

Interview 2

Deliah - Interviewed by Lorin Edgar

Duration: 1:06:47

Coding example: 2-D-(number of reference point in text)

1.	L	Ok, so I have just done a schedule just to help spark my mind but there is nothing, there are no rules or anything so you don't have to be worried at all. Um, so the first one is if I talk about art, obviously like arts and culture nights, arts, drama, dance music, so any of those memories doesn't just have to be of drawing or anything. So the first thing is, um, what are your childhood memories of art, if any?
2.	D	You know, I do have that and sometimes it was, ja, I loved art from very young; from when I was very young I liked drawing. I loved art, all of it, especially drawing. Ja, and also I participated from when I was very young, in Grades 1, 2 and 3; I participated in Drama School dramas and sketches.
3.	L	Okay and that was all part of the school you were at, did they have it?
4.	D	Yes, at school, ja because we had some girls that had to wait for us. Some days they did girls and boy scouts at school, so I participated in all those activities, and one of my very bad experiences in drawing was when I was in Grade 4, standard two back then, then I liked drawing and during that time we were buying our own books, the Government was not supplying us with exercise books so our parents were buying, maybe they need eight exercise books, eighty pages of books, exercise books, so they would buy me those because I liked to draw and scribble and whatever, I would remove pages from my exercise book and use them for my drawings and whatever, then the teachers used to spank me because my book would end up very, very, very thin. I remember one day they wrote a letter to my aunt because my mother was working very far from us. We were staying with our aunt, my mother's youngest sister. So they wrote a letter to her to come to school to check my books and then I was very much that day because my mathematics book, it was an A5, was so very thin
5.	L	So that wasn't your favourite subject, maths?
6.	D	No, I was doing very well at school, I was a bright student. I would finish writing very early before any one else, even when those who were finished or whatever, then I would get bored and I would page through the filing and start doing something, trying to draw mountains and trees or whatever. Then after that I would take the paper out, and my books would be getting thinner and thinner. I needed to develop an attitude towards art because it would lead me to be punished then. Ja, then I continued, but slowly. But when I was doing standard four, which is Grade 6

		now, we had a new teacher at our school. This lady teacher was very big, fleshy and to me because the art was in me, I was very interested in those caps. Those features and I was very interested in drawing them.
7.	L	But she wasn't the Art Teacher, she was just another teacher.
8.	D	No, we did not have Art at school during that time. So I would sit down and write notes, I remember it was Biblical Studies, Religious Education and we had to write notes and I finished early and I had nothing to do. And then I started drawing her from where she was seated, and another guy, I didn't notice was busy peeping and I didn't notice what was going on and just before I finished and you know, I drew her just as she was, boobs and whatever, then that guy, that boy, he snatched the paper from me and started to circulate it. The teacher was not impressed.
9.	L	But you weren't doing it for that reason? You weren't mocking her, hey, you were just appreciating her.
10.	D	It was an Art to make, she was a piece of art to me to draw, and so she was very much furious with that. It was like I wanted to cartoon her or whatever, because then she did not take it very lightly. She showed the whole school and told the other teachers from the other classes, who came to my class, and all the learners were dismissed and I was left alone, I was reprimanded, and every body was saying what ever.....there was that lot of mess, I was crying in my own corner, then I hated art that day, I hated art, I didn't want to do art anymore. I was taken to the Principal's office and this principal didn't know what to do because to me when I grew up I realised that the principal did not know what was wrong with it but because everyone was saying, wow, how could she so he just had to punish me, then they just gave me the punishment to come and collect the dustbin from his office every afternoon and throw it away, burn the papers and then clean the veranda, sweep the veranda every day for two weeks. That was the punishment I got and to the teacher it was a very large punishment and that teacher hated me very much. But she could not hate me for long because I was the brightest in the class. So after some months we started to going alone again and I was the favourite because I would do the work and help her with other things and I was good in writing and she would let me help her to write the notes on the board eventually, but I hated art at that moment, I hated art. Then I never did art anymore until I was at the college.
11.	L	Wow!
12.	D	Then I started again, I was not doing art, and there was no art at the college. It was then that I started developing that interest again.
13.	L	So is that when you were out of school, when you were about 19 or

		20?
14.	D	Ja, after matric, when I matriculated I stayed at home and after I was married, I stayed at home to bring up my children for some years. I'm sure there was a gap of about 6 – 7 years between my matric and my going to the college.
15.	L	So you were about 27, maybe 25 before you started again.
16.	D	Before I started again, I developed an interest, it was in me, and then it was not a subject at the college.
17.	L	Ok, but then you just felt like you could start it again, obviously, and then you didn't have any scary teachers.
18.	D	No, and also in Europe I've learnt mural when I was still very young because at our place, my mother would decorate the walls with dung.
19.	L	Yes
20.	D	Those patterns and whatever, So I was very young and interested, then I would look at her and offer her my help, no I can do it also. And then I drew and started to do it with her. Then sometimes she would be doing this side and I would be doing that side.
21.	L	Yes, cause for you it was also part of your growing up and your culture.
22.	D	My culture, yes, it was part of my culture. Then we would decorate the walls and we would decorate the veranda and even the floor with cow dung.
23.	L	That's amazing. And then, um, so when you went to college were you studying to be a teacher?
24.	D	When?
25.	L	When you went to college for the first time when you were about 25?
26.	D	Yes. I went to study for education, as a Teacher.
27.	L	Ok, so then you knew you wanted to be a teacher from that age.
28.	D	Yes, I knew I wanted to be a teacher.
29.	L	Ok, cool. And then how did you get to go on the ACE Course?
30.	D	Ja, You know it was a blessing. You know, because of the love of art. When I graduated from the college, and then went to school.
31.	L	Which college was it?
32.	D	It was SACTA, South African College for Teachers Education.
33.	L	Ok

