Many of these refugees are mostly skilled. However, apart from the skilled economic refugees to South Africa, there are others whose migration is being determined not so much by economic reasons as by escaping displacement, war and political victimisation by their home nations (Edward & Hines-Martin, 2015). Refugees as a category do, however, undergo many challenging experiences notwithstanding whether their migration is informed by economic decisions or results from contingency (Byron & Condon, 2008; Giuffré, 2013). The challenges refugees face defines their self-perception and identity, more especially where and when they are not yet welcome to the new environment (Fukuyama, 2007). The challenges faced by refugee learners have a huge impact on their learning, which is also challenging for school leaders in supporting their teaching and learning. Diversity from refugee learners may also have huge impact on school leaders in ensuring that refugee learners needs are met.

With the school-age refugee population on the increase, refugees face challenges of definition and self-perception impacting on their schooling experiences. However, the policy of inclusion and diversity in South African schools and classrooms does suggest that South African schools and classrooms are expected to be accommodative (Prinsloo, 2001). It also demands equal opportunities to be given to all learners irrespective of background (Parker & Pederzini, 2001). Inclusive schools are meant to serve the broader purpose of achieving national cohesion through processes of internalizing values and respect for diversity and social integration (Lazarus, Daniels, & Engelbrecht, 1999). In view of these imperatives, issues of race, gender, culture and country of origin should not be hindrances to accessibility to quality education in South African schools (Parker & Pederzini, 2001). South African inclusion policy allows refugee learners to be

accommodated in teaching and learning also demands equal opportunities to be made available for all learners include refugee learners.

The concept of diversity has occurred in many researched studies, and their interpretations are different in many ways (Van Vuuren, Van der Westhuizen, & Van der Walt, 2016). Diversity is conceptualised as recognising people's differences in their culture, ethnicity, religious, background, race, and gender (Engelbrecht, Savolainen, Nel, Koskela, & Okkolin, 2017). According to Lehohla (2017), diversity comprises real differences between groups of people in their race, ethnicity, sex, age, religion, family status, weight, and appearance. People are culturally diverse in many ways, and that is what makes South Africa considered as a rainbow nation. Refugee learners are from diverse countries where language, culture, race, environment and beliefs may be totally different from the host country (UNHCR, 2017). It is also important to state that South Africa is one of the most diverse nations in the world, and is well known for stereotyping and discriminating against other diverse groups. Refugee learners are from diverse countries with different races, religions, languages and beliefs which make their learning unique and different from the school in the host country. Teaching and learning for diverse refugee learners tend to be challenging for school leaders in ensuring that all learners are accommodated.

South Africa plays host to diverse refugee learners from so many African countries in schools where they also bring in their diverse languages. The home countries of some of the refugee learners in South African schools include the Democratic Republic of Congo, Zimbabwe, Somaliland, Sudan and Burundi. The diverse languages that these learners bring to the host country include French, Kituba, Lingala, Tshiluba and Swahili (UNHCR, 2017). Linguistic diversity refers to learners who do not speak any of the official languages available in the classroom (Mbatha, 2014). Diversity amongst learners create a challenge of language for both learners and school leaders in making sure that teaching and learning is running smooth. This also allows new ways of supporting teaching and learning for refugee learners in order to achieve excellent results.

Refugee learners add to diversity in schools around the globe (Dekker, Bryhn, Magnusson, Sjöberg, & Wickström, 2018). In the United States the number of people migrating is increasing, and schools continue to struggle in meeting the diverse needs of refugee learners (Bradley-Levine, 2018). Many countries are failing to meet the needs of refugees, and South Africa is amongst those which are failing in meeting their educational needs. Unlike in other countries, refugees are accommodated in camps which makes it easy for them to get the educational support

that they need (Maarman, 2009). Schools in those camps try but cannot meet all the educational needs of refugees. The issue of diversity is a global challenge that is affecting teaching and learning of refugee learners.

#### **2.4 Managing diversity in schools**

Managing diversity can be labelled as a planning, organising and comprehensive procedure of ensuring that diversity is recognised and valued in the schools (De Melendez & Beck, 2018). The practices of managing diversity are as follows: policy directives, situation analyses, preconditions, management strategies, implementation and evaluation (De Melendez & Beck, 2018). In the context of schooling, managing diversity means managers and school leaders need to be aware of different behaviours, recognising culture, and focusing on learners' achievements (Alas & Mousa, 2016). The aim of managing diversity is to create multicultural organisations, where each member of the organisation from various backgrounds can contribute to goals and achievements.

However, Hopkins (2015) tends to disagree with diversity being a challenge that needs to be managed. He regards diversity as an opportunity that needs to be embraced in terms of individuals being creative about other individuals' culture. Hence, it can be argued that diversity leadership is a wider concept that includes diversity management. Then in order to manage diversity, school leaders have to recognise, accept and respect individual differences. In many schools, learners are different in many ways that include gender, race, background, culture, ethnicity, sexual orientation, socio-economic status, age, physical abilities, culture, religious beliefs, political beliefs, or other ideologies (Cochran-Smith et al., 2009). This means that school leaders must be able to deal conscientiously with the shifting aspects of diversity to ensure a harmonious setting are favourable for formative and quality education.

Migration brings about changes in the demographics of learners and the members of staff in the school (Van Vuuren et al., 2016). Those living in an environment that is different from their cultures of origin face questions concerning their multicultural identities (Walton & Cohen, 2011). This implies that school leaders and managers of the school must contract conscientiously with changing aspects of diversity to ensure that working environments are conducive for providing quality education. The significant purpose of managing diversity is to create an environment of acceptance that mutual understanding between individuals who have demographic, cultural and social differences. South African schools have a delegated

management structure that is not only vested in the Principal, but in the school management team (SMT), teachers and the school governing body (SGB) (Grant, 2006). This is because the success of the school lies on the shoulders of strong management that is dedicated to achieving the organisational goals. School leaders need to accept change that comes with diversity and try to ensure that refugee learners are accommodated in teaching and learning.

In the South African context, the essential task in managing diversity has to do with improving on past injustices (Van Vuuren et al., 2016). Managing diversity can be summed up as the strategic achievement of meeting all educational needs of the learners by providing quality education (Van Vuuren et al., 2016). This shows that success in managing diversity lies in the hands of school leaders and managers. Despite the challenges that may arise in a diverse school that includes a growing number of refugee learners, leaders should seek to improve the education of each learner as stated in the policy of inclusion. Challenges may occur in the organisation, but a significant leader is the one ‘who obliges people to take action, changes followers into leaders, and makes leaders become agents of change (Shields, 2017). The role of a leader is to instil change in an organisation, despite any challenging circumstance that may take place.

## **2.5 Leading teaching and learning in a diverse setting of refugee learners**

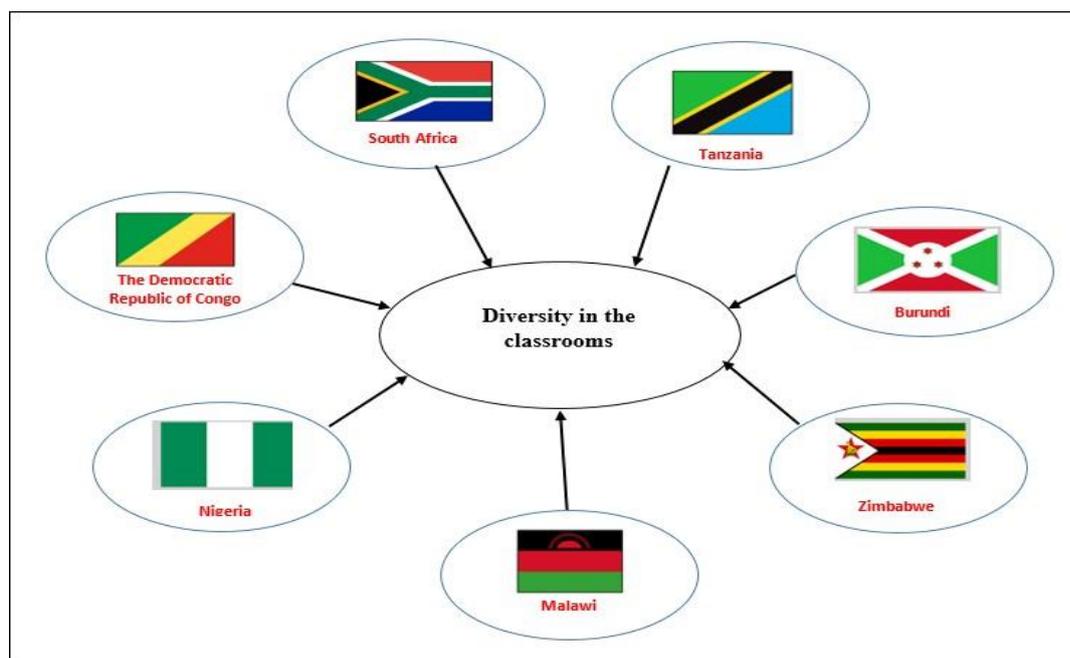
Leading teaching and learning refer to “instructional leadership” (Leithwood et al., 2019). Teaching and learning are about improving learners’ outcomes and enhancing classroom achievement. Teaching and learning for refugee learners are challenging both in national and international schools, as these learners have various impacts on education (Gad et al., 2016). The impact of wars, trauma, poverty and migration cause immense challenges to the education system in the host country (Gad et al., 2016). This is because most refugee learners enter new educational settings with complex dynamics and different transitions to consider that includes transitions in country, community, relationships, schooling, language, culture, and individuality. The complexity of different learners creates a challenging and demanding process of teaching and learning.

In South Africa, most teachers complete their teaching qualification understanding that they will be teaching learners from a particular race group (Vandeyar, 2010). Most African learners in South Africa are more fluent in their mother tongues than in other languages used to teach. The issue of diversity has placed teachers under tremendous stress, and has also wedged on their

uniqueness and beliefs. The challenge of refugee learners is in the type of diversity it creates, and South African teachers lack training in teaching diverse learners (Taiwo & Florian, 2019). The lack of training for teachers in preparation for diverse classes is one aspect of why they find it problematic to teach learners who have barriers to learning (Subban & Mahlo, 2017). Hence refugee learners are also regarded as having barriers to learning. Diversity places school leaders and teachers in a tremendous stress as they are not equipped enough to support teaching and learning of refugee learners as they have barrier in language.

Learning barriers are clarified as those factors that lead to the inability of the system to accommodate diversity, lead to learning breakdown and/or prevent learners from accessing educational provision (Vaden-Kiernan, McManus, & Chapman, 2005). In order to contextualise leading teaching and learning in a diverse school, the researcher decided to clarify diversity by using the diagram of different flags representing diverse learners affected by wars, politics and persecution that you may find in the classroom in South African schools.

**Figure 2.1: Diversity in the classroom**



When referring to teaching and learning in a diverse setting in the classroom, a flag represents each learner that can be found in each classroom with a different culture, race, gender, and religion. Some of these learners represented above have experienced traumatic events when they

migrated from their country of origins (Abe, Zane, & Chun, 1994; Schweitzer, Melville, Steel, & Lacherez, 2006). The teacher in the classroom deals with the diverse needs of these learners that need to be taken into consideration in teaching (Walton, Nel, Muller, & Lebeloane, 2014). Teachers are therefore faced with a range of challenges as they try to accommodate teaching and learning for refugee learners. Many refugee learners arrive at odd times during the school year with no record of their academic histories, upsetting teachers who are taken aback at their sudden appearance in the classroom (Thomas, 2016). These are few of the challenges that teachers face while trying to lead teaching and learning in schools. The next section discusses some of the challenges that affect school leaders in the teaching and learning of refugee learners.

### **2.5.1 The barrier of language in classrooms**

Most learners in South Africa are challenged by the issue of language as the country has 11 official languages. The task of school leaders is huge in teaching learners who had experienced years without schooling. Teachers are expected to develop reading, writing and speaking skill in these learners, who lack the foundation phase of the host country (Mone, London, & Mone, 2018). Studies have shown that teachers lack proper training in assisting learners with a refugee background (Kigamwa & Ndemanu, 2017; Mbhele, 2016). Despite their lack of training, teachers are still expected to enable the academic achievements of refugee learners. School leaders are to ensure that teaching assistants are made available in enable teachers to meet the educational needs of refugee learners. School leaders are capable of promoting and sustaining an environment that is stable enough to attract, maintain, and support the further development of good teachers (Khalifa, Gooden, & Davis, 2016). Every learner who is unable to use his/her home language is unable to perform to his/her best abilities. Moreover, refugee learners are more disadvantaged when none of the languages existing in schools are known to them. However, the individuals who face serious challenges are the school leaders in a school with refugee learners.

### **2.5.2 Challenge of adjusting and planning lessons**

Planning lessons in a diverse situation is challenging for teachers (Shields, 2017). Teachers' duties keep on increasing as they have to organise their lesson plans carefully, and also adjust lessons for learners with challenges to learning. As mentioned above, refugee learners are associated with learners with learning difficulties. This creates huge challenges for teachers in preparing lessons to be taught in class as they have to accommodate all the learners, including refugee learners. Various methods must be used in accommodating all the diverse learners in a

school (Stein, 2017). A lesson that is well planned attracts learners' attention and arouses their involvement in learning (Othmane, 2015). In addition, teachers are using appropriate mixed teaching methods in addressing all learners' educational needs (Motitswe & Mokhele, 2013). This means that teachers are learning new ways of planning lessons that will accommodate all learners' needs in the education system of the country. More time is expended in planning lessons as teachers try new strategies to accommodate all learners in schools, including refugee learners.

### **2.5.3 Challenge of assessments**

Assessment is a vital instrument to determine a learner's progress to the next grade. It is considered as a process of collecting, investigating and understanding relevant information in helping teachers, parents and other stakeholders in coming to a conclusion about promotion of learners (Breiter & Light, 2006). In the case of refugee learners, it is challenging for teachers in assessing learners with no education record from the host country (Breiter & Light, 2006). Some of these refugee learners do not understand any written or spoken assessment. This is a challenge to school leaders in how to draw up a plan that will accommodate these learners, who lack listening, speaking and writing skills in the language of instructions used in the host country.

Assessment must be designed in a way that it accommodates the diverse needs of all the learners in schools (Kanjee & Mthembu, 2015). These assessments are grouped into many different forms such as oral, written, tests, examinations and practical assessment (Kanjee & Mthembu, 2015). School leaders are challenged in designing different forms of assessments that will suit learners with diverse needs in the education of the host country. Assessment also creates a challenge for school leaders to ensure that refugee learners are equipped for the next grade.

Classrooms sizes in schools with a diverse population create challenges for teachers in ensuring that all learners receive equal and quality teaching and learning (Mushtaq & Khan, 2012). In this study, large class sizes refer to classrooms that are overcrowded. This may lead to poor learner performance because various methods of teaching and learning cannot be implemented. In South Africa many learners are squeezed into one classroom and teachers are forced to use an instructional teaching method, i.e. talk and the chalk (Opoku-Asare, Agbenatogbe, & DeGraft-Johnson, 2014), as resources for other methods are not enough to cover all the learners in the classroom. As a result, teachers do not have sufficient time to check whether all the assessment and tasks have been completed. In South Africa many schools are disadvantaged in dealing with overcrowded classrooms (Bhengu & Ncwane, 2014). Teachers end up not attending to some

learners including refugees with learning challenges due to a number of learners needing attention from one teacher in overcrowded classroom.

#### **2.5.4 Poverty as challenge towards teaching and learning**

The influx of refugees into the country has raised many issues, such as lack of work (Lehohla, 2017). Refugees leave their countries in the hope of finding safety and better economic opportunities in South Africa (UNHCR, 2016). School leaders are challenged dealing with learners who come from poor backgrounds, where neither of the parents are working. Unlike unemployed South Africans, who are supported financially by the government through the social grant, refugees have no financial support from the state. South Africa is the only country which does not have refugee camps; refugees are allowed to live anywhere (UNHCR, 2016, 2017). This means that it is challenging for service delivery as refugees are not camp-based.

Redundancy means that refugees find themselves in poor living conditions (Labys, Dreyer, & Burns, 2017). Refugees cannot afford to pay for school fees, uniforms, and transport to school (Dass & Rinqest, 2017). The South African Constitution states that everyone has the right to basic education including refugees. According to the South African Schools Act (1996), section 158 on norms and standards, school fees must not become an obstacle in accessing education (Beckmann, 2002). Also, according to section 5(3), no learner may be refused admission in a public school on the grounds that parents are failing to pay school fees. However, school managements are left with the duty to plan and organise how funds will be established in the school. The paying of school fees is divided according to quintiles one to five. Quintiles regulate the amount of money that the government will distribute towards funding for each school.

