

TABLE OF CONTENTS

CHAPTER 1: BACKGROUND AND REASONS FOR UNDERTAKING	PAGE
THIS RESEARCH STUDY	
1.1 Introduction	1
1.2 Reasons and purpose of this study	1
1.2.1 Personal reasons	1
1.2.2 Educational reasons	2
1.2.2.1 Early influences	2
1.2.2.2 Further influences	6
1.2.2.3 The influence of the Centre for Community Development	7
1.3 Street children as a world phenomenon	12
1.3.1 Who are street children?	13
1.3.2 How many street children are there?	14
1.3.2.1 Internationally	14
1.3.2.2 In Latin America	15
1.3.2.3 In Africa	15
1.3.2.4 In South Africa	15
1.3.3 The needs and rights of street children	16
1.3.3.1 South African legislation and welfare policy regarding street children.	18
1.3.4 What makes children end up on the streets?	19
1.3.4.1 The Macro Level	19
1.3.4.2 The Meso level	21
1.3.4.3 The Micro level	23
1.3.5 Becoming a street child	23
1.3.6 Life on the streets	24
1.3.7 A psychological profile of street children	25
1.3.7.1 Self-perceptions and attributions	25
1.3.7.2 Cognitive development	26
1.3.7.3 Problem solving	27
1.3.7.4 Psychopathology	27
1.3.7.5 Dimensions of people and their physical world	27

1.4	Getting to know Street Children	28
1.5	Conclusion	28

CHAPTER 2 THE THEORETICAL BACKGROUND OF THE COGNITIVE TEACHING STYLE MODEL TO BE USED IN THIS RESEARCH

2.1	Introduction	29
2.2	Carl Rogers	30
2.2.1	Introduction	30
2.2.2	The basic concepts of Rogers' person centred therapy	31
2.2.2.1	Genuineness and congruency	32
2.2.2.2	Empathetic understanding	32
2.2.2.3	Unconditional positive regard	33
2.2.2.4	The self-concept	33
2.2.2.5	The influence of the self-concept on behaviour	35
2.2.3	What students want from school	35
2.2.4	Contributions of Rogers to the cognitive teaching style model	35
2.2.5	Research findings regarding the client centred approach in schools	36
2.3	Classification of modern teaching theories	38
2.3.1	Classical theory of education	38
2.3.1.1	Introduction	38
2.3.1.2	Classroom practices and outcomes for the students	39
2.3.1.3	Classroom practices and outcomes for the teacher	39
2.3.2	The Centre's response to classical theory	40
2.3.2.1	Jean Piaget: The key concepts of his theory	42
2.3.2.2	Reuven Feuerstein	46
2.3.2.3	Lev Vygotsky	50
2.3.2.4	Jerome Bruner	54
2.4	Conclusion	57

CHAPTER 3 THE COGNITIVE TEACHING STYLE MODEL

3.1	Introduction	59
-----	--------------	----

3.2	The cognitive teaching style model	61	
3.2.1	A definition of the model	61	
3.2.2	The emerging theory of the model	63	
3.2.3	How learners are viewed by the teacher in the model	63	
3.2.4	The role of the teacher	63	
3.2.5	The personal qualities needed by the teacher		63
3.2.6	The teaching methods used in the model	64	
3.2.6.1	Cognitive questioning	64	
3.2.6.2	Cooperative learning	67	
3.2.6.3	The use of language for communication and understanding	69	
3.2.6.4	The development of metacognitive abilities	71	
3.3	Conclusion	72	

CHAPTER 4: THE RESEARCH METHODOLOGY USED IN THE STUDY

4.1	Introduction	73
4.2	Conceptions of reality	73
4.2.1	Ontological assumptions	73
4.2.2	Epistemological assumptions	73
4.2.3	Assumptions regarding human nature	74
4.3	Action research as a qualitative research design	75
4.3.1	The origin and definition of action research	75
4.3.2	Types of action research	76
4.3.3	The process of action research	78
4.3.4	The action research model to be used in this study	79
4.3.4.1	Exploration and observation	81
4.3.4.2	Discussion and negotiation	81
4.3.4.3	Explanation	81
4.3.4.4	Evaluation	82
4.3.5	The general plan	82
4.3.6	Data collection during the reconnaissance phase and the three cycles	83
4.3.6.1	Introductory remarks	83