34.	D	Ja, so when I arrived at school as a new teacher, then that is where I met art as a subject for the first time. Then when they allocated learning careers, the teachers then saw that you could take Art and Culture for them, I said no, not me, because there were teachers that were working on a contract, so I'm not, I'm a new teacher; I'm working under contract, don't have a say in whatever. So then everybody was saying, no not me, I'm never going to take that, then at the end of the day it was, "Deliah, you are going to take Art!" The, yes, for Grade 5, yes, the other Grade 6, no one, "Deliah, you are also going to take Grade 6 for Art". I ended up with Grades 5, 6 and 7, Art. All those classes and I didn't even know what it was that I was going to do, because to me art was about drawing.
35.	L	Yes
36.	D	And that is where I met Art.
37.	L	And um, how did you find out about the ACE Course?
38.	M	Then I started to want to know about what it was I was going to teach my learners. I went to the classroom because there was a teacher before me; the teacher went for accouchement leave. So I said I wanted to take it from where she, I was going to check and see what it is she was doing. Then I would follow suite. Learners, where are you.
39.	L	So you started doing some research with the other teachers
40.	D	Then I went to the class - "Class where is your Arts and Culture stuff", "no we don't have anything." "What is it that you are doing during Art period?" "No the teachers just says you must draw, some days you must draw Mandela, then we sit down to draw Mandela, then she goes out and when she comes in the period is over, she takes her things and goes". She didn't even want to see where is our Mandela, how is our Mandela. The following day draw any mask, anyone that you like. Where there books? No we draw on those papers. Where are those papers, no we don't know because the teacher never even asked for that? So I thought, wow, what am I going to do? Then I started to go to the library, doing my own research, checking with other schools, my sister's learners were at a private school, and they were doing art as a subject, then I consulted with them, what is that that you are doing, where are your books. Then they borrowed me some stuff, I started to check and I started to experiment myself at home. Ok this is done this way, after that then I go to the class, then, lets us do this and let us do that. So our curriculum implementer was seeing that in me, because it was that I would do whatever it was that I could do, and then I go to her, Miss Manuelie , I have done this with my learners, I don't know, is it appropriate for their learning outcomes and their assessment standards and whatever. Then she would say, no you are on the line, but here you must do it like this. This is the younger learners and this level is higher to

		<p>them and this like that. Then I would always consult with her. So I would also do exhibitions and expos at school and would also do a performance and then invite the parents to come and see what we have done. With the small knowledge that I have, I will do something. So she saw that passion – that love of art in me, saying this lady, she really wants to do art, although she does not know exactly what it is that she is supposed to do, but she’s willing to learn.</p> <p>The when the Department said to them we are having this, we need five educators from your region who will go for this Skills Education to Wits for Art, then immediately my name sprang to mind and they said, no definitely she must be the one. It was over the holidays, she phoned me, I was on holiday in Limpopo because it is my hometown, and she phoned me are you around. Why are you asking? There is this and this thing, can you be in my office tomorrow.</p> <p>I drove the whole night to come back here. Then I had to fill in the forms and whatever. And that is how I got into Wits skills.</p>
41.	L	So it was because of your own passion and enthusiasm that they recognised you.
42.	D	<p>Ja, because you know the teachers where coming in and out every year, but I was just holding in there, and then she would see my face every year, come year end, you know, I will always be there. She asked me, “how do you do it, I have been having teachers. Every year, I don’t even know my staff, I’ve been having new teachers, and then every time we struggle to get them on board but by the end of the year, then they are quitting, I’m not doing it, Art and Culture anymore. What gives, she asked, I love it and want to also grow in art. That is when she recommended my name to the Department saying that I must be the one to go for that, that Skills development.</p>
43.	L	I mean, that is obviously so amazing because you had so much passion for art, but like you said, you didn’t always know what to teach, or what to even do. But you were just doing what you knew.
44.	D	Ja
45.	L	But I’m sure after the course it must have been amazing. Your eyes were like wide open, hey?
46.	D	Very much so.
47.	L	Ah, that’s amazing.
48.	D	My first lesson at Wits, really, it opened my eyes. This is what I wanted.
49.	L	Ummmm, well that was one of the next questions, was like, what

		was your wow moment on the Wits course?
50.	D	Ja, the first day when we arrived, I remember my first activity. We did symbolic painting as you know, interpretation of symbols, you know how to, I was always intrigued by this abstract art, but I never knew how the artists would come up with that kind of thing or piece, and then lets us know what is happening, so that is when I learnt that you use symbols to communicate your feelings, to communicate some things that are just symbolic. So we did this symbolic painting and I will never forget that lesson. I did it several times with my learners even during the other this my learners represent a schoolgirl; this is my dreams, my ambition. I want to buy a red, whatever car. I want to build my own house. I love this you know, I want to get married one day and things like that, so it was so, I will never forget that lesson because it was sort of an ice-breaking tool to the whole team, it brought us together. Even at home when I am sleeping I can vividly remember each and every one of us about the symbolic painting. This one said something about her family, it was so touching. She lost her Mom or she lost her husband in this way, this one is divorced, this one is, I can remember everything and it would bring us together as a team in Art and Culture.
51.	L	Yes, and art has the ability to bring your feelings out.
52.	D	Ja, we connected, we could understand that this one comes from this background, I need to accept him or her like this
53.	L	You build like a mutual respect
54.	D	Ja, a mutual respect, this one is divorced with two kids, this one lost a parent, and this one is the breadwinner at home and this one is a single parent. You know we were able to communicate on that level. The first day we entered the classroom and then, after lunch we were a family. I could know each and everyone of them by their names, because of their symbolic painting. This was Geminas, this was Christian, and then this one did 1, 2, 3, 4 and then whatever symbolises, whatever and also brought out some feelings about myself. Sometimes we think we know who we are, but the moment we sit down and start to search from within you, you start to know exactly who am I, what I stand for, it was a wow moment for me, it was a wow moment for me.
55.	L	That's amazing and that it was the first lesson, hey?
56.	D	Yes, the first lesson, the first lesson.
57.	L	Phew!
58.	D	The first lesson.
59.	L	Umm, I know now that there is probably a ton of things, but what things can you think of that you learned on the ACE Course that were new?