School leaders are challenged in ensuring that refugee learners receive all the educational support that is needed. Educational support includes non-educational services that refine the quality of educational programs (Bojuwoye, Moletsane, Stofile, Moolla, & Sylvester, 2014). This means that the support that is provided to learners not only involves teaching and learning, but other relevant support towards their academic achievement. Education can be provided in the form of human, material or other resources (Beckmann, 2002), and may be directed towards learners and structures within the school (Bojuwoye et al., 2014). Learning support includes extra classes, curriculum guidance, mentoring, assisting learners, school psychological services, health care and social services, feeding schemes, and other relevant services in meeting all the educational needs of all the learners in preventing learning problems (Bojuwoye et al., 2014). The role of

school leaders in providing support to the needs of refugee learners, besides teaching and learning, is huge.

Poverty is a strongly significant forecaster of the academic achievement of a child (Wiseman, 2012). Lack of nourishment can cause serious educational challenges (Bojuwoye et al., 2014). This means that many schools ensure that learners' needs are provided for to ensure their effective education. School leaders build relationships with business, community and relevant stakeholders to meet the educational needs of refugee learners. Maarman (2009) found that learners from poor backgrounds regard food and clothing as more important than education. School leaders have a role to play in education in meeting the need for nutrition, uniforms and other relevant requirements.

The leadership role is focused not only on teaching and learning, but also involves achieving social justice in the education of learners, including refugees (Amanchukwu, Stanley, & Ololube, 2015). These school leaders comprehend that the injustices are prolonged in schools as the outcome of injustice prolonged in the community (Shields, 2006). They encourage teachers to be conscious of the dignity of poor and culturally diverse families, and ensure that they do not isolate parents accidentally (Biag, 2014). The school leadership is required to provide additional resources in accommodating refugee learners of which some of them are not even able to meet requirements of being in the classroom such as school uniform and writing materials.

### **2.5.5 The effects of parental involvement**

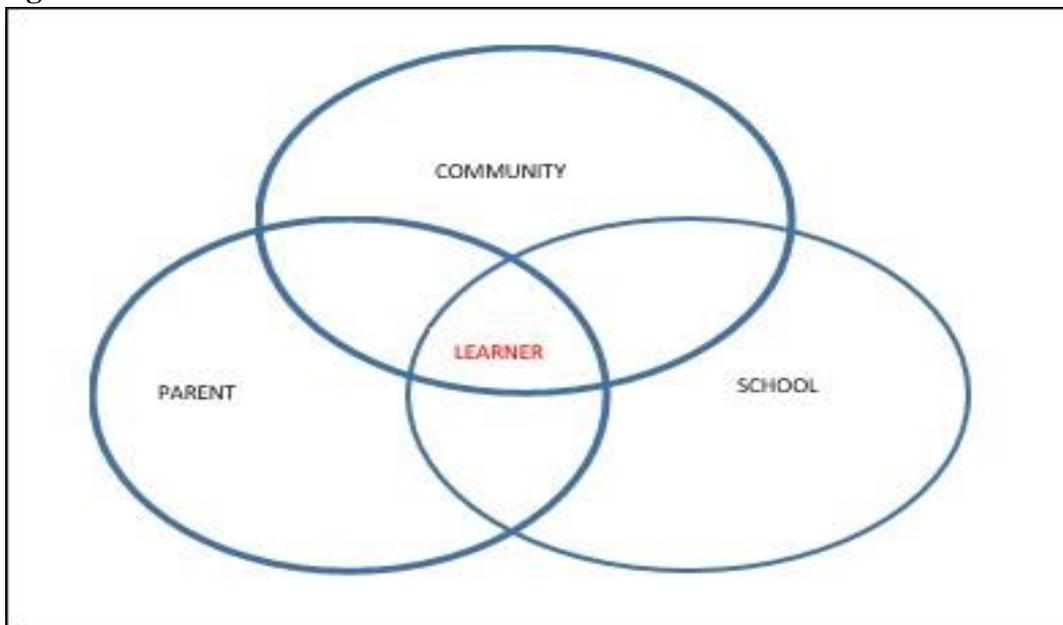
Parental involvement is a vaguely defined to be seen as positively impacting students' schooling experiences and academic achievement (Epstein, 2001; Henderson & Mapp, 2002). The involvement of parent encompasses a range of parenting behavior, ranging from discussion with children about homework to attendance at parent-teacher organization (Bolívar & Chrispeels, 2011; Dimmock & O'Donoghue, 1996; Louise Wanat & Thudium Zieglowsky, 2010), considerations of parent involvement have also come to potentially include parents' participation in school leadership and decision-making teams, councils, and advisories. There is substantial evidence that parents are the most important socialisation agent for children (Fitzpatrick & Vangelisti, 1995; Koerner & Fitzpatrick, 2002). Studies have documented that regardless of the economic, ethnic, or cultural background of the family, parent involvement in a child's education is a major factor in determining success in school (Epstein, 2001). When schools work together with families to support children's learning, children tend to succeed in both school and later life. Parental involvement plays a significant

role towards education of refugee learners. Parents can be regarded as the bridge between the learner and the school to ensure that learner achievement is guaranteed.

Parents play a critical role by building links among family members and passing on knowledge, skills and values to their children (Saphir & Chaffee, 2002; Waldron, Kloeber, Goman, Piemonte, & Danaher, 2014). Parent Involvement in the African Context in Somali, you send the kids to school and they are the school's responsibility (Nderu, 2005). In Ghana, parent involvement entails the parents' responsibility for daily care and for school fee payments, while teachers' responsibility is to teach (Dei, 2004). According to Mestry (2004), in South Africa, most parents are not meaningfully involved in their children's education. This is evidenced by low attendance at parent-teacher meetings, lack of interest in learners' school work and homework and their limited involvement in fundraising projects. In Kenya, Miguel (1999) noted that the level of parent involvement is particularly low in schools that are ethnically heterogeneous.

The diagram below is used to clarify that the success of learners is vested in the involvement of parents, community and schools. The whole purpose for which these stakeholders collaborate is for success of the learners.

**Figure 2.2: Success of learners**



Parental involvement in refugee learners' education is partial, and not achievable in some schools (Lee & Zhou, 2016). Their collaborations are not achievable because the parents have no

background in the education system of the host country. One of the major barriers that affect parents who wish to be involved in the education of their children is language (Lee & Zhou, 2016). Most of the schools in South Africa do not have staff available to translate into their home language. Refugee parents are therefore reluctant to become involved in school activities. The issue of culture may also deter them. School leaders sometimes end up working alone with no involvement from parents. Parental involvement in children's education is a crucial element of effective education.

## **2.6 School leaders creating unifying culture in schools**

There are many demanding roles that school Principals face in diverse educational environments. Principals in schools where diversity is a concern are able to create culture as one of the important areas in the integration of refugee learners. They generate a culturally and linguistically approachable environment that encourages sociocultural integration for refugee learners. Principals have become the connecting wire in the education of diverse learners, including refugees (Bletscher, Alharbi, & Kellerman, 2017). The running of the school entails diverse activities through leading and managing the organisation (Bottery, 2016; Oumer & Kejela, 2017; Tucker & Coddling, 2002). The main role of Principals is to make sure that teaching and learning occur in the organisation, and maintain learner achievements (Jackson, Cobb, & Rigby, 2014). Principals can create a culture of teaching and learning by ensuring that the environments are welcoming for all learners, including refugees. The role of school Principals is more challenging and complex where there are diverse groups of learners in a school. One of the responsibilities of Principals is to motivate staff, learners and parents at large.

In a review of literature on Principals, Khalifa et al. (2016) identify four culturally responsive school leadership behaviours: developing critical self-awareness, supporting teachers in becoming more culturally responsive, creating culturally inclusive environments, and engaging parents and communities. The school leadership has the role of developing school culture in teaching and learning (Barbezat & Bush, 2013). Leaders and managers in a diverse environment need to plan and create a working environment that is fruitful for the organisation, and meets the unique needs of refugee learners. School leaders, governors and teachers can bring change in the lives of refugee learners who have faced traumatic experience before migrating and in the host country after migrating. Leaders are agents that can bring change in schools by engaging relevant stakeholders to support the educational needs of these learners. This includes ensuring that staff

members are dedicated in supporting the vision of the school and providing quality education for all learners in the diverse setting.

### **2.6.1 Creating inclusive school environments**

The Education White Paper 6 on Special Education Needs: Building an Inclusive Education and Training System posits that inclusive education provides for a diversity of learners' needs by creating a diversity of rich learning experiences for all (S. A. D. o. Education, 2001) . It is based on a value system that invites and celebrates diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement or disability. It also includes everyone in learning, regardless of any of these factors, so that all learners can belong in school and have access to the educational outcomes that it offers.

Principals have duties and responsibilities to create an environment that is inclusive and more responsive to the educational needs of learners, including refugees. Their main responsibility, as humanitarian leaders, is to take care of the interests of the “whole child”, and develop capacity among teachers for self-determination and continuous improvement (Chapman et al., 2018). Leaders should create inclusive environment that ensures teaching and learning conditions are hospitable for all learners. Inclusive education, also known as inclusion, refers to a process in which the school organises, accepts and accommodates differences in children as a clear fundamental condition (Carter & Abawi, 2018). Despite the educational challenges faced by refugee learners, it is the duty of a Principal to recognise differences and create environment that will benefit refugee learners.

An inclusive learning condition provides a teaching program that caters to the diverse needs of learners and accommodates diverse opinions and perspectives so that all children feel they belong and can contribute (Prinsloo, 2001). This concept of inclusivity has been used in educational circles for a while, particularly with the focus on including learners with educational needs in the general classroom (Prinsloo, 2001). Refugee learners bring unique differences into learning: their cultural practices and beliefs, languages, traumatic experiences, and educational backgrounds; they call for strong leadership to make sure that inclusivity is operative in the schools. The role of the school leaders is to ensure that all learners, irrespective of their background, should benefit from their education. Successful school leadership in diverse situations establishes a common set of understandings, dispositions, and practices (Motitswe & Mokhele, 2013). In order to meet education challenges, principals with school leadership need to develop skills, knowledge and

plans that are critical for providing an optimum learning setting for a highly diverse learner population ensuring all learners are accommodated and they enjoy every day of teaching and learning.

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners, and can thus be understood as a key strategy to achieve education for all (EFA); hence teaching and learning in the classroom should be designed and planned in such a way that diverse learning needs are accommodated and full participation in the learning process is achieved. The researcher intends to investigate the situation and examine ways in which educators accommodate diversity in the classroom.

Hargreaves (1997), Fullan (2007) and Miller (1998), cited by Engelbrecht (2004), explained that for inclusive education to succeed educators and communities need to shift from one set of assumption, beliefs, values, norms, relationships, behaviour and practices, to another. This entails a fundamental reculturing of learning and teaching that would involve significant reform and restructuring of all school operations. More specifically, making inclusive education an essential requirement would require the development of new conceptions about learning and teaching, and new practices for educators that reflect a supportive and nurturing environment. It would celebrate diversity and promote equal opportunity and access to education. Reculturing for inclusive education requires a comprehensive and ongoing whole school development approach, which involves all role players and all systems of the school as a learning organisation (Engelbrecht, 2004). As Engelbrecht (2004) have argued, inclusive education provides an additional incentive for whole school development and educational reform. The whole school development therefore involves more than merely changing an educator's classroom practices, but also extends to include the context of the whole school.

### **2.6.2 Supporting teachers to become more culturally responsive**

According to the Guidelines for Full-Service Schools (Motitswe, 2014), the most important way of addressing barriers arising from the curriculum is to make sure that the process of teaching and learning is sufficiently flexible to accommodate different learning needs and styles. Principals have duties in supporting teachers in ensuring culturally responsive education for all learners is achieved. Principals contribute to teachers' skills and knowledge in their daily practices of teaching and learning (Leithwood et al., 2019). Culturally responsive teaching is referred to as using the knowledge, prior experiences and performance styles of diverse learners

to make sure that learning is more relevant and effective (Kelly-Jackson & Jackson, 2011). Many people have their learning connected through storytelling from prior experiences and knowledge gained (Stock, Mares, & Robinson, 2012). A number of research studies indicate that culturally responsive teaching has optimum impact on diverse learners. These studies show that the culturally responsive teaching is productive when applied with positive teacher perceptions, high teacher efficacy, high teacher expectations, effective teaching strategies, and sustenance in educational programs (Kelly-Jackson & Jackson, 2011). Principals can support teachers to become more culturally responsive, where learners are allowed to learn from their experiences. Teachers are not sufficiently prepared in teaching diverse learners for several reasons (Smith & McGannon, 2018). For example, discipline in classroom and managing learners is quite difficult when a number of learners from different backgrounds are in the same classroom.

In order for teachers to have a successful relationship with learners, they must create an environment that has its focus on teaching and learning (Hambacher, Acosta, Bondy, & Ross, 2016). School leadership needs to use a mixture of culturally responsive teaching and kindness for all learners in generating a supportive environment (Shevalier & McKenzie, 2012). Teachers must develop a strong relationship by learning different cultures of their learners and this includes cultures for the refugee learners. In supporting teachers in becoming culturally responsive, principals must create programs that will allow staff to recognise difference in learners.

### **2.6.3 Engaging parents and communities**

In order to build a strong relationship between schools, parents and community, the school leaders need to acknowledge that learning cannot be accomplished independently (Mahlangu, 2014; Myende, 2011). It is a duty of school leadership to engage parents and community in the success of a child. School leaders need to build a relationship between the community and the parents. Building a strong school community has been discussed by many scholars as an important component in the success of learners in schools (Myende, 2011). A strong school-community relationship is where parents, children and all stakeholders in a school collaborate to assist learners towards educational achievement. When parents are involved in the education of their children, children achieve greater results, higher attendance and positive attitudes towards school (Mahlangu, 2014).

The school-community partnerships can produce many collaborative opportunities in meeting the educational needs of refugee learners (Stefanski, Valli, & Jacobson, 2016). In the United

States, many agencies are involved in partnership with schools in meeting the educational needs of refugee learners (Stefanski et al., 2016). Teaching and learning is therefore not for learners and educators alone but parents and community as well. It is crucial for school leaders to build a good relationship with communities to serve the needs of these learners and their families.

## **2.7 Strategies in assisting school leaders**

According to Katz (2014), skills are not something that you are born with; you can learn and develop them, and they can show in your performance. 'Leadership skills increase the effectiveness of the administrative leaders, and also tend to promote ethics. Many researchers in this field indicate that when a person becomes an effective leader it is because of improved skills and personal qualities (Connaughton, Lawrence, & Ruben, 2003)

According to Williams, (2015), schools with strong leadership presence can lead to the success of teacher collaboration. Bush & Glover (2016) posits that school leadership with a vision to promote effective teaching practices and learner achievement can create professional learning communities. Various studies (Bush & Glover, 2016; Hallinger & Heck, 2010; Hurren, 2006; Kelly & Saunders, 2010) have indicated that leadership quality plays a major role in measuring the success or failure of schools. Teachers in schools need development and mentoring to perform their best in teaching and learning (Moorosi & Bantwini, 2016). As mentioned above, schools were not prepared for the arrival of refugee learners. Howard (2016) suggests five effective phases for Principals in a diverse context building trust, engaging personal culture, confronting issues of social dominance and social justice, transforming instructional practices, and engaging the entire school community.

School leaders should create trust to inspire teachers to use more effort for learners' achievement (Khalifa, Khalil, Marsh, & Halloran, 2019). The issue of trust is important in the organisation for the working relationship of teachers, SMTs and Principals. In the context of refugee learners, leaders can build that relationship based on trust for the intended goals of creating refugee learners' sense of connectedness to school (Khalifa et al., 2019). Principals have power, authority and responsibility for learners' achievement and other educational outcomes, although their achievements heavily depend upon the effectiveness of teachers. The principal together with the school leaders is therefore required to equip and create a conducive environment for the teachers for the purpose of achieving excellent outcomes.

## 2.8 Transformative leadership theory

Transformative leadership takes the notion of invented social reality further and draws on critical theories, theories of cultural and social reproduction, and concepts of leadership for social justice to help leaders understand how to create educational organisations that combine excellence with equity, inclusion, and justice. The origins of transformative leadership go back to Burns (1978) seminal book, called *Leadership*. His discussion ranged widely, covering topics such as moral leadership, social sources of leadership, political leadership, reform leadership, and even revolutionary leadership. To introduce his discussion, Burns stated that he would identify “two basic types of leadership: the transactional and the transforming” (p. 4). In differentiating between them, he explained that “the result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (p. 5). He then added that it was “this last concept, moral leadership,” that concerned him most. He described moral leadership as “the kind of leadership that can produce social change” (p. 4) and suggested it is one of the most important and salient characteristics of transforming leadership. Transformative leadership theory is foregrounded in transactional and transformation leadership theory. The below table clarify more on transformative leadership theory and relation with other leadership theories.