4.3.6.2	Teacher observation	86
4.3.6.3	Interviews	86
4.3.6.4	Questionnaires	88
4.3.6.5	Video recordings of lessons	88
4.3.6.6	Recordings in a researcher's diary	89
4.3.6.7	Lesson observation and triangulation of lessons	90
4.3.6.8	Written achievement tests	92
4.3.6.9	Psychometric tests	92
4.3.6.10	Miscellaneous documents	94
4.3.6.11	Conclusion	95
4.3.7	Data analysis	95
4.3.7.1	The process of data analysis	95
4.3.7.2	The data analysis used in this study	97
4.3.8	Conclusion	106

CHAPTER 5: THE RECONNAISSANCE PHASE- GETTING TO KNOW STREET CHILDREN AND SETTING UP MASUPATSELA SCHOOL.

5.1	Introduction	107
5.2	Reconnaissance	107
5.2.1	Introductory remarks	107
5.3	Getting to know street children	108
5.3.1	Making contact with street children organizations	108
5.3.2	The history of the Doxa Juniors	109
5.3.3	Meeting and getting to know the Doxa Juniors	110
5.3.4	Working with Doxa Juniors	111
5.3.5	The schooling at Doxa Juniors	122
5.4	Establishing the Masupatsela School	124
5.4.1	Early negotiations and planning	124
5.4.2	Opening the school	127
5.4.2.1	The learners	128
5.4.2.2	The buildings and facilities	128
5.4.2.3	The uniform	129

5.4.2.4	The staff	129
5.4.2.5	The curriculum	129
5.4.2.6	The resources	129
5.4.2.7	My responsibilities and venue	129
5.4.2.8	My classes and learners	130
5.5	Conclusion	135

CHAPTER 6: TEACHING THE FIRST CYCLE

6.1	Introduction	137
6.2	The planning of cycle one (P1)	137
6.2.1	The model of cycle one	137
6.2.2	The general plan	139
6.2.2.1	The classes	139
6.2.2.2	The learning areas	139
6.2.2.3	The syllabus content	140
6.2.2.4	Methodology	140
6.2.2.5	The time table	142
6.2.2.6	The class environment, atmosphere and teacher/learner relationship	142
6.2.3	Data collection sources	143
6.2.3.1	Phase one	143
6.2.3.2	Phase two	144
6.3	Implementation of cycle one (I1)	146
6.3.1	Phase one implementation	146
6.3.1.1	1 February 2002	146
6.3.1.2	The period 4 February 2002 to 8 February 2002	147
6.3.1.3	The period 11 February 2002 to 22 March 2002	149
6.3.2	The implementation of phase two of cycle one	150
6.3.2.1	The class selected for special focus	151
6.3.2.2	The subject and content chosen for special focus	151
6.3.2.3	The methodology used in phase two of cycle one	152
6.3.2.4	The flow of the implementation of phase two of cycle one	152

6.4	Evaluation of cycle one (E1)	153
6.4.1	The contextual issues which impacted on the study	153
6.4.1.1	The children's histories	154
6.4.1.2	The influences of the places where they lived	156
6.4.1.3	The school, its structure and organization	160
6.4.1.4	Staffing	164
6.4.2	The classroom issues which impacted on the study	167
6.4.2.1	The relationship between the teacher and the learners	167
6.4.2.2	Learner behaviour	176
6.4.2.3	Deprivation	185
6.4.2.4	Methodology	188
6.4.2.5	Language	195
6.4.2.6	The effect of the school and teaching on me and the staff	201
6.5	Conclusion	203
6.5.1	Student written test results	203