60.	D	Ja, a lot of things, the two years was not child's play. You know, the first time I was, I was really close to drawing myself poetry. I used to do it in my class. As I've said, I used to do things for my class although I didn't know how. So I used to do self-poetry with my learners, but I didn't know much about how to go about it.
61.	L	Like the technique?
62.	D	Ja, those techniques and how do you draw what, you know, the proportion and whatever. So Wits taught me do that. And then for the first time I was able to say, ok, this is the way I should do it and this is the way I should teach my learners to do it. And also, there is the slab pots in clay. You know, I love clay, I love working with clay. I used to in the past before I went to Wits and I wanted always to do those slab pots.
63.	L	Yes
64.	D	Using the slabs, I also used to pinch bowls and round calabashes and whatever. But I did not know how to do this. I used to read in the Just crumbles and crashes, and whatever, so at Wits I was taught that okay, this is the technique , this is how, I should leave it to dry a little, and then you scorch it and use slurry to put the pieces together, you know they work like glue, you know like a steel glue, metal glue. So it was, wow, then I taught...
65.	L	Yours is mostly technique.
66.	D	Ja, techniques.
67.	L	Because you had the creative brain, but it's just you didn't exactly know how to do everything.
68.	D	And also on ja, my teaching. How to interpret the learning how it comes and the assessment standards and also come up with an activity, because you know, our policy document is very much silent. It would say LO1, creating it and presenting assessments, line number one. The learners would want to be able to do 1, 2 3, 4 but when you read it you understand English but you don't know why it is that you can give the learners to do, because they must create and present it to the class and they must also interpret it. So you don't know what is it that you are going to create. So this helped me to be able to interpret the teaching assessment standards and also how to come up with an activity without any guidance and without reading the assessments like this one is okay and this is the kind of task that I can give my learners then this will be the criteria for an assessment and the learners must be able to do this within this criteria. So that made it easy for me to be able to work and to connect with my learners.
69.	L	Ja, because it doesn't matter that you had the passion. You also had to show to the Government, the Department of Education that you are doing this assessment Standard with this learning outcome.

70.	D	So that is where Wits really helped me. The other part is about developing my techniques and also that I come back to the class because you know I am this kind of a person. If I want to do something with my learners, and I want them to do something, I will do it first at home and then experience all the challenges and so that when they are busy working and I move around them and then I understand them and just give them tips. So if you, then don't you think, those prompting questions, maybe that if you do it like this it will be more convenient to you, like this and then the learners have learned something. Sometimes I know it is going to be difficult when they come to this stage and I just hope that they learn from this mistake and then after this I say, ok, this is the problem and how can we solve it. Then it gives you know, that helicopter
71.	L	So you give them the space to solve their problems themselves. So you don't tell them how to do it.
72.	D	And also as you say, I give them space also to assess their own work and others work through reflection. You know, there is this thing in our policy document that says that about reflection, learner's reflection and whatever, I did not understand what it was that we must do because I will take the work, sit down and mark it and check and do whatever and then allocate marks.
73.	L	Yes
74.	D	But now, Wits has taught me that give the learners this L04 for expression and communication about their work and be able to, because I will be thinking this learner wanted to, 1, 2 3, 4 whatever and I don't know exactly what. So we will display our work after doing whatever, everybody paste your work there and we sit down on the floor, then we look, then we check, then which one appeals to you. That one, why, because that is my work. Then explain it, this one is about 1, 2, and 3. Then we start getting the whole overview of what, ok, what was on the left side of the mirror when he was doing and also discuss all the work within the group.
75.	L	Yes, because essentially you teaching them to draw and do art, but you are actually want to teach them to express themselves which is easy to come about as a result of art. But I mean actually, that even if they don't go on to do art, you want them to actually have to courage to express themselves
76.	D	And they love that
77.	L	And then also for the others to not be horrible, in that they are not judging people, whatever, they are actually in a space where you can say something but you have got a reason for it. It's not that you are being horrible to that person.
78.	D	Especially if they are guided by the criteria and guided by the

		<p>elements because sometimes their artwork is about this and this element. Yes, the demonstration of good usage of this and this element, then after you display, you check the elements. Do you see the elements of colour there in which work, ok, ja in that one, that work in the middle. Why do you say that because I want to know, that one does reflect much in this because of 1, 2 3, 4. That's when we learn to accept that constructive criticism and the praise, because they say this or that you can see that when you discuss it, okay I should have done and you can also give that what if you were doing that work, if it were me I will have used yellow so that it symbolises whatever and whatever. So it becomes then I managed to engage my learners actively in their artwork. Whatever they do, even after drama the group will participate after participating, we will all sit down and talk about their participation. How was their usage of stage; then we discuss it. The character, were you able to see the character. What makes them able to perform, their costume, was it relevant to the whatever, and things like that, the movement,</p>
79.	L	So you are developing an art language
80.	D	Yes, yes and even the smaller ones, they now follow. It is a bit difficult when you start but then as you encourage them and you don't criticise them and you don't shout at them then they become open and they discuss, ja, they...
81.	L	Obviously like your first year then they are still learning but as you get them in the second and third year, you can see how they have developed this language, hey, that's quite sophisticated
82.	D	Or even maybe pick up something that you do not notice. The way they were using the stage and the other group was doing, there was some distraction and maybe their props were, like you know, and I didn't even notice this because they were
83.	L	And teaching them this language, it's awesome. Um, we've probably covered this, what parts of the ACE Course you use in your teaching? Just about everything, hey? I mean 'cause now you have got the techniques that you were taught at the ACE Course to do whatever project you can come up with. So it's not necessarily all the projects from the ACE Course, but you have now got the skills to do any projects
84.	D	Any projects
85.	L	Any projects that you come up with.
86.	D	Ja, any projects from fabric painting, you know, tablecloth making they know, we renew tablecloths, if there is a tablecloth with stains or whatever, then we can bring it to school and we buy fabric paint and then we redecorate and we use a darker colour to cover the stains and whatever, and then we have a new tablecloth with new paint and then we take it home