**Figure 2.3: Transformative Leadership**



Transformative leadership is grounded in a number of principles that distinguish it from other leadership theories, although it does not eschew the practices of other theories as strategies for accomplishing its goals. Transformative leadership enables individuals and organisation to transform, to participate in continuous learning, and to enlarge their potential while assisting other (Caldwell, Voelker, Dixon, & LeJeune, 2007). Transformative Leadership reflects a commitment to the welfare, growth, and wholeness of stakeholders (Caldwell et al., 2012), a responsibility to create better organisations (J. Block & Kremen, 1996) , and a commitment to improve communities (Flanagan, Cumsille, Gill, & Gallay, 2007). Transformative leadership bring innovation to the organisation and society by honouring the moral duties owed to all parties (Caldwell et al., 2007). In schools these leaders recognise change and diversity from refugee learners act in manner that education of refugee learners is supported.

In a transformative leadership theory, power and decision making become fluid, and all members in an organisation are seen as leaders. These are the kind of leaders that are needed in many organisations as agents of change. Transformative leadership theory says that everyone can lead, and contribute towards the success of the organisation. This theory is shifting away from the Principal's being liable for the success and achievements of the organisation. However, leadership is seen in corners of the school. This theory is commonly applied in schools facing changes in the demographics. Transformative leaders are committed to the process of ensuring fairness, inclusion and social justice in schools. According to Shields (2017), transformative leaders seek to improve and turn schools into social democratic environments to attend to the diverse needs of all learners. Transformative, leaders understand the diverse cultural context in which they operate, and promote the creation of a culture that takes into account the changing populations of the school or district (Shields, 2003). Transformative leadership works fruitfully to the educators, learners and the community as well. It is noted that the transformation within the school environment is not achievable without transformative leadership.

### **2.8.1 Characteristics of transformative leadership**

Based on Burns (1978) model and Nur (1998) studies, three main components of a suitable transformative leader that will build a working relationship with teachers, learners and parents to produce an equitable community. These three components assist in differentiating the main key features of the transformative leadership model (Nur, 1998). Below the researcher discusses these three components: the ethic of care, the ethic of justice, and dialogue and understanding.

Transformative leadership, therefore links education and educational leadership with the more extensive social setting inside which it is installed. Thus, it is my contention that transformative leadership and leadership for inclusive and socially just learning environments are inextricably related.

### **2.8.1.1 Ethic of care**

The ethic of care highlights the establishments of deeper emotional engagement between leaders and learners (Nur, 1998). Nur contends that school leaders must connect their leadership methods and aspire to acclimate this method as well. Ethical care emphasises the mutual relationship between the one caring and the one cared for. In this case the relationship is between the school leaders and refugee learners. Although the position of giving and receiving care will always be identified in the relationship, it is a reciprocal action because both parties are required to be willing to acknowledge the other person's right to be who they are. The ethic of care is demonstrated by teachers through engaging in discussions with learners in order to gain a deeper understanding of learners' social, academic and psychological needs (Nur, 1998). The ethic of care is an ethical theory that uses a relational and context-based approach to morality and decision making (Noddings, 2013; Noddings & Brooks, 2017). When applied in education, it embodies the sense that we must do something right to others under us. In the classroom, this is communicated by teachers responding to an individual learner's needs. This involves teachers working closely with learners and adjusting to their needs and interests.

The dedication of care is based on an ongoing interest in the learners' welfare (Noddings, 2013; Noddings & Brooks, 2017) . In this leadership style, leaders are regarded as bridge manufacturers, who try by all means to create a caring place for parents, teachers, learners and the community at large (Wentzel, Russell, & Baker, 2016). This relationship can motivate learners to make an effort towards their social and psychological challenges, and academic achievements. Encouraging learners to partake in social and academic activities can assist them to become great leaders themselves one day.

Nodding (1984) believes that caring should be at the core of an educational system where teachers are the ones caring, and the learners the ones cared for. There are four ways to practise an ethic of care in schools: modelling, dialogue, practice, and confirmation (Noddings, 2013; Noddings & Brooks, 2017). Modelling is the act of teachers performing behaviour they expect

from students and what it means to care. Dialogue refers to the engagement in discussions with students about topics they care about, and providing an open and honest space for these discussions. Practice is providing opportunities for the students to exercise caring relationships with each other as well as teachers and administrators. Lastly, confirmation refers to encouraging the best in students, and using their strengths in the classroom. As these refugee learners have experienced traumatic events in their lives, they have lost trust in any adult (Noddings, 2013; Noddings & Brooks, 2017). An ethic of care in teachers can help reduce those tensions, because the teacher as the one caring is willing to be understanding and provide a welcoming environment. Noddings's (2017) states that open trust is essential among school members in building a solid moral and ethical foundation. An ethic of care is an indispensable attribute of school leaders involved in ensuring that they build trust in the lives of refugee learners.

### **2.8.1.2 Ethic of Justice**

An ethic of justice is the second key components of transformative leadership. It works to encourage and inspire refugee learners as they take part in the school systems of a new country (Nur, 1998). Transformative leaders work in the shared interest of the community. They are regarded as motivators and supporters of refugee learners who experienced forced migration to make them feel accepted and supported in their schooling. In these components of the ethics of justice, leaders work to promote discussion of curriculum, and understanding different cultures and the historical and present circumstances that have contributed to unfair relationships among cultures (Nur, 1998). Transformative leaders proceed in mutual learning, motivation, and inspiration. All leaders and followers share responsibility for motivating and inspiring others. The ethic of justice includes both a person's choice to act justly and the school community's choice to act or govern justly (Sullivan, 2016). The ethic of justice provides a framework for people to solve problems by first establishing what is just and fair for the individual and for the school community. This has assisted the researcher in understanding the experiences of school leaders in supporting teaching and learning of refugee learners in a primary school in Umlazi District, KwaZulu-Natal.

### **2.8.1.3 Dialogue and understanding**

The third component of transformative leadership is dialogue and understanding (Nur, 1998). It expands inclusion in schools and shapes robust relations among teachers, parents, administrators and learners. This component inspires teachers to consult with refugee learners and request their comments in the formation of actual strategies that will support their educational needs as they

participate in the education system. Nur (1998) defines transformative leadership as an approach that “seeks to improve schools and turn them into socially just democratic environments in order to attend to the diverse needs of all learners. This theory is foregrounded in principles of improving equity, Transformative leadership is grounded in the values of enhancing equity, appreciating diversity and encouraging public duty (Nur, 1998). School leaders motivate people to have an interest in the needs of the organisation above their own interest. In the dialogue of understanding, teachers are given freedom to use different strategies through relevant topics for teaching learners from diverse backgrounds. Through dialogue and understanding, leaders create leaders amongst their followers. This leadership style focuses on generating finances, supervising teaching and learning, and other responsibilities.

## **2.9 Chapter Summary**

The literature that was presented in this chapter provided robust discussions in exploring teaching and learning within the context of diversity of refugee learners. The discussions tried to understand the experiences of school leaders in supporting teaching and learning of refugee learners in a primary school in Umlazi District, KwaZulu-Natal.

The focus of this study was on looking at challenges affecting teaching and learning in the diverse settings of refugee learners. The main argument was to understand the educational challenges that affect teaching and learning in school, while exploring the experiences of school leaders. This chapter also presented Transformative leadership theory as it underpins the study, giving guidance in exploring experiences of school leaders in diverse school demography. The next chapter presents the research design and methodology that were employed in the study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The previous chapter presented the literature review, and concluded with the theoretical framework underpinning this study. This chapter presents the research design and methodology employed in generating and analysing data. It begins with a discussion of the research design. The significance and feasibility of qualitative research and the qualitative case study will then be discussed. A detailed description of the data generation process, instruments and methods will be provided. The data analysis methods, ethical considerations, and the validity, reliability and limitations of the research will be discussed. The chapter ends with the chapter summary.

#### **3.2 Research paradigm**

A research paradigm is an approach to providing a broad framework for viewing and making sense of the world (Lincoln & Guba, 1985). This becomes a process of knowing how we look at the world we live in, what can be known and how this knowledge can be attained (Bryman, 2017). This study is located in the interpretive paradigm with the purpose of seeking actual reality in a specific situation (Cohen, Morrison, & Manion, 2017). According to (Mackenzie & Knipe, 2006) interpretive research depends on participants' views about the situation studied. In the context of this study, this paradigm assisted the researcher in understanding the experiences of school leaders in supporting the teaching and learning of refugee learners. An interpretive paradigm is more concerned with understanding the subjective world of the human experiences (Cohen et al., 2017). The purpose of an interpretive paradigm is to ensure that participants share their lived experiences of the phenomenon that is explored. The core belief of this paradigm is that reality is socially constructed (Willis, Jost, & Nilakanta, 2007). As a result, multiple realities exist (Creswell, 2014). Interpretivism assumes that knowledge is created through dialogue and results are created through interpretation of data (Tekin & Kotaman, 2013). The interpretive paradigm was relevant to the researcher's study because she believes that reality is socially constructed. Participants had different views and understandings about their experiences of supporting the teaching and learning of refugee learners.

### **3.3 Research design**

A research design is defined as a plan of how the researcher will systematically generate and analyse data needed to answer the research questions (Bertram & Christiansen, 2014)). Likewise, Creswell (2014) maintains that a research design offers a sketch to follow when conducting any investigation, and advances three types of research design used in educational research. The three types are quantitative, qualitative and mixed methods. This study is located within a broad category of qualitative research design. Qualitative researchers are field-focused; this means that they generate data in the natural setting where participants are working (Denzin & Lincoln, 2011). The researcher is a key instrument, and personally has an opportunity to closely observe behaviour within the participants' context (Creswell, 2014). The qualitative design enabled the researcher to capture the meanings that school leaders give to the nature of their experiences. It allowed her to gain a deeper understanding and knowledge about experiences of school leaders in supporting teaching and learning of refugee learners in their own setting. The interest was more in gaining in-depth understanding of the phenomenon than on statistical analysis, typical of quantitative research design.

### **3.4 Research methodology**

The research methodology involves a procedure, methods and instruments used to generate data (Bertram & Christiansen, 2014; Cohen et al., 2017). This study adopted case study methodology in order to gain in-depth knowledge on how school leaders support teaching and learning of refugee learners in one primary school in Umlazi District. A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident (Rule & John, 2011; Yin, 2014). There are real people with real situations which enable the researchers to understand ideas more clearly than simply representing them with abstract theories or principles (Cohen et al., 2017). The case study allowed me to focus only on school leaders in one primary school inundated with refugee learners. The reason for selecting this school as the research site was because of the pool of refugee learners that could be accessed. This was an important factor due to that refugee learners have a negative impact towards learning. The focus was to find out how school leaders are supporting teaching and learning in this school.

Yin (2014) argues that a case study deals with the investigation of a present-day phenomenon occurring in a bounded, real-world situation, and that understanding that phenomenon is largely

determined by the contextual factors within which that phenomenon takes place. The researcher sought to understand the phenomenon of supporting the teaching and learning of refugee learners, given that school leaders are responsible for the teaching and learning of all learners. The uniqueness of a case study is that it allows you to generate knowledge through investigating a particular case in its bounded system (Rule & John 2011). A case study provides opportunities of obtaining information at first hand, and the results are clearly understood by many people (Cohen et al., 2017; Merriam, 1998). The findings provided in this study are first-hand information from school leaders. School leaders were given an opportunity to tell their own stories based on their experiences of supporting the teaching and learning of refugee learners.

### **3.5 Selecting the school and participants**

Sampling is the selection of research sites and participants from a whole population. It involves decisions about which people, settings, events, behaviours, and/or social processes to observe (Morrison, Haley, Sheehan, & Taylor, 2011). The sampling choices allow the study to obtain the thickest data which answers critical questions of the study. Since the researcher selected a qualitative approach, participants for this study were selected using the purposive method of sampling. Purposive sampling is an approach that allows researchers to engage with participants who have the relevant information required to answer the critical questions guiding the study (Cohen et al., 2017). The research site is one primary school in Umlazi District. The school was chosen because of its uniqueness in serving learners who come from different backgrounds, and because it has an influx of refugee learners. School leaders were selected specifically for the first-hand experience they had in supporting the teaching and learning of refugee learners. These were two teacher leaders, one departmental head, and one school Principal. Purposeful sampling requires the selection of information-rich participant. This involves the selection of individuals that are knowledgeable and experienced in the phenomenon of interest (Cohen et al., 2017). A detailed description of the research site and participants is given in Chapter Four, section 4.2 on page 56 of this document.

### **3.6 Data generation methods**

This study used only semi structured interviews as a method of generating data. Interviews have been recognised as one of the most popular methods of generating (Cohen et al., 2017). Interviews are purposeful, planned conversations involving the interviewer who poses questions with the determination of generating data and interviewee responses to these questions. Semi-

structured interview are conversations between the researcher and the participants using open-ended questions which allow the participants to present a clear description of the phenomenon being researched (Bertram & Christiansen, 2014). Semi-structured interviews allowed the researcher to ask questions that were prepared beforehand, and the questions could be adjusted or added to base on participants' responses (Zhang & Wildemuth, 2009). The interaction with school leaders allowed the researcher to generate data from the individuals' own perception about their experiences of the world, and dig deeper into school leaders' experiences about how they support the teaching and learning of refugee learners (Bertram & Christiansen, 2014).

Semi-structured interviews are useful in situations where there is little knowledge that is being explored, or where in-depth information is required from the participants (Gill, Stewart, Treasure, & Chadwick, 2008). Semi-structured interviews are much admired for encouraging interviewees to express their insight on the phenomenon (Gill et al., 2008). Participants were given a platform to express their lived experience and tell stories based on the research topic.

Interviews were conducted with two teacher leaders, one departmental head, and the school Principal. Protocols outlined in the ethical clearance application were explained to the participants and observed. Participants were given pseudonyms to protect their identities. A pseudonym was also used to protect the school's identity. One participant permitted the researcher to audio-record the interview, but other participants refused to be audio-recorded. However, this did not stop prevent the researcher from continuing with the interview sections. The researcher had to improvise and write in point form, and later the same day she had to write out all the interview responses from each person. Each day the researcher had to interview one participant for the sake of remembering the whole conversation between participants. The audio-recording of interviews was transcribed verbatim for data analysis. The interviews each took approximately 45 minutes to an hour. As a guide during interviews, semi-structured interview schedules were prepared. The questions prepared were meant to respond to the research questions of the study. They therefore focused on the experiences of school leaders supporting the teaching and learning of refugee learners.

### **3.7 Data analysis**

Qualitative data analysis comprises making sense of data generated from participants' experiences of the situation, noting patterns, themes, categories, and regularities (Cohen et al., 2017). This is a process whereby the researcher systematises all information gathered from the

participants (Cohen et al., 2017). In the qualitative approach, data focuses on a small sample of people, yet the data are more detailed and richer (Cohen et al., 2017, p. 461). In this study participants were only four, yet held much in-depth information. Thematic analysis was used in this study as it moves beyond counting explicit words or expressions, and, focuses on identifying and describing both implied and explicit ideas within the data, thereby identifying themes. Cohen et al. (2017) declare that data analysis is an essential and critical phase in the research study, which can be a tiresome process, and as such, the researcher needs to know exactly what to do with data generated to allow her to build a thick description of the case. Data in this study were manually analysed. Firstly, the researcher organised and prepared data for analysis, which involved transcribing information from interviews. Thereafter, she looked for and compared what was common from the field notes and what was generally said by the participants. Codes were then used to classify data, using codes for descriptions, codes for events and codes for people. These codes assisted in generating themes, and these themes were used as headings of the findings.

### **3.8 Issues of trustworthiness**

Trustworthiness is defined as the way the researcher tries to convince the person who reads the study that the conclusions are reliable (Maree, 2015). Trustworthiness is interrelated with ideals of truth and value of research. Lincoln and Guba's (1985) criteria of trustworthiness in qualitative research are used. These are credibility, transferability, dependability and confirmability.

#### **3.8.1 Credibility**

Credibility deals with the question of how the findings from the study relate to reality (Creswell & Poth, 2016; Shenton, 2004). It means having confidence in the truth of the findings. The researcher enhanced the credibility of this study by giving the participants a copy of the transcript to confirm whether it was an accurate description of the interview. Where discrepancies were found, transcripts were changed in their presence. Credibility of the research must reflect the reality and lived experiences of the participants (Bertram & Christiansen, 2014). The researcher ensured that she immersed herself in the data generated before giving interpretations by listening to the recorded interviews again and again, and reading thoroughly the transcribed interviews. She requested her colleagues conducting research as well as her lecturers to ask me reflective questions about the fieldwork. These steps enabled her to provide a thick description of the findings.

### **3.8.2 Transferability**

Lincoln and Guba (1985) define transferability as the degree to which the results of the research can be applied in similar contexts. They assert that thick description of the study facilitates transferability. Therefore, to ensure that the findings generated could be transferable, the researcher gave a detailed description of methods used during the course of the research study. Furthermore, a fully detailed description of the school that was the location of the study, description of school's profiles and involved participants' profiles, and a clear explanation of the research methods employed, and the time spent on generating data.