CHAPTER 7: CYCLE TWO - INTRODUCING CHANGES

7.1	Introduction	207
7.2	The planning of cycle two (P2)	207
7.2.1	The model of cycle two	207
7.2.2	More detailed plans for cycle two	209
7.3	The implementation of cycle two (I2)	216
7.3.1	Duration	216
7.3.2	Syllabus, time table and venue	216
7.4	Evaluation of cycle two (E2)	217
7.4.1	The contextual issues which impacted on the learners	217
7.4.1.1	School organization	217
7.4.1.2	School enrollment and attendance	220
7.4.1.3	Outside influences	223
7.4.2	The classroom issues which impacted on the study	224
7.4.2.1	Learner behaviour and its effect on teacher/ learner relationships	224

7.4.2.2	Methodology	232
7.4.2.3	Language	239
7.4.2.4	Classroom environment and atmosphere	241
7.4.2.5	Personal effect of the cycle on me and the other teachers	243
7.5	Conclusion	245
7.5.1	Students' written achievement test results	245

CHAPTER 8: CONSOLIDATION - CYCLE THREE

8.1	Introduction	248
8.2	The planning of cycle three (P3)	248
8.2.1	Learner behaviour, teacher/learner relationships and classroom environment.	250
8.2.2	Practical issues	250
8.2.3	Syllabus content for cycle three	251
8.2.4	Methodology	251
8.2.5	Data collection methods used in cycle three	255
8.3	The implementation of cycle three (I3)	255
8.3.1	The flow of the implementation of cycle three	256
8.4	Evaluation of cycle three (E3)	256
8.4.1	The contextual issues which impacted on the learners	257
8.4.1.1	School organization	257
8.4.2	Classroom issues which impacted on the study	258
8.4.2.1	Methodology	258
8.4.2.2	Learner behaviour and its effect on teacher/learner relationships	264
8.5	Conclusion	268
8.5.1	Students' written achievement tests	268

CHAPTER 9: REFLECTIONS, CONCLUSIONS AND RECOMMENDATIONS

9.1	Introductions	271
9.2	Overview	272
9.2.1	The aim and rationale of the study	272
9.2.2	Research methodology used in the study	273

9.2.2.1	The four phases of the study	274
9.3	Key issues and recommendations emerging from this study	278
9.3.1	Introduction	278
9.3.2	The macro contextual issues	278
9.3.2.1	Outside conditions necessary for the formal education of street children	278
9.3.2.2	Establishing educational institutions for street children	279
9.3.2.3	School organization	281
9.3.2.4	Staffing	282
9.3.2.5	Curriculum	283
9.3.3	The micro classroom issues	287
9.3.3.1	Educator/learner relationships	287
9.3.3.2	Learner behaviour	289
9.3.3.3	Methodology	291
9.3.3.4	The effect of teaching street children on teachers	293
9.4	Conclusion	294
BIBLIOGRAPHY		295
APPENDIX		306

TABLE OF CONTENTS FOR TABLES AND FIGURES

TABLES:	PAGE
CHAPTER 4: THE RESEARCH MODEL USED	
4.1	Data gathering sources 95
4.2	Tactics for making meaning - modified from Miles & Huberman (1984) 96

4.3	Summary of Data Analysis process	98
-----	----------------------------------	----

CHAPTER 5: THE RECONNAISSANCE PHASE - GETTING TO KNOW STREET CHILDREN AND SETTING UP MASPATSELA SCHOOL

5.1	English as second language and Numerical Literacy ability	118
5.2	LPCAT non-verbal reasoning performance	119
5.3	Census of street children in the Pretoria district	127
5.4	Summary of responses tot he learners first questionnaire	131
5.5	Comparison of learners' ages in Masupatsela and normal schools	132
5.6	Location of the parental homes of the children	133
5.7	UNISA's descriptive statistics of English, Numerical Literacy, non-verbal reasoning ability and the learning potential of the learners.	134