87.	L	Yes, it's an element of recycling, hey?
88.	D	Yes, we recycle
89.	L	Um, did you, you've just done your Teachers' Diploma
90.	D	Yes
91.	L	And then the ACE Course. Ok, so then were those courses in that Teachers' Course that were also beneficial to you? Other than, sort of aside from the ACE Course?
92.	D	At Wits?
93.	L	No, at your Teachers' College?
94.	D	Ja, at school there is a method, we learn the method, how to A part of teaching. Ja, that's what I have learned in school. And it really inspired me to become, I didn't want to be a Teacher at first. I wanted to do Law.
95.	L	Ok
96.	D	When I finished my matric, I wanted to do Law and my parents wanted me to become a Nurse, because my Mom was a Nurse, she used to run the Clinic, the Village Clinic, and we used to be with her there and I displayed a lot of experience and knowledge and the love, because I was still very young,
97.	L	Well, you obviously loved people?
98.	D	Ja,
99.	L	Well I mean that is evident in teaching as well
100.	D	Ja, I will be there every time she is helping people then she would ask me to bring this or bring that, and sometimes I would even, "No Mom, can we do this or can we do that? Sometimes, um, she can be woken up in the middle of the night. People during the Festive Season that have been stabbed or whatever, coming for stitching and whatever, I will be there. I was not afraid of blood, whatever. I would be there giving her swabs, giving her whatever, helping her with and I would know most of the equipment in nursing that they are using. So they thought this is going to be a nurse. But when I grew up I didn't want to be a nurse. They applied for me because my mother was a Matron in the hospital and they applied for me and I was taken in one of the hospitals locally and then they gave me some of the forms to fill in and return them - I didn't want to. Then after a year they, my aunt gave me the forms from the college, they were opening a college in Limpopo to fill in and return them. I just did not fill them in
101.	L	Was that for Nursing as well?
102.	D	No, for Teaching, but I wanted to be a Lawyer. I wanted to help people, and then Ja, then I received Jesus as my Lord and Saviour

		of my life. Then through teachings and prayer and whatever, and meditation, I thought no, I cannot be a Lawyer because I sometimes have to lie for people and things like that, then I cannot lie. That's when I realised, that no, I do not want to do Law and then I got married and moved in with my own family, I got children and then I went to the college for teaching. Before I went to teaching, one of my relatives was the principal of Tsabang, one of the local schools, the there was a space for private teaching. She came to me, "can you come and assist us here?". And then I went to assist and I developed that love and passion for children and after that I wanted to start at the college.
103.	L	But that makes it so much nicer when you actually know what you want and you go and study, because most people, you will just fall into something. You actually made a conscious decision
104.	D	Ja, that's when I knew that I wanted to become a Teacher, after that I know that I cannot divorce myself from those kids, and I just wanted to be with them. Then after that I decided to go to college, I went to the college and applied
105.	L	How long up until now is it that you have been teaching? How many years?
106.	D	This is my eleventh year
107.	L	Eleventh year?
108.	D	Yes, this is the twelfth year, it's the twelfth year
109.	L	And you still love it – still like the first day you started?
110.	D	Yes and even my learners, they love me. When I came to fetch you down there, some of the learners they arrived at the Senior Primary School, the one that we have split with them. So every now and then when they have time, they come to me and Mam, we still want to do Art, why don't you come to our school
111.	L	Oh
112.	D	So now I have opened a Small Community Art Centre for young people. They are a crèche, so then the crèche is operating during the day and after when they knock off then I go there with the young people. We do drama, we do dance, and we do visual art in our spare time, on Tuesdays and on Wednesdays.
113.	L	That's amazing
114.	D	Now is just closed because they are busy with the examinations, the older ones who are passed Grade 9. Most of them, because after Grade 9 and Grade 10 there is no art and they still love art. They came back to me, no, we cannot continue like this, we want to do art and at school there is no art. So what now, can't you help us and then we started looking around and they found the place and came back to me. We found a place, can you help us

115.	L	The children found the place?
116.	D	Yes, the children found the place and we negotiated with the lady there at the crèche, and then can you help us? Then I went there to verify with the lady. The they came to me and said they wanted a place and they wanted to do art and you need an adult with you. The they said it was there, and she said, no we can come, then we started using her place. Ja, they love art
117.	L	So obviously, your passion, hey? You're shooting it into the children?
118.	D	Ja and Hilda also inspired me.
119.	L	Okay,
120.	D	Ja and the late Quamie, he was the guy from Ghana. He was my lecturer and was working Hilda and then unfortunately he passed away this was is in my second year. That is when Bronwyn Finlen came in, he was just so wonderful.
121.	L	It's just so nice to have those, and I suppose anything you study or do, you have always got a mentor or someone you look up to, and they were yours?
122.	D	Ja
123.	L	Your inspiration
124.	D	Ja, they really inspired me.
125.	L	And um, we have talked about all the positive things, are they any negative things, that um, the ACE Course has put onto your teaching?
126.	L	Ja you there is not going to be good all the time. What I have realised that Wits through their skills development in art, they are more focused on visual art than on the other disciplines of drama, dance and music because most of the time when you go to Wits they will do visual art with you and Quammie most of the time,
127.	L	Ok
128.	D	Sometimes you weren't once in a term, they will be busy having drama, maybe for that day only, that Saturday only
129.	L	Oh
130.	D	And that is when the drama lecturer will come in, then after another ten, then one music actually will come in. Then so we are not able to balance the whole art, because art is all about the four disciplines.
131.	L	Yes
132.	D	So that is where, you know, we were lacking in terms of music because especially I am not very good in music, you can even hear