### **3.8.3 Dependability**

There are a number of techniques that are used such as checking, debriefing by peers, triangulation, prolonged engagement at the research site, persistent observations, the use of journals, the case analysis, and the independent audits (Lincoln & Guba, 1985). These techniques are known as inquiry audits. Inquiry audits are directed by a researcher who was not part of the research process to examine both the process and the product of the research study (Lincoln & Guba, 1985). The purpose in assessing accuracy is to ensure that the findings, interpretations and conclusions are reinforced by relevant data (Lincoln & Guba, 1985). A comprehensive report on the research design and data generation plan is provided. The dependability issue was also tackled by ensuring that data were honestly interpreted as conveyed by the participants. Verbatim quotations are used in the data presentation chapter to give an account of where my interpretation comes from.

### **3.8.4 Confirmability**

According to Guba and Lincoln (1989), confirmability is established when credibility, transferability, and dependability are all achieved. Confirmability focuses on the degree of neutrality where the findings are shaped by the experiences of the participants, and not based on the researcher's bias (Lincoln & Guba (1985). In other words, the findings of the study are not based on the researcher's beliefs, but on the participants' views about the research context. In order to ensure confirmability, the researcher made sure that her interpretations were confirmed by her participants. The findings that emerged from the study were accurate, and the researcher used member-checking. Furthermore, after the transcriptions were completed, participants were given transcripts of the interview to check authenticity.

### **3.9 Ethical considerations**

Cohen et al. (2017) assert that there are ethical questions that need to be answered, before the interview process begins, that include the participants' informed consent, the confidentiality of their information, their voluntary participation in the study, and their protection against any harmful condition. The ethical questions are fundamental in the study, in the sense that interviews concern interpersonal interaction, and produce information about the human condition. A qualitative research study distributes knowledge of participants' experience in the realm of the researched topic. The researcher needed to raise the subject of trust with the participants through research the processes. In to this study, the researcher applied for ethical clearance from the Research Ethics Committee of the University of KwaZulu-Natal, and also applied through the KZN Department of Basic Education. Permission was granted by both organisations to conduct the study.

Moreover, consent letters were handed out to the participants, and sent to the gatekeepers requesting permission to conduct the research study in the school. Permission was also requested from all the participants in aid of gaining a deeper understanding of their experiences in connection with the study. Cohen et al. (2017) state that when conducting research, it is important to observe ethical principles in order to pre-empt problems that may arise during fieldwork, and protect the rights and autonomy of the participants. Therefore, the researcher made sure that the right to privacy and autonomy of all the participants was respected, all participation in the study was voluntary, and participants had the right to withdraw their participation at any stage of the research.

### **3.10 Limitations of the study**

The study required specific schools with an influx of refugee learners. A number of schools were approached to generate data but the researcher was refused permission to conduct a study in their schools. The researcher was demotivated and stressed not finding relevant schools to generate data, but she did not give- up, she proceeded to make telephone calls, visited schools, and was finally granted permission in one public school in the city of Durban in KwaZulu-Natal. The participants were limited to two teacher leaders, one departmental head and the school Principal. Since this was a small-scale research study, the sample size was too small for generalisation. Another limitation to this study was that only semi-structured interviews were used to generate data. The researcher was limited by time to complete the study. Other data generation methods could have enhanced the study.

### **3.11 Chapter summary**

This chapter has presented how the research study was conducted. The qualitative research approach was used in the interpretive paradigm with the aim of gaining deeper understanding of the experiences of school leaders in supporting teaching and learning of refugee learners. The method used in generating data was semi-structured interviews. Furthermore, data analysis, trustworthiness, ethical issues and the limitation of the study were discussed. The next chapter deals with the presentation and analysis of the data.

## **CHAPTER FOUR DATA PRESENTATION AND DISCUSSION**

### **4.1 Introduction**

The previous chapter provided a discussion of the research design and methodology that informed the research process of this study. The purpose of this chapter is to present and discuss the findings that emerged from the generated data. The study seeks to explore how school leaders support the teaching and learning of refugee learners in a primary school. The findings are presented as themes and subthemes that are aligned with the research questions. The identified themes are: the nature of refugee learners; the school leaders' role in supporting the teaching and learning of refugee learners; and school leaders' challenges in supporting the teaching and learning of refugee learners. Before the discussion of themes, the profiles of the research sites and the participants are presented. To remind the reader, the data sought to address the following research question: what are the experiences of school leaders in supporting the teaching and learning of refugee learners in a South African primary school?

#### **Sub questions**

1. What role do school leaders play in supporting the educational needs of refugee learners?
2. What challenges do school leaders face in supporting the teaching and learning of refugee learners in a South African primary school?
3. How do school leaders overcome challenges they face in supporting the teaching and learning of refugee learners in a South African primary school?

While some responses were generic and applied to all learners, the researcher presents data that speaks to supporting the teaching and learning of refugee learners, which is the focus of this study.

### **4.2 Profiling the research site and the participants**

As indicated in the previous chapter, the study was conducted in one primary school. The school is named Sweet Waters Primary School (a pseudonym) to hide its identity, and to conform to the ethical issues described in the previous chapter. The school is situated in a suburb near the CBD

of a major city. The suburb was established during the apartheid era for Indian people only. It is now surrounded by informal settlements of people migrating from different areas to seek better opportunities in the CBD. A large number of these people are refugees from various African countries. Although the school is in the suburban area, it is highly populated with diversity in culture, race, language and religion. This suburb is characterized by high levels of unemployment related to poverty, drug abuse and crime. The majority of parents in this school are unemployed, and some are working as domestic workers around the area.

This school had a learner enrolment of 1 118 in 2019, with 30 educators = four males and 26 females. There is a male Principal, one male deputy Principal, and four departmental heads. The school has 21 classrooms, fully furnished, with tiles on the floor, and flushing toilets that are well maintained. The school does not have a library or computer laboratories. It used to have a sportsground, but owing to the number of learners enrolling in each year, management had to build classrooms on vacant land. The only space available is the soccer field, and there is no netball or volley court. As some of these learners are from poor families, the school nutrition program is provided. In the mornings. Learners are given cereals and a meal at lunch time. The school receives funds from various organisations to provide meals and bread to take home on a daily basis. The school has a contract with a Security company with surveillance 24 hours a day. There is an additional security guard at night.

The study generated data from four participants. A total of six participants were initially selected as relevant in providing rich data for the study, but two teacher leaders withdrew from participating in the study before interviews could begin. The researcher had informed all the participants of their right to participate in or withdraw from the study at any stage during the research process. Although the withdrawal of these participants emotionally destabilised the research and the researcher, I had to keep the promise and commitment made when requesting the intended consent to participate in the research. The following table presents the biographical profile of the participants. Taking into consideration the agreement made with the participants in terms of total anonymity and confidentiality, *pseudonyms* were used for their names.

**Table 4.1: Biographical information of participants**

<b>Participant</b>	<b>AGE</b>	<b>Teaching experience</b>	<b>Highest Qualification</b>	<b>Position</b>
Mrs. Smith	63 years	30 years	Higher Diploma in Education.	Teacher Leader
Mrs. Rosy	54 years	26 years	ACE	Teacher Leader
Mr. Wisdom	47 years	24 years	B.Ed. Honours	Departmental Head
Mr. Singh	57 years	35 years	Higher Diploma in Education	Principal

### **4.3 Research findings**

#### **4.3.1 Theme 1: Nature of refugee learners**

The participants were asked if they had refugee learners in their classes, and to describe their nature. It was important to get from the participants their understanding of refugee learners in their school. The participants alluded to a number of issues that cause an influx of refugee learners into their school. These include wars and socio-economic reasons that are prevalent in a number of African countries. Mrs. Smith had this to say:

*We have a number of learners we are accommodating in this school from other African countries. Nationalities accommodated are as follows: Burundians, those from the Democratic Republic of Congo, Nigerians, Zimbabweans, Malawians and South Africans. There are cultural diversity and language issues (Mrs. Smith).*

According to the participants, refugee learners have had gruesome experiences which impact on teaching and learning. It was sad to learn from the participants the deep distress they come across in their learners. The issue of learners seeing their parents being brutally killed, young girls experiencing rape and being separated from their parents – this is a devastating experience for teachers. The question brought sadness to Mrs. Rosy when trying to explain the experiences of refugee learners. She said:

*My knowledge is based on questions that I have been asking these learners in my class. They have mentioned that there were conflicts, brutal killings and poverty in their countries, and they had to run away from those challenges. Others have lost both of their parents, and had to come with relatives. South Africa was their first choice, assuming that the country is safe. Some of these learners came with strangers that ran away with them to South Africa. They got spread around the country. They came here to look for safety and new homes. It's always painful to think about the suffering of these learners (Mrs. Rosy).*

Similar sentiments were echoed by Mr. Wisdom, who explained that refugee learners have shocking experiences. This is what he said:

*You may begin to cry when these learners share their experiences with you. It's devastating. (Usizi lubhalwe emehlweni kulezizingane). Some of these learners do not have biological parents. Some came with their villagers as they were running away from their countries. They do not have relevant documents such as birth certificates, school report cards and permits. This leads to a dilemma of not knowing the grade to place them in (Mr. Wisdom).*

The Principal highlighted that the school has a sizable number of refugee learners because of its location near a major city. He further highlighted the plight of these learners which makes teaching and learning complex.

*We have to cater for these refugee learners and try to accommodate their cultural diversity. The majority of these learners are traumatised and have fears because of the brutalities experienced. The experiences that these learners have had are shocking. They are even shocking to us as educators (Mr. Singh – the Principal).*

The participants in this study confirmed that schools have to deal with diverse learners. The focus of this study is on how they support the teaching and learning of refugee learners, and the complexities thereof. The participants outlined a number of issues about the demographics of refugee learners which are also documented in the literature (Park, Zong, & Batalova, 2018; Van Vuuren et al., 2016). Wars, political victimisation in home nations, socio-economic hardship and health issues bring about changes in the learner demographic in the selected school. The school leaders need to be aware of the changing demographics of their learners to ensure that they create

conducive environments for teaching and learning for all learners (Zulu, Bhengu, & Mkhize, 2019).

According to the transformative leadership theory, leaders should be more concerned with peace and harmony (Shields, 2011). Transformative leaders should cater for the needs of all learners by promoting harmony, integrity, commitment, sympathy, ethnic sensitivity and competence. The participants in this study show some understanding of the nature of their learners. They understand that they have refugee learners with gruesome experiences that they have to cater for. They show sympathy, ethnic sensitivity and commitment to supporting the teaching and learning of refugee learners in their school.

#### **4.3.2 Theme 2: School leaders' roles in supporting the teaching and learning of refugee learners**

Participants were asked about their role in supporting the teaching and learning of refugee learners. A number of issues emerged from their responses. Participants felt that they were more than teachers to refugee learners; they were *in loco parentis*. They mentioned that they ensure that the learners' physical environment is safe, promote positive social norms, provide opportunities for skills development and promote supportive relationships. These subthemes are discussed below.

##### **4.3.2.1 Creating safe environment for refugee learners**

It emerged from the participants that they had held a number of meetings to discuss the issue of xenophobia and the impact it has on their learners. The Principal, Mr. Singh, stated that South Africa suffers from a broad plague of intolerance, misplaced nationalism and xenophobia which impacts on the teaching and learning of refugee learners. As a school, creating a safe environment for refugee learners was at their hearts. They try by all means to create an environment where respecting and acknowledging learners' cultural diversity is enshrined. The participants said that refugee learners are supported in a way that makes bullying, and discriminating against culture, race, and language are not acceptable. Participants revealed that school plays a significant role in creating a respectful and friendly environment where holistic approaches to inclusion are nurtured and established. To this end, the Principal had this to say:

*... You can imagine what xenophobia does to teaching and learning in our school, given the nature of our learners. I have held a number of meetings to discuss this issue, and to warn our teachers to be careful about what they say and the*

*examples they give. We need to be exemplary and nurture a culture of tolerance*  
**(Mr. Singh).**

Mrs. Smith responded that many teachers in this school create a safe environment for refugee learners. In her discussion it was revealed that she plays an important role in strengthening feelings of refugee learners, creating a positive and inclusive classroom. She responded as follows:

*The role I play in education of these learners is that I create an environment that is welcoming to all my learners. I teach my learners about cultural diversity, and expect them to treat each other with respect. Discriminatory words are prohibited. It is a serious case in the school to call other learners unacceptable names* **(Mrs. Smith).**

Mrs. Rosy revealed that it is part of her duty as a teacher to create a physically safe environment for all learners in the school.

*I create a safe environment that allows all the learners to have a strong relationship with one another. Learners are also motivated in order to feel safe. Refugee learners are taught how to handle conflicts especially when xenophobic attacks arise in this country, since they are also victims* **(Mrs. Rosy).**

Mr. Wisdom responded that in creating a safe environment for learners, he improves the relationship of trust amongst refugee learners.

*I build a relationship of trust between my learners and me. When there is something bothering them, I want them to come to me. I ensure that no learners receive special treatment including refugee learners.*

Mr. Singh highlighted a number of issues regarding a safe environment in the school. He also said that the school is fenced to avoid accidents and unauthorised entry of persons.

*As the school, we ensure school buildings and surroundings are safe for learning. If I may make an example, last year as a school we fundraised money to fence our school to ensure safety and security for our learners. We have arranged that buses pick-up refugee learners who stay in town from the gate. This is done to avoid conflicts from learners as they go to bus stops. If there are xenophobic attacks against African people*

*in the community, we prioritise and enforce the safety of our learners. The school also understands that these learners won't be coming to school until attacks are over.*

The participants outlined their role in creating a safe environment for refugee learners. Literature (Birman, Trickett, & Buchanan, 2005; K. Block, Cross, Riggs, & Gibbs, 2014; Hanko, 2016) documents that refugee learners have experienced traumatic events and unsafe environments. They need to feel safe and welcomed in the host country, including schools. Learning environments that are welcoming can create a sense of security and belonging that allows learners to form new relationships and make new friends (Sathyanesan et al., 2019). The statement above is supported by what participants had revealed in their discussions of creating safe environments. In line with transformative leadership theory, leaders create opportunities, model beliefs and shape learners' knowledge. Furthermore, leaders create quality learning environments for learners to receive quality education.

#### **4.3.2.2 Promoting positive social norms for refugee learners**

Participants revealed that they promote positive social norms for refugee learners. They also highlighted a number of issues that include supporting refugee learners' wellbeing, reducing illtreatment and ensuring protection. Furthermore, responses revealed that refugee learners' values, beliefs and attitudes are also respected and well known to school leaders.

*I try to understand their background. I also try to greet them in their home language, e.g. habari (Swahili), bwakeye (Kirundi), Mwadzuka bwanji (Chichewa), just to have that strong relationship of trust with them. I also acknowledge diversity (Mrs. Smith).*

In her responses Mrs. Rosy revealed that many social norms are new to some refugee learners. They have seen or have heard that sometimes rules have to be broken to survive.

*I ensure that refugee learners have a better understanding of the school and classroom rules. They have to be taught to respect school and classroom rules and abide by them. You must remember that some of these kids do not know societal norms. Sometimes breaking rules is a norm for them to survive. I am telling you; we have a serious problem to address. We can't blame them (Mrs. Rosy).*

Similar sentiments were voiced by Mr. Singh who highlighted that refugee learners are taught behaviour, attitudes and policies that are acceptable on the school premises and in the society.

*As the school management we ensure that refugee learners are taught about acceptable behaviour, rules and policies of the school and society at large. Sometimes they understand the world differently. Such approaches allow the school to be able to deal with social and emotional needs of refugee learners (Mr. Singh).*

Mr. Wisdom responded by saying that the school celebrates, amongst other days, Africa Day to teach and learn about different cultures and learners' experiences.

*The staff of the school opened opportunities of understanding of different cultures and the refugee learners' experiences, where we celebrate Africa Day (Mr. Wisdom).*

Participants articulated a number of issues related to promoting positive social norms for refugee learners. (Organization & UNICEF., 2013) UNICEF (2013) documents that schools have the responsibility of ensuring that learning environment are positive, caring for learners' needs and enhancing the social competence of all learners. Refugee learners who have gained social competence have better chances of attaining better test scores and other academic achievements. In line with transformative leadership theory, leaders build relationships of trust with followers, and promote social learning environments.

#### **4.3.2.3 Providing skill development opportunities for refugee learners**

It emerged from participants' responses that they provide skill development opportunities for learners. This is particularly important for refugee learners who sometimes lack writing, listening, reading, collaboration and communication skills. Participants revealed that refugee learners need skills to be able to survive in a foreign country. Mrs. Smith, the foundation phase teacher, revealed the following:

*All learners are provided with the opportunity to develop certain skills in education. However, refugee learners need to develop more skills such as recognising sounds, phonics and words to be able to construct sentences (Mrs. Smith).*

Mrs. Rosy responded that refugee learners at primary level are provided with the same skills that South African learners are receiving, but it takes time for refugee learners to adapt to these skills.

