APPENDIX A

Professional Development of Educators:
An Illuminative Evaluation of INSET for Life Orientation

Participant Information

Hello,
My name is Zahira Shah, and I am a full-time Masters student enrolled at the University of the Witwatersrand in the Adult Education, training and development course. As part of the requirements for my degree I am conducting a study on the impact of the in-service education and training course offered to Life Orientation educators teaching grade 10, in the 2005 September school holidays. This national training course was offered to educators by the University of the Witwatersrand. I am interested in whether educators' professionally develop within their demanding environments and contexts and whether they are able to successfully implement the Life Orientation National Curriculum Statement in grade 10 after attending the 2005 in-service training. At the same time I would like to find out if this training programme has enabled educators to deal with emerging issues in the Life Orientation classroom, if any. You are therefore invited to assist me by participating in the study as your input will provide valuable insight to this study.

The purpose of this study is to understand whether this step of professional development of educators (INSET 2005) has enabled you to firstly improve your teaching practice and secondly how it has equipped you with the necessary skills to deal with the emerging issues not only in the curriculum but in the Life Orientation classroom itself.

Your participation in this study is voluntary and your responses will be treated with the strictest of confidence. Should you decide to participate, you have the right to withdraw from this study at any time without consequence. Confidentiality and anonymity of you, your locations and views expressed in the study will also be handled with great care. Your school name will not be mentioned in the study and suitable fictious name will be used instead. Your school name will not be mentioned in the study and a suitable fictitious name will be used instead. The first letter of your school name will be used to identify a suitable fictitious school name that will be used to identify you and the school, e.g. Kennedy Secondary School-Teacher K for Name of School. The questionnaire, observations, documents as well as the interviews will be coded with this identity code so as to correlate all data.

The information you provide me with for this study will not be shared will anyone except my supervisers of this study and the external examiner. All data acquired from the observations, questionnaires, interviews and documentation will be retained as long as it is necessary to complete the final write up and submission of the research report to my supervisers' and examiners satisfaction. The data will be destroyed one year after the study is finally assessed.

Please feel free to ask any questions regarding the study either before participating or during the time you are participating. I will be happy to share the findings of my study with you once the research is completed. You may contact me by phone 0000000000, or e-mail Zahira_saphire@yahoo.com.

Thank you for your time.
Zahira Shah

APPENDIX B

Professional Development of Educators:
An Illuminative Evaluation of INSET for Life Orientation

Institutional Consent Form

Hello,
My name is Zahira Shah, and I am a full-time Masters student enrolled at the University of the Witwatersrand in the Adult Education, training and development course. As part of the requirements for my degree I am conducting a study on the impact of the in-service education and training course offered to Life Orientation educators teaching grade 10, in the 2005 September school holidays. This national training course was offered to educators by the University of the Witwatersrand. I am interested in whether educators' professionally develop within their demanding environments and contexts and whether they are able to successfully implement the Life Orientation National Curriculum Statement in grade 10 after attending the 2005 in-service training. At the same time I would like to find out if this training programme has enabled educators to deal with emerging issues in the Life Orientation (LO) classroom.

The purpose of this study is to understand how this step of professional development of educators (INSET 2005) has enabled LO educators to firstly improve their teaching practice and secondly how it has equipped them with the necessary skills to deal with the emerging issues not only in the curriculum but in the LO classroom itself.

Your school is therefore invited to participate in this study as your input will provide valuable insight to this study. Educators who have attended the 2005 LO in-service education and training for grade 10 and who are currently teaching LO in grade 10 will form part of this study. The procedures to be followed if your school decides to participate will require the LO educator to be observed while teaching LO in grade 10. I will interview the LO educator as well as ask him/her to complete a questionnaire. Access to documents like lesson plans, training notes and assessment rubrics will also be greatly appreciated to conduct document analysis.

An application to request permission to conduct research at your school has been lodged with Gauteng Department of Education at the relevant district and provincial offices. Their permission to conduct the research has been approved and is attached to this document.

Your school's participation in this study is voluntary and responses will be treated with the strictest of confidence. Confidentiality and anonymity of your school, participating educator and views expressed in the study, will also be handled with great care.