CHAPTER 6: TEACHING THE FIRST CYCLE

6.1	Data gathering methods used in cycle one	147
6.2	Thematic summary of responses to questionnaire one	161
6.3	Summary of responses to question two of questionnaire one	164
6.4	Summary of question nine responses to learner questionnaire two	174
6.5	Summary of triangulated lesson using the observational schedule - Cycle one - 12:04:2002	189
6.6	Summary of responses to questions one to eight of learner questionnaire two of cycle one	190
6.7	Thematic summary of question ten of learner questionnaire two of cycle one.	191
6.8	Summary of learners' written Science achievement test - Cycle one	204

CHAPTER 7: CYCLE TWO - INTRODUCING CHANGES

7.1	Summary of data collection methods for cycle two	216
7.2	Responses to question one of the teachers' questionnaire:	231

	What kind of teacher is needed to teach our street children?	
7.3	Summary of triangulated lesson using the observational schedule - cycle two - 31:05:2002	233
7.4	Summary of responses to question two of the teachers' questionnaire: What kind of environment an atmosphere is needed to teach our street children?	242
7.5	Summary of learners' achievement test -Cycle two	246
 CHAPTER 8: CONSOLIDATION - CYCLE THREE		
8.1	Summary of data collection methods for cycle three	256
8.2	Summary of triangulated lesson using observational schedule - Cycle three - 02:08:2002	259
8.3	Summary of responses to question one to ten on the Learners' questionnaire of 17:09:2002	260
8.4	Thematic summary of open ended question number twelve	260
	in the learners' questionnaire of 17:09:2002	
8.5	Thematic analysis of responses to the question in the learners' questionnaire of 17:09:2002: What kind of person and teacher am I?	264
8.6	Summary of learners' Physical Science written achievement test and November examinations	269
8.7	Summary of achievement test results of ringleaders of "pack" behaviour	270

FIGURES:	PAGE
-----------------	-------------

CHAPTER 3: THE COGNITIVE TEACHING STYLE MODEL

3.1	The model of the cognitive teaching style	62
-----	---	----

CHAPTER 4: THE RESEARCH MODEL USED

4.1	Action Research Model	80
-----	-----------------------	----

4.2	Triangulation of data	103
4.3	Triangulation of evaluators	104
4.4	Category evidence of study	104

CHAPTER 5: THE RECONNAISSANCE PHASE - GETTING TO KNOW STREET CHILDREN AND SETTING UP MASPATSELA SCHOOL

5.1	Reconnaissance: Stage one of the Action Research Model	108
-----	--	-----

CHAPTER 6: TEACHING THE FIRST CYCLE

6.1	The Model of cycle one	138
6.2	Circles of influence on learners	154

CHAPTER 7: CYCLE TWO - INTRODUCING CHANGES

7.1	Model of cycle two	208
-----	--------------------	-----

CHAPTER 8: CONSOLIDATION - CYCLE THREE

8.1	The Model of cycle three	249
-----	--------------------------	-----

APPENDIX

CHAPTER 4: THE RESEARCH MODEL USED

Attachment 4A:	Lesson observation schedule	306
Attachment 4B	Lesson analysis sheet	308
Attachment 4C	Summary of responses to multiple choice questions in learners' questionnaire one and two	309

Attachment 4D	Themes emerging from two open ended questions in learners' questionnaire one and two	310
Attachment 4E	Summary of triangulated lessons	311
CHAPTER 6:	TEACHING THE FIRST CYCLE	
Attachment 6A	Written achievement test cycle one	312
Attachment 6B	Learner questionnaire two	313
Attachment 6C	Cycle one learners' worksheet	314
Attachment 6D	Flow of implementation of phase two - cycle one	316
CHAPTER 7:	CYCLE TWO - INTRODUCING CHANGES	
Attachment 7A	Cycle two learners' worksheet	319
Attachment 7B	The flow of implementation - cycle two	321
CHAPTER 8:	CONSOLIDATION - CYCLE THREE	
Attachment 8A	Cycle three learners' worksheet with reading passage	327
Attachment 8B	Flow of implementation - cycle three	330