*I provide skill development opportunities for refugee learners as I do with South African learners. It is tougher for some of the refugee learners, and we give them more time (Mrs. Rosy).*

Mr. Wisdom highlighted that every child that enters the school should develop certain skills. He discussed that skills developed for refugee learners are not different from those of South African learners.

*The South African curriculum used in schools allows every child to develop the same way. The skills of listening, reading, writing, communicating with others, making decisions, etc., are what we provide (Mr. Wisdom).*

Mr. Singh, the Principal, provided in-depth information regarding skill development for refugee learners. He responded with the development of language, communication and adaptation skills.

*Refugee learners' background holds them back in the new country. The school ensures that refugee learners adapt to skills that are provided in teaching and learning. Learners are taught how to relate and communicate with others, since the language is new to them (Mr. Singh).*

It is emerging from the participants that they are supporting the teaching and learning of refugee learners by providing them with opportunities to develop necessary skills like writing, listening, reading, collaboration and communication. They acknowledge that some of these learners have difficulties with communication and relating to others. The Organisation Report (2018) also suggests that refugee learners need more time invested in them during teaching and learning to allow them to adapt to the new environment, and that necessary skills need to be developed in them depending on their experiences. Participants had similar understandings that any skill developed is led by the national Department of Basic Education's (DBE) Curriculum and Assessment Plan Statement (CAPS), which is designed to develop, maintain and support all learners in South African schools.

#### **4.3.2.4 Promoting supportive relationships**

Participants revealed that they promote supportive relationships with learners, especially with those learners who come from broken families. They claimed that some learners have complex needs which are not met. As a school, they have to build supportive relationships to cater for the

learning, social and emotional needs of learners. For Mrs. Smith, this goes a long way in the development of the child. This is what she said:

*I promote relationship with my learners by understanding learners' background. It goes a long way in the development of learners. We definitely have to cater for the social and emotional needs of these learners to enable them to focus on learning (Mrs. Smith).*

Mrs. Rosy shared similar sentiments that supporting relationships for refugee learners is grounded on their educational needs.

*... We provide an emotional and supportive environment. We are social workers, police officers, you name them. It is hard to leave things hanging and only focus on teaching. Give the love and support which, some of these learners miss (Mrs. Rosy).*

Building a strong relationship for refugee learners creates a relationship of trust between the school and learners. Participants revealed that their role in promoting supportive relationships is to understand refugee learners to the best of their ability. Furthermore, the school builds a relationship of trust, understands and recognises stress and culture, and tries to avoid discrimination and bullying from taking place on the school premises. This is evident from Mr. Wisdom's remarks:

*I believe that understanding and recognising the level of stress, culture, and educational needs of refugee learners is the best option for promoting supportive relationships for them (Mr. Wisdom).*

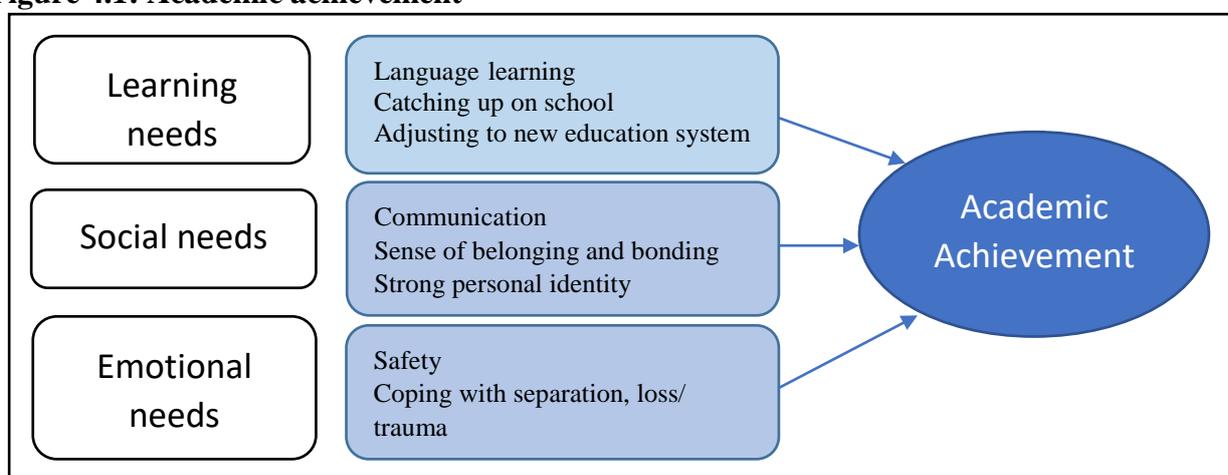
The data generated revealed that school leaders promoting supportive relationships with refugee learners helps the learners to adjust quickly in a host country. Relationships are highly connected with learning, engagement and achievement levels. The findings revealed a number of issues in promoting relationships with refugee learners. Mr. Singh highlighted that refugee learners are supported based on their background.

*As a school, we believe we are doing our best in promoting supportive relationships with refugee learners. We recognise their needs based on understanding their background, and try to support them the best we can. That*

*We build relationship as the school is based on social, emotional and academic needs (Mr. Singh).*

Literature(Komarraju, Musulkin, & Bhattacharya, 2010) documents that safe environments, providing opportunities and skill development, and supportive relationships in the schooling of refugee learners is highly connected with learners ‘achievement. Participants highlighted promoting supportive relationship based on educational needs. The graph below, adapted from Organisation for Economic Co-operation and Development (OECD), attests to what the participants in this study share about supporting the teaching and learning of refugee learners (Cerna, 2019). The issues of learning, social and emotional needs are highlighted and are seen to have implications for the academic achievement of refugee learners.

**Figure 4.1: Academic achievement**



### **4.3.3 Theme 3: Challenges faced by school leaders in supporting teaching and learning of refugee learners**

The participants were asked about challenges they face in supporting the teaching and learning of refugee learners. Participants on several matters, including large classes, lack of parental involvement, lesson planning, organisation and assessment, and teaching and learning resources. These subthemes are discussed below.

#### **4.3.3.1 Inadequate parental involvement in teaching and learning of refugee learners**

Participants in this study considered that parental involvement in the teaching and learning of refugee learners was inadequate. They understood, though, that a number of refugee learners do not have parents, and those with parents or guardians are busy looking for settlement and employment. Participants believed that all learners need parental support for academic

achievements, and that refugee learners need more support to improve in the language of the host country, academic issues and emotional problems.

*Refugee learners are not getting adequate parental support. It is difficult to complete the syllabus without receiving support from parents. As a teacher, you tend to struggle with behaviour, unwritten work, uncompleted assignments, and no one is there to support us (Mrs. Smith).*

Mrs. Rosy revealed that there are several barriers that hinder parental involvement with refugee learners. Moreover, inadequate support from parents creates challenges for school leaders in enhancing the teaching and learning of these learners.

*Inadequate parental involvement is challenging to us as a school. As teachers, we were not trained to assist learners who have experienced wars. We need parents to support the learning of their children (Mrs. Rosy).*

Mr. Wisdom revealed that some parents are confused about what is expected of them in supporting their children's learning. He said that the school needs to create programs that will educate parents.

*We do meet the parents halfway, although we are challenged by their poor support. We have tried to create programs to educate parents on parental involvement with the help of an NGO. However, some of them have survival challenges that prevent them from spending time in the school (Mr. Wisdom).*

Mr. Singh explained that the teaching and learning of refugee learners need the support of all relevant stakeholders. Parents need to be more involved in the education of their children. Lack of parental involvement creates extra work such as homework assistance, emotional support, social support and language support.

*If refugee parents were more involved in the education of their children, it would not have been this challenging. Teachers end up working extra time, knowing that there is no working relationship between the school and parents. Parental meetings are sometimes called, but few parents will be available to attend, leaving the majority of parents having no knowledge of what is expected of them in assisting their children in learning (Mr. Singh).*

Participants revealed that they are challenged by inadequate support from refugee parents. Literature (DePlanty, Coulter-Kern, & Duchane, 2007; Glogowski & Ferreira, 2015; Schecter & Sherri, 2009) documents that parental involvement has a great influence on learners' academic achievements, and schools have to try by all means to forge it. Participants revealed that inadequate support from parents paralyses their efforts to support the teaching and learning of refugee learners.

#### **4.3.3.2 Large classes**

Participants revealed that large classes impair efficient teaching and learning. Participants spoke on a number of issues that they face with large classes, including disciplinary problems; attending to psychological and emotional needs of learners, and increased workload and teaching time. They alluded to the stress of dealing with refugee learners from diverse cultures. Responses showed that participants are unable to interact with all learners in the classroom. This poses huge challenge for school leaders because it allows them to use only one way of teaching, which is chalkboard and talk.

Mrs. Smith showed her frustration and disappointment in dealing with large classes. In her responses she indicated that her class has diverse learners from Nigeria, Zimbabwe; Burundi, Malawi and South Africa. While she claimed that she could handle large classes, handling diversity in the class is challenging for her.

*Large classes are sometimes controllable. However, since I have been working with learners from different countries, it tends to be frustrating and stressing. How can you control the behaviour of learners coming from different countries in one large classroom? How do you respond to their educational needs? (Mrs. Smith)*

Mrs. Rosy expressed her emotions about the workload in dealing with large classes.

*Large classes have a negative impact on teaching and learning. I cannot respond to all the needs of each learner in my classroom. I am unable to assist refugee learners as much as the DoE expects. Teaching and learning take time, and although there are means to assist refugee learners to understand language, it becomes unachievable due to a large class size, which means not giving attention to each learner deserving special attention (Mrs. Rosy).*

Mr. Wisdom expressed emotions when he responded to the issue of large classes, saying:

*Large classes strain you as a teacher. Each day you deal with issues of behaviour, uncompleted work, failure, conflicts and discrimination amongst learners. Sometimes you think diverse culture in one classroom is too much. (Mr. Wisdom)*

Mr. Singh tends to differ on the issue of large size classes as a challenge for teaching and learning. In his response he highlighted that refugee learners are a vulnerable group that is overlooked. Refugee learners come to this country at odd times, and they cannot be denied the right to education.

*As the school we are trying our best to provide education for all despite challenges that may arise during instructional time. The school is trying to cater for the needs of all learners, including refugee learners who sometimes come during odd times of the year. They are placed in classes, which then shoots the numbers up (Mr. Singh).*

The findings revealed that larger classes create a challenge for school leaders in the teaching and learning of refugee learners. During the responses it was discovered that learners are not getting full attention from teachers in the classroom.

#### **4.3.3.3 Organisation of lesson plans and refugee learners' evaluation**

It emerged from data that lesson planning and organising assessment for refugee learners creates a challenge for school leaders. Participants underlined education as fundamental where knowledge is expressed through communication and understanding. This revealed the challenges of assessing and planning lessons for refugee learners, who are sometimes unable to express themselves in the classroom. Mrs. Smith highlighted the issue of the DBE in creating platforms for teacher training on how lesson plans and evaluating lessons for refugee learners can be done.

*Learners are evaluated based on their ability to speak, read, write and solve problems based on the language of teaching and learning. It is challenging for me as a teacher to assess refugee learners since the language used is foreign to them. Policies on teaching and learning for refugee learners must be introduced and implemented (Mrs. Smith).*

Mrs. Rosy highlighted that teachers, including herself, are qualified only to teach in English. Qualifications obtained from South African universities do not equip educators in preparing lessons and evaluating refugee learners.

*According to inclusive education, all learners should be accommodated in schools. My question is: who should be more accommodated during instructional time? Just imagine – in one classroom, there are learners from South Africa, Burundi, Zimbabwe, the DRC and Malawi waiting to receive quality education in meeting their educational needs (Mrs. Rosy).*

Participants said lesson plans are prepared according to the CAPS document. Refugee learners are accommodated, but the DBE should invest more in equipping school leaders to deal with placements.

*As challenging as it is to plan lessons that will only accommodate a few of learners in the classroom, it becomes difficult for us as school leaders in ensuring that all learners are accommodated. We are also guided by our policies in the CAPS document in evaluating the academic achievement of refugee learners. (Mr. Wisdom).*

The Principal stressed that all learners in schools should be accommodated and assessed according to their educational needs. He explained that the duty of a teacher is to ensure that teaching and learning takes place. There seem to be an argument between teachers and the principal with regard to assessment and lesson plans. The Principal's discussion is supported by the Policy on Screening, Identification, Assessment and Support (SIAS) that schools should understand and support the educational needs of all learners. Assessments need to identify all the learning barriers and improve teaching and learning processes (D. o. Education, 2014).

*As a school we need to understand that our duty is to provide education to all learners. We need to develop ways of ensuring that refugee learners are assessed according to their educational needs. (Mr. Singh)*

The participants revealed that organising lesson plans and assessing refugee learners are challenging. During discussions participants stressed the importance of the DBE being more involved in assisting schools with an influx of refugee learners. They pointed out that they lack relevant training, skills and information in ensuring refugee learners are properly assessed.

Literature confirms that teacher development is required to enable teachers to deal with the complexities of teaching diverse groups of learners (Govindan, 2016; UNCHR, 2016, 2018).

#### **4.4 Theme 4: Strategies used by School leaders to overcome teaching and learning challenges**

The data generated suggest that participants used various strategies to overcome the teaching and learning challenges of refugee learners in their school. Participants explained that they focus on policies that ensure that their teaching includes all learners at the school. In their discussion other vital strategies were mentioned, such as peer assistance, collaboration by stakeholders, and the staff working as a team. This is how Mrs. Smith explained here strategies:

*I make teaching and learning funny and interesting for all my learners, including refugee learners. Owing to the number of learners in each class we cannot attend to all their needs, but with refugee learners we try by all means to keep up to date with their progress until we are sure they can work independently. The use of wall charts and posters is usually relevant at the foundation phase. but it is working much more for refugee learners when you want to clarify certain things. (Mrs. Smith)*

Mrs. Rosy expressed comparable views about the learners' written work, code switching, peer assistance and teamwork amongst colleagues.

*Owing to large class sizes and the time allocated for teaching and learning, I ensure each concept taught daily is checked for refugee learners. This assists me to know where to put in extra teaching time if not understood. I also seek assistance from my colleagues and learners. Written test is explained beforehand to refugee learners in different languages, and I ask peers who have mastered the language to translate. (Mrs. Rosy)*

The departmental heads view learner books, ensure that assessment is inclusive, and make positive inputs and creative ways to improve conditions for teaching and learning. The programs ensure that refugee learners' educational needs are taken into considerations. Mr. Wisdom explained that some of the programs planned were never implemented because of workload and coverage of the curriculum. However, the school is always willing to assist refugee learners by providing quality education that is welcoming to all.

*We work as a team to ensure that teaching and learning take place. Learners with learning difficulties are identified and helped. Extra classes and assistance from peer learners who understand Swahili and French are asked to translate for new refugee learners in the school. There are professional learning communities amongst the staff who share ideas and ways of teaching in the diverse classes.*

**(Mr. Wisdom)**

Similar sentiments were voiced by Mr. Singh, who said that they are trying by all means to accommodate refugee learners. They even sought sponsorship from NGOs to pay school fees for needy learners.

*The school always ensures that learners' needs are met. Refugee learners' school fees are paid by various NGOs. There are also sponsors that provide food parcels to take home. Each year the number of enrolments is increasing, because of strategies we have implemented in assisting the teaching and learning of needy learners. The rate of refugee learners' absenteeism has been high in previous years, but the school managed to overcome this by better planning and organising sponsors and getting specialists to motivate learners to attend school. We collaborate with appropriate stakeholders in ensuring that learners' educational needs are met.* **(Mr. Singh)**

The participants in this study highlighted some strategies that seem to work for the school in overcoming challenges in the teaching and learning of refugee learners. These include a focus on policies and ensuring that teaching includes all learners at the school. Other strategies include harnessing assistance from refugee learners who have mastered the language of teaching and learning to help their peers, and collaborating with different stakeholders and NGOs. The strategies used to overcome challenges such as attendance, academic achievement and mutual trust are of great benefit to the school. The strategies used to support teaching and learning reflect the application of Ubuntu principles. Further, transformative leaders demonstrate care for and understanding of people they are leading, including their psychological, emotional and social needs (Shields, 2011). A number of refugee learners would have been deprived of the right to education and schools in their host countries if they had remained there. Literature (Forrest, Lean, & Dunn, 2016; Watkins & Noble, 2019) documents that schools need to understand the culture and background of refugee learners and creatively devise strategies to accommodate them.