Your school name will not be mentioned in the study and a suitable fictious name will be used instead. The first letter of your school name will be used to identify a suitable fictitious school name that will be used to identify you and the school, e.g. Kennedy Secondary School- Teacher K - (Name of School). The questionnaire, observations, documents as well as the interviews will be coded with this identity code so as to correlate all data.

Should your school decide to participate, you have the right to withdraw from this study at any time without negative consequence for you. Please sign your consent with full knowledge of the nature and purpose of the research procedure. A copy of this consent form will be given to you to keep.

I, (Full Name) _____ understand the nature and conditions of the study, and give my consent for this school to participate in the study.

Signature of Participant School Principal/HOD Date

APPENDIX C

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries : Shadrack Phele (MIRMSA)

Tel. no. : (011) 355 0285

2 October 2007

Ms Shah Zahira
[redacted]
Kensington
2094

Dear Ms Shah Zahira

PERMISSION TO CONDUCT RESEARCH

The Gauteng Department of Education hereby grants permission to conduct research in its institutions as per application.

Topic of research : "Professional Development of Educators: An Illuminative Evaluation of INSET for Life Orientation".

Degree : Master of Education

Name of university : University of the Witwatersrand

Participating schools are:

- H[redacted] Secondary;
- M[redacted] High; and
- B[redacted] Park High.

Upon completion of the research project the researcher is obliged to furnish the Department with copy of the research report (electronic or hard copy).

Wish you success in your academic pursuit.

Sincerely,

p.p. Shadrack Phele (MIRMSA)

TOM WASPE
CHIEF INFORMATION OFFICER
Gauteng Department of Education

Office of the DDG IS & KM (CIO)
Room 1807, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-1314/1307 Fax: (011) 355-0734/0833 E-mail: tomw@gpg.gov.za or shirleyh@gpg.gov.za

APPENDIX D

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3007 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

STUDENT NUMBER:
Protocol: 2007ECE103

Mrs. Zahira Shah

27-Sep-07

Dear Mrs Shah

Application for Ethics Clearance: Masters in Education

I have pleasure of advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

Professional Development of Educators: An Illuminative Evaluation of INSET for Life Orientation

Recommendation:

Ethics clearance is granted

Yours sincerely

Maisie Mabela
Wits School of Education

Cc Supervisor: Prof. J Castle & Ms. D Engelbrecht (via email)

APPENDIX I

Teacher ID Code-

Professional Developement of Educators:
An Illuminative Evaluation of INSET for Life Orientation

Educator Questionnaire October 2007

Note for completing this questionnaire
The following questionnaire will take you approximately 30 minutes to answer. Please tick when asked to indicate your response and write in detail when asked to explain or comment. May I ask you to respond as honestly as possible to help me gauge the impact of the in-service training on you and your teaching.
Your willingness to participate in this questionnaire is greatly appreciated.
Thank you very much.

Zahira Shah

1. Biographical Information and Previous Training
Please tick one response only

a) What is your status in the school you teach at?

- □ Educator
- □ HOD
- □ Deputy Principal
- □ Principal
- □ Other (please specify)

b) What are your qualifications?

- □ 2 year diploma
- □ 3-4 year diploma
- □ Bachelors degree
- □ Honours
- □ Masters
- □ Other (please specify)

c) Please indicate which age category you are in?

- □ 20-30 yrs
- □ 30-40 yrs
- □ 40-50 yrs

□ 50-60 yrs

□ 60-70 yrs

d) How many years have you been teaching?

□ 0-4

□ 5-9

□ 10-14

□ 15-20

□ 20 years +

e) What were your major subjects?

_____

_____

_____

_____

_____

f) How many in-service training programmes have you attended in the past 5 years?

_____

_____

_____

g) Did you attend C2005 training? If yes, how do you think it has prepared you to teach Life Orientation?

_____

_____

_____

_____

h) How many years have you been teaching Life Orientation?

_____

2. INSET 2005- Life Orientation (LO)

a) Why did you attend the in-service training for Life Orientation in 2005?

b) Select the option that best describes how the content was dealt with at these training sessions.