		my voice is very, very hoarse. Ja, I do sing and I like music a lot, but we do not have that ample of time to deal with the elements
133.	L	Do you feel that you do in your art class mostly visual arts as a result?
134.	D	Ja, in a way I do, but because I am this kind of a person who, you know, I like to research and to find information for myself. If there is nothing available, I will go out and try to find. I do research and do find out what is this for and how can I use it and how can I compose my own music. Then I come with the little that I have and I teach my learners. Sometimes it is not up to that standard, but I don't just sit and say I am not good in music, I cannot do it.
135.	L	Do it
136.	D	Ja, so I do something. Then I go to my curriculum implementer and say Mam, in terms of this and so on, I did 1, 2, 3, and 4 with my learners, can you please check and see if I am on line. So, I do something, but if Wits were able to equip us also in the other disciplines, I will be a better teacher at Art, because Ja, it is true that I mostly do visual art because visual art is an in born thing. To me it is an in born thing, something that is inside me, but I was not knowledgeable in drama, dance and music. So my learners tend to suffer a little bit when it comes to those other disciplines. And also, their problem is that it is not structured in such a way that it covers everything, especially because there is, let me say, about 70% of time, um, focused on education. I did education at school as a teacher
137.	L	Like the theories of education
138.	D	The Theories of Education, I did do that at the college, but now I did go to Wits for arts, but I cannot do arts just as plain as art. So most of the time I must attend, we would attend from Monday to Saturday. So I will attend from Monday to Thursday, I will be attending Education lectures then on Friday and Saturday, only those two days I will go for visual art, strictly visual art. There was a little time allocated for arts than education whereas we do have education. So if maybe in future they will try to balance, because I understand that I cannot just be an Art Teacher without education to try and balance them because our art is our specialisation.
139.	L	Mmmm,
140.	D	So if I go there to specialise in Art, let us devote more time to Art than the other things.
141.	L	Yes
142.	D	And let us take art into reality and let us not demarcate it, let it become an art and all the disciplines.
143.	L	Ok, so that is your only fault

144.	D	Ja,
145.	L	Because you needed to if your were doing the ACE Course you needed to have done tour Teachers' Diploma already, hey? That was sort of an entrance level
146.	D	Yes, that was my entrance level. But when I arrived there I had to do Education again.
147.	L	And was it similar stuff to what you had done in the college?
148.	D	Ja, most of the stuff was similar to what I had done at the college.
149.	L	Ok, I didn't realise that. And then um, since doing the ACE Course, have you noticed the change on how you would view other people, or have you always been a certain way? Did the ACE Course influence you?
150.	D	Ja, in a way it influenced me. Because now I will attend workshops with other Art Educators, then I will realise that so many people are still in the dark. Then you know, I will look at them and say, if may be we were given that chance, all of us, our Art will be in another level, it would have taken another dimension. Ja, and also now, I used to be very strict in my assessing, in my classroom, and when I assessed, I used to be a perfectionist. I wanted my learners to do it, if you cannot do it you must just do it and you just have to do it. So Wits has taught me about this children's art and also to, you know, not to be judgemental. Especially when assessing because art is all about improving. So I will look at the learner's work and say then what did you do here, without even having sight of the story.
151.	L	Yes
152.	D	And also just in life art is very much influential. I am now more interested in more cultural movements, what is it that they are doing. How is it that they do this, where does it come from. The history behind that, the meaning and whatever, those rituals that we do in our culture. You know, when you grow up you are only told we do this like this. The we do it because your elders told you this is how. But now before I do anything I sit back and look at it and then want to know what is it, what benefit will it and also where does it come from, what does it symbolise and things like that.
153.	L	So you are more like inquisitive and enquiring
154.	D	Yes, then I don't do just whatever we are told to do.
155.	L	Yes
156.	D	Ja, we do that. But now its different
157.	L	And um, well obviously I can see the classroom decorations. Even though you moved, so when you moved to that classroom, what

		they do there they put up in their classroom. So this is just the children of this classroom?
158.	D	This is the character of this classroom, all the other classes I go after doing, it's just the samples. Some of the work we just put at the back there and then at the end of the year everybody takes his or her work, and then we work together to chose which one should we put on the display wall and why and then we discuss and at the end of the day we come up with one
159.	L	So you negotiate
160.	D	We come up with one or two samples and then we put it there. This was our collage on different National flags. Different national flags and Zambia and whatever and then we collaged them together into Africa. This is South Africa, all Africa coming into South Africa. The whole World coming to Africa. That was our theme for 2010 World Cup.
161.	L	And um, since doing the ACE Course do you do your lessons differently?
162.	D	Yes, differently
163.	L	I mean, other than, you have obviously learned new techniques and stuff, but do you approach planning your lessons and actually doing your lessons in class differently
164.	D	It is very much different from the template of my preparation, my preparation template. I designed my new one because I gained more knowledge and more experience with the Wits ACE Course. When I came back I looked at the one that I was using, then it was not user friendly anymore. Then I designed my own, I took it back to my CI saying "can I use this one instead of this?" Then they said "What is this" and I would have to explain. Ok, no, if it is user friendly to you and you understand it better, continue with it.
165.	L	Then use it
166.	D	The after that we had a few meeting with the Teachers, other teachers teaching art from Grade 6, and said how about this one. Then I explained it to them that it is better and even more advanced than this one and then the school adopted it. So we are using a different template from the one that we received from our circuit and also ja, in my books, some of my support material, I will meet this thing about "Stimulus exercise", "Warm up exercises", but I did not know how to incorporate them into my lesson and whatever and didn't know exactly where do they fit in. But now my approach in my presentations is different through ACE Arts because I have learnt how to use the "Stimulus" and what is the "Stimulus exercises" and how should they be used, you know. I can say now that today we are going to draw, we are going to do maybe textural drawing. Then I will come up with