#### **4.5 Chapter summary**

In this chapter, the researcher presented, analysed and discussed findings on school leaders' experiences in supporting the teaching and learning of refugee learners. Data analysis was presented according to the themes and subthemes that emerged from analysing data generated through interviewing participants. The analysis, presentation and discussions were guided by critical questions, and linked to the reviewed literature and the theoretical framework of the study. The themes that emerged and were discussed in this chapter were: the nature of refugee learners; school leaders' role in supporting the teaching and learning of refugee learners; and school leaders' challenges in supporting the teaching and learning of refugee learners. In the midst of all these challenges, the last theme revealed strategies used by school leaders to overcome some challenges. The following chapter presents the summary, conclusions and recommendations of this study.

## CHAPTER FIVE

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 5.1 Introduction

The previous chapter dealt with data presentations and discussions. The discussion was organised into themes and subthemes that emerged from analysing data. This final chapter, provides the summary of the study and draws conclusions around research questions. From the findings, recommendations are made. The chapter concludes with a chapter summary.

#### 5.2 Summary of the study

The study sought to understand experiences of school leaders in supporting teaching and learning of refugee learners. Previous studies have focused on challenges faced by refugee learners in the host country (Bemak & Chung, 2015; Bemak & Chung, 2017). Other studies focused on premigration and postmigration challenges. The researcher has provided the rationale for the study with the focus on gaining deeper experiences from school leaders. Literature reviewed also highlighted the important role that school leaders play in supporting the teaching and learning of refugee learners. It was important to understand the strategies used by school leaders in ensuring that refugee learners receive quality education. The research questions that guided this study were:

What are the experiences of school leaders in supporting the teaching and learning of refugee learners in a South African primary school?

#### Sub questions

1. What role do school leaders play in supporting the educational needs of refugee learners?
2. What challenges do school leaders face in supporting the teaching and learning of refugee learners in a South African primary school?
3. How do school leaders overcome challenges they face in supporting the teaching and learning of refugee learners in a South African primary school?

Chapter Two reviewed relevant literature and discussed the theoretical framework. The literature focused on the leadership realities of school leaders supporting the teaching and learning of

refugee learners. The key debates that emerged included understanding school leadership, conceptualising diversity, and managing diversity in relation to refugee learners. Furthermore, literature revealed challenges faced by school leaders in schools that included, language barriers, adjusting to lesson plans, assessments, large classes and parental involvement. This chapter also discussed how school leaders create an inclusive environment that supports teachers to become culturally responsive; and engages parents and the community. The researcher also explored strategies used in assisting refugee learners.

Chapter Three presented the research design and methodology of in this study. This section adopted a qualitative approach and used a case study research design. The case study was to gain a deeper understanding of school leaders' experiences in supporting the teaching and learning of refugee learners in a South African primary school. The interpretivist paradigm, research methodology, the participants' selection process, data generation and data analysis were discussed. The issues of credibility, transferability, dependability and confirmability were addressed. The process of ethical clearance was observed, which involved permission to conduct research from gatekeepers, and the consent of participants. The limitation to the study was also highlighted.

Chapter Four presented and discussed findings derived from analysing data generated through interviewing participants. The findings were presented through themes and subthemes that emerged. The key themes were: the nature of refugee learners; school leaders' role in supporting teaching and learning of refugee learners and the challenges faced by school leaders in supporting the teaching and learning of refugee learners. The strategies used by school leaders to overcome the challenges of teaching and learning, especially of refugee learners, were also discussed.

### **5.3 Conclusions**

Based on the study findings, conclusions are drawn in the context of the study's aims, objectives and critical questions.

#### **5.3.1 What role do school leaders play in supporting the educational needs of refugee learners?**

School leaders have a responsibility to ensure that effective teaching and learning takes place in their schools, and that quality education is provided for all learners. This should happen despite a number of challenges and complexities that schools face. This study focused on how school leaders support the teaching and learning of refugee learners. Participants in this study confirmed

that their school has a number of refugee learners, which poses a challenge and complexity for them to ensure that quality education is provided to all learners. For example, it was highlighted by the school principal that South Africa suffers from a broad plague of intolerance, misplaced nationalism and xenophobia which impact on the teaching and learning of refugee learners. Furthermore, refugee learners have gruesome experiences which impact on teaching and learning. The issues of learners seeing their parents being brutally killed, young girls experiencing rape and being separated from their parents, and getting to understand the language of the host country were highlighted. This is a devastating experience for teachers as well.

The relation of “Ubuntu” as well as Nodding ethic of care is shown by school leaders in supporting learning of refugee learners. Where school leaders have shown ethic of care amongst the refugee children and parents. The study revealed that school leaders show ethical of care by supporting refugee learner’s wellbeing and reducing ill- treatment and ensuring protection. Reflection of Ubuntu “(Umuntu Ngumuntu Ngabantu)” It emerged from this study that creating a safe environment for refugee learners was at the hearts of school leaders. They try by all means to create an environment where respecting and acknowledging learners’ cultural diversity is enshrined. The participants explained that refugee learners are supported in a way that makes bullying, and discrimination against culture, race and language unacceptable. The participants play a significant role in creating respectful and friendly environments where holistic approaches to inclusion are nurtured and established. This entails, amongst other measures, promoting positive social norms for refugee learners. They have to foster confidence, develop positive attitudes towards learning, and create a relationship of trust between the school and refugee learners. For example, Mrs. Rosy revealed that many social norms are new to some refugee learners. They have seen or have heard that sometimes rules have to be broken to survive. School leaders had to correct such beliefs and teach them behaviour, attitudes and policies that are acceptable on the school premises and in the society at large. They also support the teaching and learning of refugee learners by providing them with opportunities to develop necessary skills like writing, listening, reading, collaboration and communication. They acknowledge that some of these learners have difficulties with communication and relating to others. As the staff of a primary school in a host country, they help refugee learners to quickly adjust to the new environment. In line with transformative leadership theory, leaders create opportunities, model beliefs and shape learners’ knowledge.

### **5.3.2 What challenges do school leaders face in supporting the teaching and learning of refugee learners?**

It is emerging from this study that school leaders are experiencing a number of challenges which compromise their support of teaching and learning of refugee learners. One major challenge is inadequate involvement of parents of refugee learners in the teaching and learning of their children. The involvement of parents was found to be poor, and as literature suggests, refugee parents feel it is rude to mediate in school business. They understand, though, that a number of refugee learners do not have parents, and those with parents or guardians are busy looking for settlement and employment. Participants believe that all learners need parental support for academic achievement, and that refugee learners need more support to improve in using the language of the host country, and deal with academic and emotional issues.

The finding seems to corroborate the rhetorical assumption by many educators that families of low socio-economic status are not investing in their children's learning and academic achievement (Faber, 2015; Mayo & Siraj, 2015; Miller, 2017). As has emerged in this study, the efforts of some parents of refugee learners who do provide learning experiences and respond effectively to the developmental needs of their children remained unnoticed and underappreciated.

Another challenge that school leaders claim to be facing in supporting the teaching and learning of refugee learners is the issue of large classes. Participants claimed that large classes create disciplinary problems, and psychological and emotional stresses that affect teaching and learning. The school has large classes which include diverse learners from various countries like Nigeria, Zimbabwe, Burundi, Malawi and South Africa. Whilst participants claimed to be creating an environment where respecting and acknowledging learners' cultural diversity is enshrined, cases of intolerance between learners and learners, and teachers and learners were revealed. The challenge of planning and assessing diverse learners was also emphasised. These challenges bring about psychological and emotional stress for some teachers and learners.

### **5.3.3 How do school leaders overcome challenges they face in supporting the teaching and learning of refugee learners in a South African primary school?**

Literature (Forrest et al., 2016; Watkins, Noble, & Wong, 2019) documents that schools need to understand the culture and background of refugee learners and creatively devise strategies that will accommodate all learners. Participants in this study explained that they focus on policies and ensuring that teaching includes all learners at the school. Other strategies included harnessing

assistance from refugee learners who have mastered the language of teaching and learning to help their peers, and collaborating with various stakeholders and NGOs. The strategies used to overcome challenges such as attendance, academic achievement and trust were deemed to be of great benefit to the school. However, Mr. Wisdom, for example, stated that some of the programs planned were never implemented owing to workload and the need to cover the curriculum.

## **5.4 Recommendations**

The following are the recommendations based on the conclusions drawn above

### **5.4.1 Recommendation One**

The Department of Basic Education can deploy relevant stakeholders like psychologists, social workers, etc. to assist refugee learners with traumatic events in such schools, in order to reduce challenges that school leaders are facing during teaching and learning. Policy makers should consider developing programmes that will be a bridging course for refugee learners in understanding their new curriculum, and the languages, cultural values and norms of the country. The DBE should also arrange a platform of international schools with an influx of refugee learners to share their knowledge on how to support the learning of refugee learners. School management should develop professional learning communities (PLCs) for equipping each other in the teaching and learning of refugee learners. In the PLCs, school leaders can use innovative ideas in supporting this task.

### **5.4.2 Recommendation Two**

The South African education system has been designed with active parental involvement in mind, but school leaders are aware of the inadequate involvement of refugee parents in the teaching and learning of their children. The school management needs to organise orientation for refugee parents in providing a clear explanation of expectations related to parental involvement. Principals need to expose parents to more workshops with a special focus on what parents can do to support their children in their learning as it is the Principals' duty to see to it that parents understand the policy on parental involvement in schools to eliminate confusion. Large classes are experiencing challenges in the teaching and learning of refugee learners. The DBE can build more classrooms and employ more teachers and assistant teachers to reduce the number of learners per classroom.

### **5.4.3 Recommendation Three**

The school management need to develop programmes to understand the background, historical events and premigration motives of refugee learners. Refugee learners bring their diverse cultures and backgrounds while bearing some of the challenges and stresses of the refugee experience. Developing a programme can help school leaders to meet the unique needs of refugee learners. The school management need to invite the various stakeholders to assist in the education of refugee learners by contributing ideas for improving teaching and learning.

## **5.5 Chapter summary**

This chapter provided a summary of the findings and recommendations for this study, which aimed to explore school leaders' experiences in supporting the teaching and learning of refugee learners. After drawing conclusions from the findings which were linked to the critical research questions, recommendations were made. The findings indicated that refugee learners have gruesome experiences of premigration, which lead to school learners being challenged in supporting their teaching and learning. The recommendations presented may assist the DBE, schools with an influx of refugee learners, the Department of Social Welfare, and refugee parents.

## REFERENCES

- Abe, J., Zane, N., & Chun, K. (1994). Differential responses to trauma: Migration-related discriminants of post-traumatic stress disorder among Southeast Asian refugees. *Journal of Community Psychology*, 22(2), 121-135.
- Abrahamsen, H., & Aas, M. (2016). School leadership for the future: Heroic or distributed? Translating international discourses in Norwegian policy documents. *Journal of educational administration and history*, 48(1), 68-88.
- Act, I. (2002). No. 13 of 2002. 2002. *Government gazette*, 443(23478), 31.
- Adams, D., & Velarde, J. (2018). Leadership and Management in Education: Role and Influence. *Mastering Theories of Educational Leadership and Management*.
- Affairs, U. N. D. o. E. (1951). *Land reform: defects in agrarian structure as obstacles to economic development*: United Nations.
- Africa, R. o. S. (1998). Refugees Act No. 130 of 1998. In: Government Gazette Pretoria.
- Africa, S. (1996). *Constitution of the Republic of South Africa, 1996 (Act No. 108, 1996)*: President's Office Braille Services.
- Alas, R., & Mousa, M. (2016). Cultural diversity and business schools' curricula: a case from Egypt. *Problems and perspectives in management*(14, Iss. 2 (contin. 1)), 130-137.
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6-14.
- Barbezat, D. P., & Bush, M. (2013). *Contemplative practices in higher education: Powerful methods to transform teaching and learning*: John Wiley & Sons.
- Beckmann, J. (2002). The emergence of self-managing schools in South Africa: devolution of authority or disguised centralism? *Education and the Law*, 14(3), 153-166.
- Bemak, F., & Chung, R. C.-Y. (2015). Counseling immigrants and refugees. *Counseling Across Cultures*, 323-246.
- Bemak, F., & Chung, R. C. Y. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development*, 95(3), 299-308.
- Bertram, C., & Christiansen, I. (2014). Understanding research. *An introduction to reading research*. Pretoria: Van Schaik Publishers.
- Betancourt, T. S., Frounfelker, R., Mishra, T., Hussein, A., & Falzarano, R. (2015). Addressing health disparities in the mental health of refugee children and adolescents through community-based

- participatory research: a study in 2 communities. *American Journal of Public Health*, 105(S3), S475-S482.
- Bhabha, J., Kanics, J., & Hernández, D. S. (2018). *Research Handbook on Child Migration*: Edward Elgar Publishing.
- Bhengui, T. T., & Ncwane, S. H. (2014). School governance, financial management and learners' classroom needs: Perspectives of primary school teachers. *International Journal of Educational Sciences*, 7(3), 463-470.
- Biag, M. (2014). Perceived school safety: Visual narratives from the middle grades. *Journal of school violence*, 13(2), 165-187.
- Birman, D., Trickett, E., & Buchanan, R. M. (2005). A tale of two cities: Replication of a study on the acculturation and adaptation of immigrant adolescents from the former Soviet Union in a different community context. *American journal of community psychology*, 35(1-2), 83-101.
- Blacklock, P. J. (2009). *The five dimensions of professional learning communities in improving exemplary Texas elementary schools: a descriptive study*: University of North Texas.
- Bletscher, C. G., Alharbi, J., & Kellerman, D. (2017). Enhancing global leadership education through English language learning partnerships. *Journal of Leadership Education*, 16(3), 24-33.
- Block, J., & Kremen, A. M. (1996). IQ and ego-resiliency: conceptual and empirical connections and separateness. *Journal of personality and social psychology*, 70(2), 349.
- Block, K., Cross, S., Riggs, E., & Gibbs, L. (2014). Supporting schools to create an inclusive environment for refugee students. *International Journal of Inclusive Education*, 18(12), 1337-1355.
- Bojuwoye, O., Moletsane, M., Stofile, S., Moolla, N., & Sylvester, F. (2014). Learners' experiences of learning support in selected Western Cape schools. *South African Journal of Education*, 34(1).
- Bolívar, J. M., & Chrispeels, J. H. (2011). Enhancing parent leadership through building social and intellectual capital. *American Educational Research Journal*, 48(1), 4-38.
- Bottery, M. (2016). *Educational leadership for a more sustainable world*: Bloomsbury Publishing.
- Bourke, R., & Loveridge, J. (2016). Beyond the official language of learning: Teachers engaging with student voice research. *Teaching and Teacher Education*, 57, 59-66.
- Bradley-Levine, J. (2018). Advocacy as a Practice of Critical Teacher Leadership. *International Journal of Teacher Leadership*, 9(1), 47-62.

- Breiter, A., & Light, D. (2006). Data for school improvement: Factors for designing effective information systems to support decision-making in schools. *Journal of Educational Technology & Society*, 9(3), 206-217.
- Bryman, A. (2017). Quantitative and qualitative research: further reflections on their integration. In *Mixing methods: Qualitative and quantitative research* (pp. 57-78): Routledge.
- Burns, J. M. (1978). Transformational Leadership Theory. *Leadership*.
- Bush, T., & Glover, D. (2016). School leadership and management in South Africa. *International journal of educational management*.
- Bush, T., Kiggundu, E., & Mooros, P. (2011). Preparing new principals in South Africa: the ACE: School Leadership Programme1. *South African Journal of Education*, 31(1).
- Byron, M., & Condon, S. (2008). *Migration in comparative perspective: Caribbean communities in Britain and France*: Routledge.
- Caldwell, C., Dixon, R. D., Floyd, L. A., Chaudoin, J., Post, J., & Cheokas, G. (2012). Transformative leadership: Achieving unparalleled excellence. *Journal of Business Ethics*, 109(2), 175-187.
- Caldwell, C., Voelker, C., Dixon, R. D., & LeJeune, A. (2007). Transformative leadership: An ethical stewardship model for healthcare. *Organizational Ethics: Healthcare, Business, and Policy, Fall Edition*, 126134.
- Carter, S., & Abawi, L.-A. (2018). Leadership, inclusion, and quality education for all. *Australasian Journal of Special and Inclusive Education*, 42(1), 49-64.
- Cerna, L. (2019). Refugee education: Integration models and practices in OECD countries.
- Chapman, N., Dos Santos Cocenza, R., Blanchard, B., Nguyen, L., Buchmann, G., & Oldroyd, B. (2018). Genetic diversity in the progeny of commercial Australian queen honey bees (*Apis mellifera*) produced in autumn and early spring.
- Cochran-Smith, M., Shakman, K., Jong, C., Terrell, D. G., Barnatt, J., & McQuillan, P. (2009). Good and just teaching: The case for social justice in teacher education. *American Journal of Education*, 115(3), 347-377.
- Cohen, L., Morrison, K., & Manion, L. (2017). Ethics in Internet research. In *Research Methods in Education* (pp. 172-180): Routledge.
- Coll, C. G., & Magnuson, K. (2014). The psychological experience of immigration: A developmental perspective. *The new immigrant and the American family: Interdisciplinary perspectives on the new immigration*, 4, 69.
- Connaughton, S. L., Lawrence, F. L., & Ruben, B. D. (2003). Leadership development as a systematic and multidisciplinary enterprise. *Journal of education for business*, 79(1), 46-51.