- ☐ Thematically
- ☐ Per learning outcome
- ☐ Policy driven
- ☐ Assessment driven
- ☐ Curriculum planning driven

c) Did you find the organization of the content useful for your own teaching? Please explain.

d) In what ways, if any, has the LO training benefited you personally as a professional educator? Please name the benefit/s to your teaching and give an example of a benefit?

e) In what ways, if any, has the LO training influenced your teaching? Please name the benefit/s to your teaching and give an example of a benefit?

f) In what ways has the LO training not benefited you and your teaching?

g) Life Orientation has incorporated what once was guidance, religious education, health education and physical education into one learning area and its outcomes. After having attended the in-service training for LO in 2005, which of the following learning outcomes in LO are you most confident to teach? Please explain why.

□ Learning Outcome 1- Personal Wellbeing

□ Learning Outcome 2- Citizenship Education

□ Learning Outcome 3- Recreation and Physical Wellbeing

□ Learning Outcome 4- Careers and Career Choices

h) Which of the following learning outcomes in LO are you least confident to teach? Please explain why.

□ Learning Outcome 1- Personal Wellbeing

□ Learning Outcome 2- Citizenship Education

□ Learning Outcome 3- Recreation and Physical Wellbeing

□ Learning Outcome 4- Careers and Career Choices

i) Since attending the LO training what new methods have you used to teach?

j) Have training manuals and materials you received during the LO training benefited your teaching? Please tick one response and provide an explanation for your answer.

□ Yes

□ No

k) If you were to compare the LO training to any other INSET programme you have attended, how would you describe the LO training?

_____

_____

_____

l) What issues emerge in your classroom, which are not covered in the LO curriculum. Please give examples. How do you deal with these issues?

_____

_____

_____

_____

_____

3. Professional development and growth

a) Were you motivated by the LO in-service training? Please give reasons why.

□ Yes

□ No

_____

_____

b) Was the INSET managed in a way that encouraged the following? To

□ facilitate change in a dynamic society

□ support and maintain the good social order

□ promote productivity; and

□ enhance personal growth.

c) What was the most valuable aspect of the LO training you experienced personally?

_____

_____

_____

_____

d) Do you think attending regular professional development courses/ in-service training is necessary?

□ Yes

□ No

Why? Please justify your answer by providing reasons.

e) How often do you suggest teachers should attend professional development /in-service training? Why?

f) What do you suggest should be addressed in these training sessions?

g) Can you suggest other ways in which educators within this learning area and band can professionally develop?

h) What does lifelong learning mean to you?

i) How do you personally ensure/ encourage lifelong learning as an educator?

Thank you very much for your time.

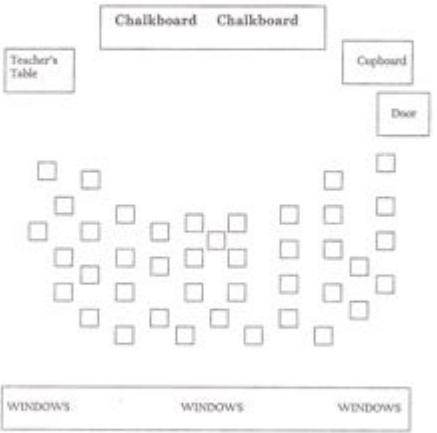
APPENDIX F

Appendix F

Classroom Plan and Seating Arrangement

The classroom arrangement will also be noted so as to provide more depth to the observation. The classroom arrangement will take note of the number of learners, the table arrangement and the general setting.

E.g



APPENDIX G

Observation Sheet

Date | Time
School | Grade
Theme/ Topic

Time	Teachers words	Actions

APPENDIX II

Professional Development of Educators:
An Illuminative Evaluation of INSET on the implementation of Life Orientation in Grade 10.

Proposed Interview Schedule

Teacher's Code: Code:
Date of Interview: Time of Interview:
Interviewer:

Based on the information received from the questionnaires, observations and documents, the following topic guide will be used to direct the interview.

PERSONAL INFORMATION
Training, where, in which subjects.
Employment history.
Status in school.