		different, you know, materials from different textiles; put them on the table, then allow learners to move around the classroom and touch whatever, see whatever and feel whatever. Then they close their eyes and describe their experiences when they were moving around the class and touching and holding, whatever. Then come back and sit down and explain that interest and why and can you put it into practice.
167.	L	So you are not just jumping in.
168.	D	That was the “stimulus”, it was stimulating them and aroused their feeling about texture and whatever, and then you know bring their thoughts wild about a drawing. So when they sit down and start to draw, then they feel it. They actually feel it, because they have been, you know. So now I understand why “Stimulus exercises” are and how can I use the exercises to stimulate my learners towards the activity that they are going to do.
169.	L	So as to get a better result and guides them because of it.
170.	D	Ja
171.	L	Ok. And you said currently you are teaching art and natural science. Do you think in natural science that you have brought in some of your art thinking
172.	D	A lot! Ja, that is when I realised that what is this integration. What is this integration when you say “it integrates with this learning area, where and how”. Now I understand because, ja, most of my art, like those collages there, is different types of trees. It was natural science, but we did a collage on it. So the learners they understand more. Also those ones about the fruits and the flowers. We are doing flower implants, sexual reproduction in plants and that this part is natural science and this part is art. So you know, you will draw the flowers, then I will also use the elements of art when they are drawing. They are drawing a flower, but the flower cannot, it must be a three dimensional, no, those are the elements that I took from art and culture. The use of colour, how they use their colour, the light, the darker, the tones and this is from my experience in art. Also, how they collage their work. It is my experience from art. So to me it is inter-acting.
173.	L	And it’s also not only your elements of art, but you are trying to be creative in how you teach science.
174.	D	Ja, and then it makes them not forget, you know.
175.	L	Yes
176.	D	Once they are actively involved in whatever they are hearing, you hear me teaching because in natural sciences you stand there and lecture to them about whatever, they go through a book, but once you actively involve them, whatever they did with their own hands, they collected material, they come and paste, they don’t forget easily. Even in the class we’ll say, maybe we are going to do

		an activity or a task or a test – do you still remember? “Yes, Mam, the collage, we did – 1, 2, 3, 4 - then what are we going to do about it? They don’t forget it that easily.
177.	L	Yes, exactly, that is the point. You want them to have the knowledge without going to study it for the exam.
178.	D	Ja, so they do understand better when we, you know, we interact with their learning material
179.	L	Yes
180.	D	Also it helps, the experience from art, it really helped me and is also benefiting the learners.
181.	L	Ok now we are sort of moving onto ACE Course, we have done ACE Teaching, now ACE, your private life at home. Have you since the ACE Course, do you dress differently, is your confidence up, have you decorated your house, do you – when you invite people over, do you decorate the table in a way that you wouldn’t have done before the ACE Course because you have developed this “arty” mind. You can’t just leave it at school!
182.	D	Yes art has influenced my life a lot. Ja, I do things differently. I do things differently, we talk differently. How I communicate with my children, with my husband is different because of the influence in art. You know, as you mentioned about decorating your table differently and decorating your house differently, ja, I do a lot of things differently at home. I think a lot about art everyday. When I am seated in my kitchen, I say, no that colour there and it has also influenced my
183.	L	Oh ok,
184.	D	I remember one day I went for shopping a very contrast colour to my kitchen. Then my younger son said, Mom, “why, why did you do that?”. I said “what”. “Did you change the colours?” “What about the colour?” “It’s nothing like this in the kitchen”. “It’s very much out, Mama, it’s very much out, out, out!” And I just bought it because it was on special and it was that colour.
185.	L	Yes
186.	D	So I wanted the mop, broom and bucket, cleaning bucket and then I took them, they were all green..... Why green? So then before they didn’t question, so now when I do my house they lock my kitchen, because you need a kitchen white and silver, black and silver and then everything in the kitchen is just white, white or black. The plates or whatever. If I come up with something else, then they ask “why did you take this and why did you take this. I took it from the market, then what are you going to do with it? But Mama look at it, there is nothing..... because I influence them.

187.	L	Yes
188.	D	Ok
189.	L	Let's continue
190.	D	So even in my clothes, even to my children I still say it goes together with this one, but like this one
191.	L	Yes, like your ring
192.	D	They will put their clothes on and say Mummy, how can I say no, but your shoes does not match. Hilda used to say to me, you cloth art, you drink art, you eat art and sometimes your shoes, whatever because when I get into the shop and I choose my clothing there is something artistic about it. Even the principal used to say that to me. Phew, this is an art and I like to now, I like to design my own clothes. I design my own most of the time.
193.	L	Ok
194.	D	I design my own clothes. I cannot do the sewing but there is someone there who is doing my clothes.
195.	L	Because you know it is a reflection of yourself.
196.	D	Ja, that is normally me. The me I want is like this.can you do something like this for me? Material wise, and whatever.
197.	L	Yes
198.	D	In my artist, even now as I am speaking , I'm busy redoing my house. So every time will argue with my husband, no this must be like this, no I want this corner to be like this. Why? Because I want to put, already in my mind I want to make this special corner where I want to put the photo of my family and whatever here. But in the past it wasn't like this, it was just a house. As long as there was space enough I can live in.
199.	L	So now you are thinking in a designer sort of way.
200.	D	
201.	L	And um, I'm sure we have done this - the positive and negative effects of ACE on your life. I mean have there been any negative things on your life, not on teaching?
202.	D	I'm a rubbish collector.
203.	L	Oh, so haven't got any space anywhere because you are collecting?
204.	D	I'm working in the rubbish removal maybe, because sometimes I'll just take my black refuse bag and open people's dustbins because I am looking for something in particular because sometimes my kids are staying here; there is not much material in this rural place, then I need maybe a what, what, what containers