- Creswell, J. W. (2014). *A concise introduction to mixed methods research*: SAGE publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*: Sage publications.
- Dass, S., & Rinquest, A. (2017). School fees. *Veriana, F., Thom, A. & Hodgson, TF (ed)*, 140-159.
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). Review of research. School leadership study. Developing successful principals. *Palo Alto, CA: Stanford Educational Leadership Institute*.
- De Melendez, W. R., & Beck, V. (2018). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies*: Cengage Learning.
- Dei, G. J. S. (2004). *Schooling and education in Africa: The case of Ghana*: Africa World Press.
- Dekker, W., Bryhn, A., Magnusson, K., Sjöberg, N., & Wickström, H. (2018). *Assessment of the eel stock in Sweden, spring 2018*. Retrieved from
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*: sage.
- DePlanty, J., Coulter-Kern, R., & Duchane, K. A. (2007). Perceptions of parent involvement in academic achievement. *The Journal of Educational Research, 100*(6), 361-368.
- Dimmock, C. A., & O'Donoghue, T. A. (1996). *Innovative school principals and restructuring*: Taylor & Francis.
- Education, D. o. (2014). Draft Policy on Screening, Identification, Assessment and Support (SIAS). In: Government Printer Pretoria.
- Education, S. A. D. o. (2001). *Education white paper 6: Special needs education: building an inclusive education and training system*: Department of Education.
- Edward, J., & Hines-Martin, V. (2015). Exploring the providers perspective of health and social service availability for immigrants and refugees in a southern urban community. *Journal of immigrant and minority health, 17*(4), 1185-1191.
- Engelbrecht, P. (2004). Changing roles for educational psychologists within inclusive education in South Africa. *School Psychology International, 25*(1), 20-29.
- Engelbrecht, P., Savolainen, H., Nel, M., Koskela, T., & Okkolin, M.-A. (2017). Making meaning of inclusive education: Classroom practices in Finnish and South African classrooms. *Compare: A Journal of Comparative and International Education, 47*(5), 684-702.
- Epstein, J. L. (2001). Introduction to the special section. New directions for school, family, and community partnerships in middle and high schools. In: Sage Publications Sage CA: Thousand Oaks, CA.

- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., . . . Greenfeld, M. D. (2018). *School, family, and community partnerships: Your handbook for action*: Corwin Press.
- Finsterwalder, J. (2017). Refugee influx: Repercussions and research agenda for service scholars. *Journal of Retailing and Consumer Services*, 37, 177-181.
- Fitzpatrick, M. A., & Vangelisti, A. L. (1995). *Explaining family interactions*: Sage.
- Flanagan, C. A., Cumsille, P., Gill, S., & Gally, L. S. (2007). School and community climates and civic commitments: Patterns for ethnic minority and majority students. *Journal of educational psychology*, 99(2), 421.
- Forrest, J., Lean, G., & Dunn, K. (2016). Challenging racism through schools: teacher attitudes to cultural diversity and multicultural education in Sydney, Australia. *Race Ethnicity and Education*, 19(3), 618-638.
- Fukuyama, F. (2007). *America at the crossroads: Democracy, power, and the neoconservative legacy*: Yale University Press.
- Fullan, M. (2007). Educational reform as continuous improvement. *The keys to effective schools: Educational reform as continuous improvement*, 1-12.
- Fullan, M. (2016). The elusive nature of whole system improvement in education. *Journal of Educational Change*, 17(4), 539-544.
- Fulton, K., & Britton, T. (2011). STEM Teachers in Professional Learning Communities: From Good Teachers to Great Teaching. *National Commission on Teaching and America's Future*.
- Gad, R., Pickartz, S., Süß, T., Nagel, L., Lankes, S., & Brinkmann, A. (2016). *Accelerating application migration in HPC*. Paper presented at the International Conference on High Performance Computing.
- Gage, T., & Smith, C. (2016). Leadership intelligence: Unlocking the potential for school leadership effectiveness. *South African Journal of Education*, 36(4), 1-9.
- Garcia-Moreno, C., Jansen, H. A., Ellsberg, M., Heise, L., & Watts, C. H. (2006). Prevalence of intimate partner violence: findings from the WHO multi-country study on women's health and domestic violence. *The lancet*, 368(9543), 1260-1269.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British dental journal*, 204(6), 291-295.
- Giuffré, M. (2013). Readmission agreements and refugee rights: From a critique to a proposal. *Refugee Survey Quarterly*, 32(3), 79-111.

- Glogowski, K., & Ferreira, M. (2015). Parental engagement: Research evidence, practitioner knowledge, effective implementation. *Toronto: Pathways to Education Canada*.
- Grant, C. (2006). Emerging voices on teacher leadership: Some South African views. *Educational Management Administration & Leadership*, 34(4), 511-532.
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School leadership and management*, 30(2), 95-110.
- Hallinger, P., Walker, A., Szeto, E., & Lee, T. T. H. (2015). A systematic review of research on educational leadership in Hong Kong, 1995-2014. *Journal of Educational Administration*.
- Hambacher, E., Acosta, M. M., Bondy, E., & Ross, D. D. (2016). Elementary preservice teachers as warm demanders in an African American school. *The Urban Review*, 48(2), 175-197.
- Hanko, G. (2016). *Increasing competence through collaborative problem-solving: Using insight into social and emotional factors in children's learning*: Routledge.
- Hargreaves, A. (1997). Cultures of teaching and educational change. In *International handbook of teachers and teaching* (pp. 1297-1319): Springer.
- Hargreaves, A., & Fink, D. (2012). *Sustainable leadership* (Vol. 6): John Wiley & Sons.
- Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.
- Hopkins, D. (2015). *Improving the quality of education for all: A handbook of staff development activities*: Routledge.
- Howard, G. R. (2016). *We can't teach what we don't know: White teachers, multiracial schools*: Teachers College Press.
- Hurren, B. L. (2006). The effects of principals' humor on teachers' job satisfaction. *Educational studies*, 32(4), 373-385.
- Idemudia, E. S., Williams, J. K., & Wyatt, G. E. (2013). Migration challenges among Zimbabwean refugees before, during and post arrival in South Africa. *Journal of injury and violence research*, 5(1), 17.
- Jackson, K., Cobb, P., & Rigby, J. (2014). Instructional improvement and instructional management: District leaders' orientations towards improving mathematics teaching and learning. *University Council for Educational Administration, Washington, DC*.
- Kanjee, A., & Mthembu, J. (2015). Assessment literacy of foundation phase teachers: An exploratory study. *South African Journal of Childhood Education*, 5(1), 142-168.

- Katz, V. (2014). Children as brokers of their immigrant families' health-care connections. *Social Problems*, 61(2), 194-215.
- Kelly-Jackson, C. P., & Jackson, T. O. (2011). Meeting their fullest potential: The beliefs and teaching of a culturally relevant science teacher.
- Kelly, A., & Saunders, N. (2010). New heads on the block: three case studies of transition to primary school headship. *School Leadership and Management*, 30(2), 127-142.
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 86(4), 1272-1311.
- Khalifa, M. A., Khalil, D., Marsh, T. E., & Halloran, C. (2019). Toward an Indigenous, decolonizing school leadership: A literature review. *Educational Administration Quarterly*, 55(4), 571-614.
- Kigamwa, J. C., & Ndemanu, M. T. (2017). Translingual practice among African immigrants in the US: Embracing the mosaicism of the English language. *Journal of Multilingual and Multicultural Development*, 38(5), 468-479.
- Kirsch-Wood, J., Korreborg, J., & Linde, A. (2008). What humanitarians need to do. *Forced Migration Review*, 31, 40-43.
- Klar, H. W., & Brewer, C. A. (2013). Successful leadership in high-needs schools: An examination of core leadership practices enacted in challenging contexts. *Educational Administration Quarterly*, 49(5), 768-808.
- Koerner, A. F., & Fitzpatrick, M. A. (2002). You never leave your family in a fight: The impact of family of origin on conflict-behavior in romantic relationships. *Communication studies*, 53(3), 234-251.
- Komarraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student-faculty interactions in developing college students' academic self-concept, motivation, and achievement. *Journal of college student development*, 51(3), 332-342.
- Kotter, J. P. (2001). What leaders really do. *Harvard business review*, 79(11).
- Labys, C. A., Dreyer, C., & Burns, J. K. (2017). At zero and turning in circles: refugee experiences and coping in Durban, South Africa. *Transcultural psychiatry*, 54(5-6), 696-714.
- Lazarus, S., Daniels, B., & Engelbrecht, L. (1999). The inclusive school. *Inclusive education in action in South Africa. Pretoria: Van Schaik*, 45-68.
- Lee, J., & Zhou, M. (2016). Unravelling the link between culture and achievement. *Ethnic and Racial Studies*, 39(13), 2404-2411.

- Leech, D., & Fulton, C. R. (2008). Faculty perceptions of shared decision making and the principal's leadership behaviors in secondary schools in a large urban district. *EDUCATION-INDIANAPOLIS THEN CHULA VISTA*-, 128(4), 630.
- Lehohla, P. (2017). Whither a demographic dividend South Africa: The overton window of political possibilities. In: Pretoria: Statistics South Africa.
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 1-18.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry (vol. 75). In: Sage Thousand Oaks, CA.
- Louise Wanat, C., & Thudium Zieglowsky, L. (2010). Social networks and structural holes: Parent–School relationships as loosely coupled systems. *Leadership and Policy in Schools*, 9(2), 131-160.
- Maarman, R. (2009). Manifestations of ‘capabilities poverty’ with learners attending informal settlement schools. *South African Journal of Education*, 29(3).
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in educational research*, 16(2), 193-205.
- Mahlangu, V. P. (2014). Strategies in managing township schools in South Africa: Management through partnerships. *Journal of Social Sciences*, 38(2), 175-183.
- Maree, J. (2015). Obtaining trustworthy interest profiles. *Ideas for Career Practitioners: Celebrating Excellence in Career Practice*, 178.
- Marsh, J. A., Bush-Mecenas, S., Strunk, K. O., Lincove, J. A., & Huguet, A. (2017). Evaluating teachers in the Big Easy: How organizational context shapes policy responses in New Orleans. *Educational Evaluation and Policy Analysis*, 39(4), 539-570.
- Massey, D. S., & Bartley, K. (2005). The changing legal status distribution of immigrants: A caution. *International Migration Review*, 39(2), 469-484.
- Mbatha, T. (2014). Experiences of Foundation Phase teachers qualified in a dual medium programme. *Per Linguam: a Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer*, 30(2), 37-50.
- Mbhele, M. S. (2016). *Exploring schooling experiences and challenges of immigrant learners in a multilingual primary school*.
- McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75(3), 329-364.
- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*, MyEducationLab Series. *Pearson*.

- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education. Revised and Expanded from " Case Study Research in Education."*: ERIC.
- Mestry, R. (2004). Financial accountability: the principal or the school governing body? *South African Journal of Education*, 24(2), 126-132.
- Miguel, T. (1999). Ethnic diversity, mobility and school funding: theory and evidence from Kenya. *Mobility and School Funding: Theory and Evidence from Kenya (June 1999).*, Vol.
- Miller, L. (1998). Redefining teachers, reculturing schools: Connections, commitments and challenges. In *International handbook of educational change* (pp. 529-543): Springer.
- Mockler, N., & Groundwater-Smith, S. (2015). Seeking for the unwelcome truths: Beyond celebration in inquiry-based teacher professional learning. *Teachers and teaching*, 21(5), 603-614.
- Moinolnolki, N., & Han, M. (2017). No child left behind: What about refugees? *Childhood Education*, 93(1), 3-9.
- Mone, E. M., London, M., & Mone, E. M. (2018). *Employee engagement through effective performance management: A practical guide for managers*: Routledge.
- Montuori, A., & Donnelly, G. (2017). Transformative leadership. *Handbook of personal and organizational transformation*, 1-33.
- Moorosi, P., & Bantwini, B. D. (2016). School district leadership styles and school improvement: evidence from selected school principals in the Eastern Cape Province. *South African Journal of Education*, 36(4), 1-9.
- Morrison, M. A., Haley, E., Sheehan, K. B., & Taylor, R. E. (2011). *Using qualitative research in advertising: Strategies, techniques, and applications*: Sage Publications.
- Motitswe, J. (2014). Furthering Inclusive Education through Full-Service Schools: A Workable Strategy? *Mediterranean Journal of Social Sciences*, 5(8), 415.
- Motitswe, J., & Mokhele, M. L. (2013). Teaching and Learning in the Inclusive Classroom: What Foundation Phase Teachers Do? *Mediterranean Journal of Social Sciences*, 4(6), 545.
- Mushtaq, I., & Khan, S. N. (2012). Factors Affecting Studentsâ€™ Academic Performance. *Global journal of management and business research*, 12(9).
- Myende, P. E. (2011). *School-community partnership in education in a South African rural context: possibilities for an asset-based approach*.
- Naicker, I., Chikoko, V., & Mthiyane, S. E. (2013). Instructional leadership practices in challenging school contexts. *Education as Change*, 17(sup1), S137-S150.
- Nderu, E. N. (2005). *Parental involvement in education: A qualitative study of Somali immigrants in the Twin Cities area*: University of Minnesota.

- Noddings, N. (1984). *Caring: A Feminine Approach to Ethics and Moral Education*.
- Noddings, N. (2013). *Caring: A relational approach to ethics and moral education*: Univ of California Press.
- Noddings, N., & Brooks, L. (2017). *Teaching controversial issues: The case for critical thinking and moral commitment in the classroom*: Teachers College Press.
- Nur, Y. A. (1998). Charisma and managerial leadership: The gift that never was. *Business Horizons*, 41(4), 19-27.
- Opoku-Asare, N. A., Agbenatog, W. G., & DeGraft-Johnson, K. G. (2014). Instructional strategies, institutional support and student achievement in general knowledge in art: Implications for visual arts education in Ghana.
- Organization, W. H. (2018). *WHO meeting on ethical, legal, human rights and social accountability implications of self-care interventions for sexual and reproductive health, 12–14 March 2018, Brocher Foundation, Hermance, Switzerland: summary report*. Retrieved from
- Organization, W. H., & UNICEF. (2013). *Progress on sanitation and drinking-water*: World Health Organization.
- Othmane, M. (2015). The Role of Lesson Planning in Improving Effective Classroom Management. The Case of Middle School Teachers of English at Ahmed Zeid-Biskra.
- Oumer, J., & Kejela, M. (2017). Improving school leadership: Principals orientation and culture in primary schools of ambo town, Oromia regional state, Ethiopia. *International Journal on Studies in English Language and Literature*, 5(5), 1-21.
- Park, M., Zong, J., & Batalova, J. (2018). *Growing superdiversity among young US dual language learners and its implications*: Migration Policy Institute Washington, DC.
- Parker, S. W., & Pederzini, C. (2001). Gender differences in education in Mexico. *The economics of gender in Mexico: Work, family, state, and market*, 9-45.
- Prinsloo, E. (2001). Working towards inclusive education in South African classrooms. *South African Journal of Education*, 21(4), 344-348.
- Pugh, M., Cooper, N., & Turner, M. (2016). *Whose peace? Critical perspectives on the political economy of peacebuilding*: Springer.
- Rule, P., & John, V. (2011). *Your guide to case study research*: van Schaik Pretoria.
- Saphir, M. N., & Chaffee, S. H. (2002). Adolescents' contributions to family communication patterns. *Human communication research*, 28(1), 86-108.