LIFE ORIENTATION TEACHING
Perceptions of teaching LO, status.
Initiated interest in LO.
Teaching strengths and weaknesses.
Outcome coverage.
Emerging issues.
Dis/advantages for teaching

INSET 2005-LO
Duration- adequate or not?
Most valuable aspect.
New methods learnt.
Outcome coverage.
Materials
School holidays.
Pedagogical techniques.
Personal development
Structure of INSET.
Emerging Issues.
Feelings about group work, peer assessment.
Application of knowledge, skills, values and attitudes to current practice.
Motivated or not, why?

PROFESSIONAL DEVELOPMENT
Value of professional development.
Importance of professionally developing.
Necessity.
Other methods. Brookfield and Beder principles

APPENDIX 1

Life orientation Grade 10 Term 3 Week 2

Lesson Plan

Topic: Socio-economic and other factors affecting career and study choices

LO 4: Career and [redacted]

AS 1: Demonstrate self-awareness and explore socio-economic factors as considerations in own subject, career and study choices.

Resources [redacted]

1. Handout A: 'Self-awareness and socio-economic factors in career choices'
2. Handout B: 'Women in the world of work' in My career, department of Labour, 1998
3. Chalkboard

Introduction [redacted]

In our previous lesson, we looked self-awareness and its influence on subject, career and study choices. We tried to understand the meaning of self-awareness. We had the discussion based on what the learners afforum on our handout A were saying about their ideal careers, what Marlene [redacted] about her job and I gave you an exercise [redacted] factors in the given areas of your own life that could affect your career choices.

* Giving answers (Homework)

Today, as I said in the previous lesson, we are going to focus on other socio-economic factors that can affect career and study choices

Activity 1

Brainstorming socio-economic factors on the chalkboard as learners give their inputs.

Activity 2: Pairs

In pairs, discuss ways in which socio-economic factors (that affect career choices) given in activity 1, can be overcome or dealt with.

Read the case study 'Tattoo - Touching tomorrow' and say how the actions of [redacted] learners (in our previous lesson) overcome [redacted] affecting career choices.

Activity 3: Whole class discussion

~~[redacted]~~ choices

I will read the article, 'Women in [redacted] work' and we will have the discussion based on it.

~~[redacted]~~

Activity 4: ~~Group work~~

In a group of 4, choose one learner who can read the case studies 'Against all odds' and 'Disabled lawyer takes courts to court' for your group. Another learner needs to write down the main points that are raised in ~~these~~ case studies. The third learner will write down how actions that are said in ~~these~~ case studies can help people overcome stereotyping that ~~affect career~~ choices. The 4th learner will present your findings to the rest of class.

Conclusion:

In our next lesson our attention will be on financial factors affecting study choices and choosing career and study opportunities.

LIFE ORIENTATION

WOMEN

IN THE WORLD OF WORK

In the past most of the women have been brought up to believe that a woman's place is behind that of a man - in the workplace, in the home, in the community, during political discussions and in daily get-togethers with friends, family and others. According to this belief women should keep themselves busy with household duties and rearing children. They should also be subservient to male bosses and managers. Men were seen to be the heads of households earning the family income at work.

Today, the situation has changed much, however. The idea that women also have the right to develop themselves and realise themselves in a career has become more acceptable and popular. Women are often in the position that they have to work to help their husbands or partners to bring in money for the family to live from, as life has become very expensive. More often than not women also find themselves in a position where they are the only breadwinner due to circumstances beyond their control. Women's roles have therefore undergone a change - they are not expected to just get married, rear children and do domestic chores. Different demands are put on them than in the past. They are required to play a variety of roles at the same time, namely that of wife or partner to their husbands, mother to their children, worker, household manager, friend to their friends and children to their parents.

If South Africa is ever to reach improved economic efficiency and productivity, more women will have to start working. Women are often the poorest of the poor of our people and if they work to earn a living, the living standard of our people will raise and it will ultimately have an influence on their welfare and health and the crime rate. According to the Central Statistical Service 36 % of all women were working in 1996, while 43,6 % of women were working in the beginning of 1997. Although this figure reflects an increase of women in the labour market, there is still much room for improvement.