205.	L	Plastic containers
206.	D	Yes, plastic containers for juice because we want to do some, what can I call them, those shakers for them that we put on our legs when we dance
207.	L	Oh yes
208.	D	For when we dance, then our learners can't get them. Then I go house to house, go to the shopping complex where they dump their rubbish at the back, there I'll go, security, may I have an access to that – why I want to collect some, at the KFC I collect those foam plates and whatever, then I bring them to mix our paint to work as a palette and whatever
209.	L	Yes
210.	D	So I collect rubbish – it has influenced my life, make it difficult!
211.	L	Although it does have a positive effect on the children
212.	D	When I go to KFC now they will ask me “Mam, are you looking for the rubbish or are you here to buy something?” Because when I get that side, then I get straws. The we are going to create something, a necklace or something using the straws. Or they will open that big drum then take out the put in my plastic..... Sometimes I need some cans, I need some bottles, then the bottle tops, we are going to do something, then I put them in my bag. People say what is it with this lady?
213.	L	People always look at art people like that, funny hey?
214.	D	Just so, so well dressed and whatever, but opening dustbins and taking things from the dustbin. You see that guy there? I was talking to and I said, “It's you!” “Yes it's you” then he hugged me?
215.	L	Yes, yes
216.	D	It's from the Oxford Publishers.
217.	L	Yes
218.	D	So, we collected rubbish with my learners and we created costumes. I do have the very wonderful dress. So I met this guy on the way and then he took photos of me. Then I realised, no I forgot, this man is from Oxford and they are going to publish my photo without my consent. Then I phoned him, Theo what is your gripe? Theo, you took my photo and then this is no, I am going to publish that. They are going to no; I wanted to show it to my wife. Then now I am asking, do you still remember me? He says no, you have me photo in plastic costume. He says no,
219.	L	Oh shame
220.	D	That's way it is our secret. So we do have one beautiful face through the rubbish we collect. We collect rubbish, we recycle, we

		do handbags, we do whatever. Those that make us windows a world for a second. The region and also because we take the cans and do like this, we do toys – cars and whatever, the aeroplanes, the helicopters and whatever, then the caps, put them together with string
221.	L	So you are teaching them how to also in the future, make money by making things
222.	D	Ja, so it has influenced my life – even at home we don't have space, we don't have space.
223.	L	You need another room just for your art stuff.
224.	D	I wanted to have a special room for my, you know, maybe it becomes my studio
225.	L	Yes
226.	D	My art studio. Mmm, so due to financial constraints, it is a garage, which I cannot use it. It is a triple garage and I said we are going to park it, I am going to park my car there, Daddy, then I am going to use this space
227.	L	Use the extra
228.	D	The now, the Venter
229.	L	So you'll have to put some shelves up
230.	D	So I don't have the Venter, the what
231.	L	The trailer
232.	D	The trailer, we put the trailer there and you know, we African people, we do have a lot of functions, we do have these big pots in our homes, we have stoves, we have you know, "drie voete", then there is no space
233.	L	Oh
234.	D	So I will use anything, any space in my home. I will just, I don't have an easel, I will take bostik, put my fabric on my paper, fix it on the wardrobe, take a chair and sit there, start painting I the middle of the night
235.	L	You make a plan
236.	D	Ja, in the middle of the night when everybody is asleep, then I will start, you know, people don't sleep. Then my husband will complain. Sometimes I will wake up early I the morning, around 5am, 5.30am and decorate my own house. I use my own paintings. I take them for framing, then I put them in my house, because I am decorating my house with my own paintings.
237.	L	Yes

238.	D	And I started after this arts and culture. Before that I was not that confident
239.	L	Confidence, ja
240.	D	So, ja
241.	L	And then, I mean obviously we were talking earlier that you are taking the art classes in Pretoria, is it every Saturday?
242.	D	No, alternate Saturdays.
243.	L	Ok, so just to develop your art and keep you going.
244.	D	Ja, to keep going - twice a month
245.	L	That is awesome. And where do you find new creative ideas from? I know you said that you go to the library a lot. Is it looking through magazines, do you see a TV advert and it sparks something off?
246.	D	Ja, just an advert
247.	L	So it's kind of everywhere hey? There is not specific stuff?
248.	D	I watch Top Billing. Wow, that TV, you know I go to the hotel and I do have two paintings of a loose print and then, I took the idea from Southern Sun Hotel in Nelspruit. It's not exactly but, though the ideas flow, styled from that. Then I looked at it and I said wow, this I like it, but I will do it differently. I like it this way and this way. Then I take it the idea and develop it.
249.	L	So wherever you go you are looking and stealing with your eyes.
250.	D	Yes. I don't go past any, I go to some days a mall there, there is an art shop wherever they are selling the paintings. I will just go there and look at them and love them and feel the texture and research more about the Pablo Picassos, the whatever
251.	L	So the "Masters of Art"
252.	D	Ja, sure, their style - I love it and you know, ja, I like this idea of..... the Pablo Picasso, the, the abstract kind of art. How do come up with this and this. You know, I love art. I cannot go anywhere without it.
253.	L	And I mean with the primary school they are not really forced to do theory. So it's good that you are looking there because you are bringing that to them, hey and the famous, famous arts.
254.	D	Ja, usually to them I explain to them because if you bring any art work here any say something, they are just going to copy it exactly, so I want their own creativity. Usually, I will explain. You know, something like, you know, something that everybody will do it the way she or he understood it and the way she visualised it