- Sathyanesan, A., Zhou, J., Scafidi, J., Heck, D. H., Sillitoe, R. V., & Gallo, V. (2019). Emerging connections between cerebellar development, behaviour and complex brain disorders. *Nature Reviews Neuroscience*, 20(5), 298-313.
- Schechter, S. R., & Sherri, D. L. (2009). Value added? Teachers' investments in and orientations toward parent involvement in education. *Urban Education*, 44(1), 59-87.
- Schweitzer, R., Melville, F., Steel, Z., & Lacherez, P. (2006). Trauma, post-migration living difficulties, and social support as predictors of psychological adjustment in resettled Sudanese refugees. *Australian & New Zealand Journal of Psychiatry*, 40(2), 179-187.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Shevalier, R., & McKenzie, B. A. (2012). Culturally responsive teaching as an ethics-and care-based approach to urban education. *Urban Education*, 47(6), 1086-1105.
- Shields, C. M. (2006). Creating Spaces for Value-Based Conversations: the role of school leaders in the 21st Century. *International Studies In Educational Administration (Commonwealth Council For Educational Administration & Management (CCEAM))*, 34(2).
- Shields, C. M. (2011). Transformative leadership: An introduction. *Counterpoints*, 1-17.
- Shields, M. (2017). Level one autism/high-functioning autism: Implications for schools, principals and teachers. *TEACH Journal of Christian Education*, 11(1), 2.
- Shimeles, A. (2010). *Migration Patterns, Trends and Policy Issues in Africa*: African Development Bank Group.
- Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. *International review of sport and exercise psychology*, 11(1), 101-121.
- Solomon, A., & Steyn, R. (2017). Leadership styles: The role of cultural intelligence. *SA Journal of Industrial Psychology*, 43(1), 1-12.
- Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. *School Community Journal*, 26(2), 135-160.
- Stein, E. (2017). *Two Teachers in the Room: Strategies for Co-Teaching Success*: Routledge.
- Stock, C., Mares, S., & Robinson, G. (2012). Telling and re-telling stories: the use of narrative and drawing in a group intervention with parents and children in a remote Aboriginal community. *Australian and New Zealand Journal of Family Therapy*, 33(2), 157-170.
- Subban, P., & Mahlo, D. (2017). 'My attitude, my responsibility' Investigating the attitudes and intentions of pre-service teachers toward inclusive education between teacher preparation

- cohorts in Melbourne and Pretoria. *International Journal of Inclusive Education*, 21(4), 441-461.
- Sullivan, M. J. (2016). Legalizing parents and other caregivers: A family immigration policy guided by a public ethic of care. *Social Politics*, 23(2), 263-283.
- Sun, J., & Leithwood, K. (2015). Direction-setting school leadership practices: A meta-analytical review of evidence about their influence. *School Effectiveness and School Improvement*, 26(4), 499-523.
- Taiwo, M., & Florian, L. (2019). Inclusive Practice in Nigerian Classrooms', Promoting Social Inclusion (International Perspectives on Inclusive Education, Volume 13). In: Emerald Publishing Limited.
- Taylor, N., van der Berg, S., & Mabogoane, T. (2013). What makes schools effective. *Report of South Africa's national school effectiveness study*.
- Tekin, A. K., & Kotaman, H. (2013). The epistemological perspectives on action research. *Journal of Educational and Social Research*, 3(1), 81-81.
- Thomas, R. L. (2016). The right to quality education for refugee children through social inclusion. *Journal of Human Rights and Social Work*, 1(4), 193-201.
- Tucker, M. S., & Coddling, J. B. (2002). Preparing principals in the age of accountability. *The principal challenge: Leading and managing schools in an era of accountability*, 1-40.
- UNHCR, R. (2016). Syria regional refugee response. *UNHCR Inter-agency Information Sharing Portal*.
- UNHCR, U. (2017). WFP.(2017). *Vulnerability assessment of Syrian refugees in Lebanon 2017*.
- Uptin, J., Wright, J., & Harwood, V. (2016). Finding education: Stories of how young former refugees constituted strategic identities in order to access school. *Race Ethnicity and Education*, 19(3), 598-617.
- Vaden-Kiernan, N., McManus, J., & Chapman, C. (2005). Parent and family involvement in education: 2002–03 (NCES 2005-043). US Department of Education. *National Center for Education Statistics. Washington, DC: US Government Printing Office*.
- Van Vuuren, H., Van der Westhuizen, P. C., & Van der Walt, J. (2016). Leading and managing diverse schools in South Africa.
- Vandeyar, S. (2010). Educational and socio-cultural experiences of immigrant students in South African schools. *Education Inquiry*, 1(4), 347-365.

- Waldron, V. R., Kloeber, D., Goman, C., Piemonte, N., & Danaher, J. (2014). How parents communicate right and wrong: A study of memorable moral messages recalled by emerging adults. *Journal of Family Communication, 14*(4), 374-397.
- Walton, E., Nel, N. M., Muller, H., & Lebeloane, O. (2014). 'You can train us until we are blue in our faces, we are still going to struggle': Teacher professional learning in a full-service school. *Education as change, 18*(2), 319-333.
- Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science, 331*(6023), 1447-1451.
- Watkins, M., & Noble, G. (2019). Lazy multiculturalism: cultural essentialism and the persistence of the Multicultural Day in Australian schools. *Ethnography and Education, 14*(3), 295-310.
- Watkins, M., Noble, G., & Wong, A. (2019). It's Complex! Working with Students of Refugee Backgrounds and Their Families in New South Wales Public Schools.
- Wentzel, K. R., Russell, S., & Baker, S. (2016). Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. *Journal of educational psychology, 108*(2), 242.
- Williams, S. M. (2015). The future of principal preparation and principal evaluation: Reflections of the current policy context for school leaders. *Journal of Research on Leadership Education, 10*(3), 222-225.
- Willis, J. W., Jost, M., & Nilakanta, R. (2007). *Foundations of qualitative research: Interpretive and critical approaches*: Sage.
- Wiseman, A. W. (2012). The impact of student poverty on science teaching and learning: A cross-national comparison of the South African case. *American Behavioral Scientist, 56*(7), 941-960.
- Yin, R. K. (2014). Case study research: Design and methods [Kindle Edition]. In: Thousand Oaks, CA: Sage.
- Zhang, Y., & Wildemuth, B. M. (2009). Unstructured interviews. *Applications of social research methods to questions in information and library science, 222-231*.
- Zulu, J. K., Bhengu, T. T., & Mkhize, B. N. (2019). Leadership challenges and responses to complex township school life: perspectives from four secondary schools in South Africa. *International Journal of Leadership in Education, 1-20*.
- Zulu, N., Nyawo, J., & Mashau, P. (2017). The Effectiveness of the Expanded Public Works Program in Promoting Local Economic Development: A case study of Zibambele Project, eThekweni Municipality. *Journal of Economics and behavioral studies, 9*(3 (J)), 60-72.

## Appendix A: Letter requesting permission from the Principal

14 Rethman Street

New Germany

3610

19 February 2019

The Principal

Sample School

Dear Sir/Madam

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL**

My name is Nosipho T. Phakathi, a Masters of Education student at the University of KwaZuluNatal, Edgewood Campus specialising in Educational Leadership, Management and Policy. As part of the Master degree, I am required to conduct research. I therefore kindly seek permission to conduct this research at your school. The topic of my research is: **Supporting Teaching and Learning of Refugee Learners. A Case Study of School Leaders in a Primary School in Umlazi District**

The focus of this study is on school leaders therefore I would request your availability as school Principal, two departmental heads and two teachers. The study will use semi-structured interviews that will last approximately 45-60 minutes will be used at a convenient time for participants to avoid interrupting teaching time. Interviews will be voice recorded and data will be kept in a voice recorder. In analysing data, responses will be treated with confidentiality.

Pseudonyms will be used instead of school and participant's names. Participation will always be voluntary, meaning withdrawal can be done at any time without any harm. The study is purely for academic purposes only, and there are no financial benefits involved.

For further information on this research project you may contact my supervisor, the research office or me should you have any queries.

**Supervisor:**

**Dr B.N.C.K Mkhize**

Telephone number: 031-260-1398

Email address: [Mkhizeb3@ukzn.ac.za](mailto:Mkhizeb3@ukzn.ac.za)

**UKZN Research office**

P. Mohun

HSSREC Research Office,

Telephone number: 031 260 4557 E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

**My contact number** is 0736524154

E-mail address: [nosipho.ngema@gmail.com](mailto:nosipho.ngema@gmail.com)

Your anticipated positive response in this regard is highly appreciated

Thanking you in advance

Yours sincerely

Mrs. N T Phakathi

---

**Declaration**

I \_\_\_\_\_ (full names of participant) of \_\_\_\_\_ (School names) hereby confirm that I have been informed about the nature, purpose and the procedures for the study: **Supporting Teaching and Learning of Refugee Learners. A Case Study of School Leaders in a Primary School in Umlazi District.** I have received, read and understood the written information about the study. I understand everything that has been explained to me and grant you permission to conduct your research at the above-mentioned school.

**SIGNATURE OF PRINCIPAL**

**DATE**

.....

.....

**Appendix B:** Letter to requesting permission for participants

14 Rethman Street

New Germany

3610

19 February 2019

Dear: Sir/ Madam

**INFORMED CONSENT LETTER**

My name is Nosipho T Phakathi. I am a Masters student at the University of KwaZulu-Natal, School of Education Edgewood campus, South Africa. As part of my research, I am requested to conduct a research. I have identified you as my potential research participant. I therefore kindly seek your permission to be part of my research project. My title is: **Supporting Teaching and Learning of Refugee Learners. A Case Study of School Leaders in a Primary School in Umlazi District.** **The objectives of this study are:**

To explore the experiences of school leaders in supporting teaching and learning of refugee learners.

1. To gain deeper understanding on role of school leaders play in supporting educational needs of refugee learners
2. To find out more on challenges that school leaders face in supporting teaching and learning of refugee learners in a South African primary school
3. To understand on how school leaders overcome these challenges

**PLEASE NOTE THAT:**

The participant's confidentiality will be guaranteed and inputs will not be attributed to you in person, but reported only as a population member opinion.

- The interview may last for about 1 hour and may be split depending on your preference.

- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data generated will be stored in secure storage and destroyed after 5 years.
- As a participant you have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims are to explore the educational needs of refugee learners and try to understand the experiences of school leaders.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

For further information on this research project you may contact my supervisor, the research office or me should you have any queries.

**Supervisor:**

Doctor BNCK Mkhize who is located at the School of Education, Edgewood campus of University of KwaZulu-Natal.

Contact details: email: [mkhizeb3@ukz.ac.za](mailto:mkhizeb3@ukz.ac.za) Phone number: 031 2601398

**My contact details**

Email: [nosipho.ngema@gmail.com](mailto:nosipho.ngema@gmail.com)

Cell: 073 652 4154

**UKZN Research office**

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

---

Mrs. N. T Phakathi

**PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPANTS**

**DECLARATION**

I..... (Full names of participant) hereby confirm that I understand the nature and the purpose of the study entitled: **Supporting Teaching and Learning of Refugee Learners. A Case Study of School Leaders in a Primary School in Umlazi District.** I consent to participate in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

<b>I hereby declare that:</b>	<b>YES</b>	<b>NO</b>
I agree to participate in the study.		
I understand that participation is voluntary.		
I understand that I may withdraw from the study at any time with no penalties.		
I understand that there will be no financial or material gain during and after participation. No financial benefits from the study.		
I understand and consent that audio recorder will be used during interviews.		

SIGNATURE OF PARTICIPANT

DATE

.....

.....

**Appendix C: Letter to DBE requesting to conduct research in KZN schools.**

14 Rethman Street

New Germany

3610

19 February 2019

Attention: The Superintendent-General

Department of Basic Education

Province of KwaZulu-Natal

Private Bag X 9137

Pietermaritzburg

3201

Dear: Sir

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Nosipho Thabisile Phakathi, a Masters student at the University of KwaZulu-Natal (Edgewood Campus), specialising in Educational Leadership, Management and Policy. As part of the Master's degree I am required to conduct a research. I therefore seek permission to conduct research in April in one primary schools under your jurisdiction Umlazi District.

The topic of my research is: **Supporting Teaching and Learning of Refugee Learners. A Case Study of School Leaders in a Primary School in Umlazi District.** This study aims to explore how school leaders experiences their role in the school where refugee learners are admitted. The results of the study could provide insights about how schools leaders understand and experience their role in a school where refugee learners are learning. The refugee people are migrating because of wars and prosecution taking place in their own country; therefore, this study seek to

understand and gain knowledge on educational needs of refugee learners and trying to explore experiences of school leaders.

This study can bring about strategies that can be useful to the department of basic education in understanding in-depth experiences and challenges facing these schools. Participants will be school Principal, two Departmental Heads and two teachers and in the purposive selected school. Semi-structured interviews that will last approximately 45-60 minutes will be used at a convenient time for participants to avoid interrupting teaching time. Interviews will be voice recorded and data will be kept in a voice recorder. In analysing data, responses will be treated with confidentiality. Pseudonyms will be used instead of school and participant's names. Participation will always be voluntary, meaning withdrawal can be done at any time without any harm. The study is purely for academic purposes only, and there are no financial benefits involved.

For further information you may contact my Supervisor Dr B.N.C.K Mkhize

Telephone number: 031 2601398

E-mail: [mkhizeb3@ukzn.ac.za](mailto:mkhizeb3@ukzn.ac.za) .

**You may also contact the Research Office through:**

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

**My contact number** is 073 652 4154, [nosipho.ngema@gmail.com](mailto:nosipho.ngema@gmail.com)

Your positive response in this regard will be highly appreciated.

Thanking you in anticipation

Yours sincerely

N.T Phakathi (Mrs.) \_\_\_\_\_

## Appendix D: Permission to conduct research in KZN schools.



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindie Duma

Tel: 033 392 1063

Ref:24/8/1775

Mrs NT Phakathi  
14 Rehman Street  
New Germany  
3610

Dear Mrs Phakathi

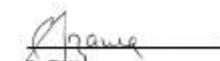
### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "EXPLORING THE EDUCATIONAL NEEDS OF REFUGEE LEARNERS: THE EXPERIENCES OF SCHOOL LEADERS IN A PRIMARY SCHOOL", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 29 April 2019 to 01 September 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindie Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMhlabi District

Pinetown District

  
Dr. EV Ndama  
Head of Department: Education  
Date: 02 May 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION  
Postal Address: Private Bag X9137 - Pietermaritzburg - 3200 - Republic of South Africa  
Physical Address: 247 Burger Street - Anton Lembede Building - Pietermaritzburg - 3201  
Tel.: +27 33 392 1063 - Fax.: +27 033 392 1000 - Email: Phindie.Duma@kzndoe.gov.za - Web: www.kzneducation.gov.za  
Facebook: KZNDOE - Twitter: @KZNDOE - Instagram: km\_education - YouTube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

## **Appendix E: Interview Schedules**

### **Semi-structured interviews for school leaders**

This interview schedule was designed for: **supporting teaching and learning of refugee learners: a case study of school leaders in a primary school in Umlazi district**

**This schedule will be used with primary school leaders.**

### **CRITICAL QUESTIONS**

#### **Main question**

What are the experiences of school leaders in supporting the teaching and learning of refugee learners in a South African primary school?

#### **Sub questions**

- 4 What role do school leaders play in supporting the educational needs of refugee learners?
- 5 What challenges do school leaders face in supporting the teaching and learning of refugee learners in a South African primary school?
- 6 How do school leaders overcome challenges they face in supporting the teaching and learning of refugee learners in a South African primary school?

#### **Sample Interview Schedule.**

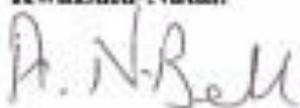
1. What kind of challenges that refugee learners are facing in this schools?
2. How do you address the educational needs of refugee learners?
3. What role do you play in supporting educational needs of refugee learners?
4. Do you have strategies that you use in addressing the educational needs of refugee learners?
5. What experience do you have in regards teaching refugee learners who have faced wars, political unrest from their own countries?

6. What support measures are available for the needs of these learners?
7. How do you go about accruing those support measures?

**Appendix F: Language editor's certificate**

**CERTIFICATE**

**This is to certify that I edited Ms Nosipho Thabasile Phakathi's dissertation for the degree of Master of Education in the discipline of Educational Leadership Management and Policy at the University of KwaZulu-Natal.**



**A.N. Bell BA (Hons) (Cape Town) MA (Rhodes)  
Research Associate, University of Zululand  
Managing Editor, Echoing Green Press (Fish Hoek)  
Ph.: 072 237 6617  
Email: alannigelbell123@gmail.com**

**29 January 2020**

## Appendix G: Turnitin report

### Supporting Teaching and Learning of Refugee Learners. A Case Study of School Leaders in a Primary School in Umlazi District

#### ORIGINALITY REPORT

<b>5%</b> SIMILARITY INDEX	<b>5%</b> INTERNET SOURCES	<b>1%</b> PUBLICATIONS	<b>0%</b> STUDENT PAPERS
-------------------------------	-------------------------------	---------------------------	-----------------------------

#### PRIMARY SOURCES

<b>1</b>	<b>uir.unisa.ac.za</b> Internet Source	<b>2%</b>
<b>2</b>	<b>pdfs.semanticscholar.org</b> Internet Source	<b>1%</b>
<b>3</b>	<b>www.readkong.com</b> Internet Source	<b>&lt;1%</b>
<b>4</b>	<b>link.springer.com</b> Internet Source	<b>&lt;1%</b>
<b>5</b>	<b>hdl.handle.net</b> Internet Source	<b>&lt;1%</b>
<b>6</b>	<b>tampub.uta.fi</b> Internet Source	<b>&lt;1%</b>
<b>7</b>	<b>digitalcommons.liberty.edu</b> Internet Source	<b>&lt;1%</b>
<b>8</b>	<b>Juliet Perumal. "Responding with hospitality: Refugee children in the South African education system", Education as Change, 2015</b> Publication	<b>&lt;1%</b>