Women can and must play a role in their own economic empowerment. In the process they are required to balance their commitments, however, and come out on the other side as calm and effective human beings. If you want to know how to play the balancing game, you will have to take effective control of your life and make some decisions on the choices you have early in life.

The decision-making starts when you leave school and must decide whether you want to study further or not. You will have to sit down and take some time to conjure up a picture of the woman you want to be. You will have to be honest with yourself and decide what your potential (aptitudes), personality traits and interests are. You can list these on a piece of paper if you need to see it more concretely. Based on these you can choose your field of study. You will also have to think seriously about how you will fit in with the career of your choice.

LIFE ORIENTATION GRADE 10 Term 3 WEEK 2

Lesson Plan

Topic: Self-Awareness and its influence on subject, career and study choices.

LO 1: Career and Career choices

AS 1: Demonstrate self-awareness and explore socio-economic factors as considerations in own subject, career and study choices.

Resources

1. Handout A: Self-awareness and Socio-economic factors in career choices.
2. Handout B: 'Stylish 'it' – taken from Huletje's Uniset, issue 51, October 2007
3. chalkboard

Introduction

'Recall period': In our previous lesson, we tried to unpack our understanding of career and discuss some reasons why there is a need for us to have choices when coming to careers.

In our today's lesson, we are going to look at self-awareness and its influence (s) on subject, career and study choices.

Body

Activity 1: Individual work and Pair

On your exam pad paper, brainstorm the concept of self-awareness. Around it write down any word(s) that you think can best define the concept – self-awareness. When you are done, compare your brainstorming with that one written by a person next to you.

Activity 2: Pair

With a person next to you, discuss what the learners shown on our handout A are saying.

Activity 3: Whole class discussion

I will read two sections from 'Sight 'it', namely ① "What are the best parts of your job?" and ② "And the worst...?" and we will all compare what Merlene Williams is saying with what the learners (handout 8) have just said.

Activity 4: Individual work / Homework

On your exam pad, write down factors in the following areas of your own life that could affect your career choice:

1. Yourself - your personality, interests and abilities.
2. Your situation
3. Within your community.

Conclusion

In our next lesson, we will look at other socio-economic factors that can affect career and study choices.

Lowlife + UNCUT, Issue 61, October 2007

Stylin' it

Being a make-up artist/stylist... is that a real job?

You may think being a make-up artist and stylist only entails making celebs look good on TV. Marlene Williams (26) from Cape Town is a make-up artist and stylist; she reveals the different career paths available in her industry.

What do make-up artists/stylists do?
Have you ever watched an episode on TV where a gunshot wound, a chopped-off finger or a sore totally grossed you out because it looked so real and even though you knew it wasn't real, it was terrifyingly convincing? That's all thanks to special effects that make-up artists like myself do, but being a make-up artist doesn't just confine you to working on TV. You can also go into theatre, designing costumes, props, stage settings and applying make-up onto actors/actresses. Make-up doesn't always have to look glamorous and sexy because if the person you are making up is supposed to be a clown, a vampire, a poor person or an alien, your job is to make them look like the character that they are portraying. You could also become a fashion adviser and teach people how to apply make-up and create special effects or you could specialise in weddings, parties, and functions. Helping fashion designers create clothing lines and accessorising their designs or working as a fashion buyer for big clothing stores is another option.

What are the best parts of your job?
Being creative! I love transforming people to look their best and incorporating my personality in my work to introduce new trends.

And the worst...?
There is no worst for me because every obstacle is a challenge that I have a drive to overcome, however you need to be a hard worker to get ahead because breaking into the industry and making a name for yourself is very difficult. You have to market yourself really

PARENTS' INVOLVEMENT REGARDING THE LEARNING OF THEIR CHILDREN

The parents will be expected to do the following:

1. To help their children complete their home-works, to read and discuss some relevant issues, such pregnancy, democracy, rape, etc
2. To encourage them respect their rights, of other people and of their environments.
3. To also encourage them participate in sport activities and other extramural activities in order for them to stay physically fit.
4. To allow their children use DVDs, computers or any technological tool to complete their projects or research
5. To attend school parents' meetings to understand the progress of their children.
6. To encourage their children participate in community projects so that they can accumulate certificates for their CVs.