255.	L	Because you don't want someone to copy, that's not the point, hey?
256.	D	Ja, if you bring it here and say, "Here you are". Then they cannot look at the style and develop it forever. They just look at it and ok; the teacher wants us to do this. Then they are going to exactly that. Even with the grade 9's, so sometimes I will bring, like they do at Wits, I will bring some of my work or some of my previous learners' work, display them and then explain the
257.	L	The technique
258.	D	The activity or whatever, then say to them you are supposed to start, you are going to do. Some will just take it as it is, with cut and paste as it is. So I don't do that anymore. I try to explain and give them ideas on whatever and also try to move around them when they are busy working, prompt them, ask them questions, then what if now, you know, then the child will bring up something that is very much original and very much appealing to him.
259.	L	Yes
260.	L	Yes and like you say, something you never imagined
261.	D	Ja, ja
262.	L	You never imagined that they could do.
263.	D	Ja, and you know I have realised that once you do something and you know, it becomes, you own it, you own the idea. You love it. I will say to my lecturers, Hilda, Quammie and Bronwyn that, you know, I have fallen in love with this. It is not a wow thing, but because I was able to do it on my own, and then I never thought I would be able to do something of the sort, to me it you know
264.	L	And the fact that like you can remember your very first lesson at the ACE Course, that was that moment of wow, that made you carry on, that gave you confidence, that did everything for you to keep you going, hey?
265.	D	Ja, I didn't know exactly what to expect with ACE, ACE Arts and Culture. I did not know, because someone phones you, come and fill in the forms, there is this, I did not know, I thought maybe it's theory, maybe it's the road to, it's a workshop about, because we used to attend workshops which does not help us in any way. A workshop of one hour, 2 hours, tell you about implementing the LO's but don't give you any skill. How do they do it and how do I assess that? How do I prepare for that lesson? Then I didn't know what but my first lesson, it was yes, yes, this is what I want.
266.	L	I am in the right place!
267.	D	Yes

268.	L	And then do you go to the theatre, do you go, how do you recharge and, or is it just waking up in the middle of the night and doing a painting?
269.	D	Yes, sometimes I imagine something, I wake up in the midst of the night or early in the morning, or sometimes when I am sleeping, no a small, I want to do something like that, then I wake up, I sit down and sketch it, but I also visit the museums. I do visit the art galleries,
270.	L	Ok
271.	D	Especially the JEG. Ja, Hilda introduced me to JEG and I am a regular, I am a regular there. And also there is another cultural museum in Pretoria, Arcadia. I will visit that place.
272.	L	And the Pretoria National Galleries are also lovely, hey?
273.	D	Yes I will, yes, then and also this Universities, they have a lot of art. You go to Wits, you see Wits, there is a lot of art that you see an oasis of art in Wits. You go to UNISA, you know those plastic, you know there is a lot of art there. So, I will visit my daughter there, she is doing a course in UNISA. I will visit her there and then just walk around, then see some of the things and then ask and see if I can take some
274.	L	Get inspired
275.	D	Ja, and take some snaps, some snaps and then I will, you know, ja, I just like watching art. If there is anything, even if I am in the bathroom, my children are on the team, following the team watch – “Mama, come, come, here is something that you will, this lady has created something, then I will come, then we will watch it together. “Oh Mommy”. Sometimes my children will meet someone on the way, clothed in something different or outrageous, then they will ask can I take a photo of you
276.	L	For my Mom
277.	D	Because my Mom will love this. So in a way it has changed my life, it has changed my life, it has influenced my life.
278.	L	Yes
279.	D	Yes and for the better
280.	L	You can’t ever get bored, hey? Because you are looking at so much stuff you can never get bored.
281.	D	Ja
282.	L	Um, oh I’m not going to ask you that because it is has made a lot of good changes. And then, do you think art is important for our existence? Do you think it is something nice to have, or do you think it is actually like essential that we have it?

283.	D	It is very much essential, you know, I don't know how ja, how I lived all this time without realising art, because art is just around. It is all over, around us. You look at the trees, those patterns and the shades, whatever. So if you have the knowledge about art, then you learn to appreciate nature, you appreciate culture and you appreciate yourself, the way in which you appreciate other people. You know.
284.	L	It's gone past art, it's gone past art, hey?
285.	D	Ja, even in mathematics, I used to say, people will say, what does art benefit our learners if they don't even know how to write their names? Or they don't even know how to do their sums or whatever, then I will say "art influenced them to be more observant on whatever they will be doing".
286.	L	Mmm
287.	D	And more reflective on whatever they will be doing and more critical on what, you know art is about bringing out my innermost me. Who am I, what do I stand for and what do I believe in and what am I capable of? So if, I have realised that art was able to boost the self-esteem of our children
288.	L	Our children, yes
289.	D	So when the child has a self-esteem, is confident, is able to approach whatever, she, no, I can do it, it is not difficult because that skill or that self-esteem has learned through art, doing art and expression. Now I can, I can, you know, I can mention the LO's or the four LO's in art, we are interacting with four LO's. One, which is creativity, presenting and interpreting. Then we have two, which is participating and collaborating, working with other people, you know. In that maths when doing sums, there are times whereby we should make collaborative learning, then art teach those learners to be able to solve their own problems, working within the group, be myself but within the group, you know
290.	L	Mmm
291.	D	And then to learn from the others, to be able to criticise constructively and to receive
292.	L	Criticism
293.	D	And without you know, judging myself that I am a failure or whatever – because that is what we do. When we sit down here we look at your art work, then we display it and we talk about it, we give you, you know, then even the learner would develop that esteem, that self-criticism, which no, I should have done it this way and not this way, then we are able to solve your own problems. So art is really, it is the basic of all learning. To me, art is the basic of all learning. I used to look at my granddaughter and

		say “this child is going far, because he is having a first-hand experience in art at home”, and whenever she does things at school, the teacher will just say “this learner, you know, this child, is different from the rest, is different. She knows the colours, she knows how to, you know all those things and you know, she can create – she can understand the basics. You know, so to me art is not just a subject, but is a way of life as we put it. Art is the way of doing things, it is a way of life how we do things. It is how we see things, how we perceive how, you know, and then because that, will make you to be able to learn in other subjects or learning areas.
294.	L	Perfect. I didn’t even have to prompt you and you have told me everything I wanted to hear. Thank you, so that’s it.