[redacted] PARK HIGH SCHOOL
LIFE ORIENTATION GRADE 10
WORK SCHEDULE

TERM 1

DATE	WEEK	CO'S AND DO'S	LOS AND AS	TOPIC	ASSESSMENT
10 –12 January 15- 19 January	1 2	CO 1,2,3,4,5,7 DO 2,3	LO 1: 1,3 LO 2: 1,3	Self-awareness Self-esteem	Worksheet Personal reflection journal
22-26 January	3	CO 1,2,3,4,5,7 DO 3	LO 1: 2,3,4	Changing roles and responsibility	Case study
29-02 February 05-09 February	4 5	CO 1,2,3,4,5,7 DO 3	LO 1:3	Becoming an adult	Quiz
12-16 February 19-23 February	6 7	CO 1,2,3,4,5,7 DO 2,3	LO 1: 3 LO 2: 2	Social changes during adolescence	Worksheet
26 Feb-02 March 05-09 March	8 9	CO 1,2,3,4,5,7 DO 3	LO 1: 3	Teen sex	Response to the letters Survey= " ready to have sex"
12-16 March	10	CO 1,2,3,4,5,7 DO 2,3	LO 1: 4 LO 2: 1	Sexual abuse and rape	Worksheet Speaker (if available)
19-23 March	11	CO 1,2,3,4,5,7 DO 2,3	LO 1: 2,3 LO 2: 4	Traditional practices and the life cycle	Research on belief systems v/s sex before marriage

TERM 3

DATE	WEEK	CO'S AND DO'S	LOS AND AS	TOPIC	ASSESSMENT
16- 20 July 23-27 July	23 24	CO 1,2,3,4,5,7 DO 3,4	LO 3:1 LO 1:1	Healthy lifestyle and physical fitness.	Designing fitness programme
30July-17 August	25 27	CO 1,2,3,4,5,7 DO 3,4	LO 1: 1 LO 3: 2	Participate and practise skills in a variety of games and sports.	Worksheet Field work (Practical demonstration)
20-31 August	28 29	CO 1,2,3,4,5,7 DO 2,3,4	LO 2: 2 LO 3: 3 LO 4: 2	Sports in media	Worksheet (bias) A policy for fair sport practices (design) Cycle Test (22 August 2007)
37-14 September	30 31	CO 1,2,3,4,5,7 DO 2,3,4	LO 3: 4 LO 2: 1	Participating in environmentally responsible outdoor activities.	Class discussion Walk Report back
17-21 September	32	CO 1,2,3,4,5,7 DO 1,4,5	LO 1: 1 LO 2: 2 LO 4: 1	Self-awareness And socio-economic factors in career choices.	Worksheet (personal reflection)
*24 September Heritage day					

TERM 4

DATE	WEEK	CO'S AND DO'S	LOS AND AS	TOPIC	ASSESSMENT
01-12 October	33 34	CO 1,2,3,4,5,7 DO 1,4,5	LO 4: 2	Diversity of jobs within different economic sectors.	Research project
15-26 October	35 36	CO 1,2,3,4,5,7 DO 1,4,5	LO 4: 3	Trends and demands in the job market and the need for lifelong learning.	Case study
29 October- 29 November	37 38	CO 1,2,3,4,5,7 DO 1,3,4,5	LO 4: 2 LO1: 1	Study skills	Class discussion
12 November- 30 November	39 41	EXAM	EXAM RESULTS	EXAM	EXAM

LTMS

1. Oxford successful Life Orientation Grade 10
2. Newspaper and magazine articles
3. Other books on democracy, diversity and values
4. South African Constitution
5. Books on career choices

TASK REQUIRED

1. **Two tests**: 2 cycle tests (terms 2 and 3)

2. **One practical assessment task**: Practical demonstration (field work (term 3)

3. **Two other tasks**: Design fitness programme, Research assignment (policy for fair sport practice), a survey ("ready to have sex" or "sex before marriage")

4. **Two external certificate tasks:**

a. A copy of ID
b. A copy of any certificate of participation (sports, community projects, educational projects, etc)

APPENDIX J

Self-Esteem, Values & Goals

LEARNER PORTFOLIO ACTIVITIES

Activities:

The following activities are to be written in the form of magazine articles. Marks will be allocated for the content of the articles as well as creativity and presentation.

1. Design a Cover for the magazine. This is a magazine that must specifically be aimed at teens, helping them deal with the issues of growing up. Decide on an appropriate Title for the magazine. Make sure your cover is suitably eye-catching with visuals and the choice of article titles. Ensure that your cover appeals to teens with a healthy self-esteem as well as teens who wish to improve their self-esteem.

(10)

2. You are a writer responding to letters in the magazine's help column. Provide advice to the following readers on how to overcome the following self-esteem related problems:

My mother constantly tells me I am stupid and makes me feel useless. I really want to do well at school to make her proud of me, but I don't know if I can do it. Please help.
- Stupid

Help me, I am desperate. My best friend keeps shop-lifting and says she can't help herself. Her parents buy her everything she could ever want, so why does she do this. She's going to get into BIG trouble. How can I help her.
- From A concerned friend

(20)

3. Write a profile on a sporting star or celebrity that you admire. Include information on how this person achieved success, and the values that they embody, that you admire. (about 100 words)

(10)

4. Write a brief action plan on time management for teens. Explain how to make the most of your time: including studying, sport, hobbies and recreation time.

(10)

Assessment Rubric:

Criteria	1	2	3	4	5	6	7
Cover- adheres to brief: eyecatching to teens, appropriate title, suitable article titles							
- creativity & originality							
Help column – identifying all the issues							
- providing useful, practical advice, - appropriate to teenage readers							
Celebrity Profile – achievement of success							
- identification of values							
Action plan – appropriate to teens							
• practical advice that can be - easily implemented							
Presentation – attractive & original							

Total: _____
50

RUBRIC FOR PAT 3: BALL HANDLING SKILLS [50]

CRITERIA	INDICATOR	MARK ALLOCATION	POSSIBLE MARK	MARK OBTAINED
Batting Skills	Is the learner able to bat?	• Excellent (6-9) • Average (3-5) • Poor (0-2)	9	
Pitching Skills	Is the learner able to pitch the ball?	• Excellent (6-9) • Average (3-5) • Poor (0-2)	9	
Catching Skills	Are catching skills acceptable?	• Excellent (6-9) • Average (3-5) • Poor (0-2)	9	
Throwing Skills	Is the learner able to throw the ball to the teammates?	• Excellent (6-9) • Average (3-5) • Poor (0-2)	9	
Team Spirit	Does the learner promote team spirit?	• Excellent (5-7) • Average (3-4) • Poor (0-2)	7	
Umpiring Skills	Does the learner have umpiring skills? Has the learner been paying attention?	• Excellent (5-7) • Average (3-4) • Poor (0-2)	7	
TOTAL MARK OBTAINED				50

PRACTICAL ASSESSMENT TASK 3: (1st TERM)

BALL HANDLING SKILLS IN ROUNDERS

1. Each learner must get the opportunity to pitch the ball towards the batsman of the opposing team.
2. The batsman will stand approximately 8-10 metres away from the pitcher as illustrated.
3. The pitcher must place the ball between hip and shoulder height of the batsman.
4. If the batsman is unsuccessful in making contact with the ball, he or she may be given 2 more opportunities, in other words, 3 opportunities in total.
5. Should the pitcher deliberately fail to place the ball in the designated area, whether it be due to lack of skill or unsportsmanlike behaviour, he or she will not receive any marks for pitching. (Principle of sportsmanship and etiquette).
6. As soon as the batsman has connected the ball with the bat, he/she must immediately run towards the first station and may even proceed towards the rest of the stations in the event of having hit the ball hard enough and the ball not having been intercepted by the fielding side.
7. Each pitcher may only pitch the ball to one person (maximum of 3 pitches).
8. Should the batsman fail to make contact with the ball at all, he/she will lose marks for the "batting" skill.
9. The batting side has to move in an anti-clockwise direction as indicated.
10. Should the batsman hit the ball hard enough, he/she may progress to the "home" provided that he/she has touched base at each station and that he/she does not overlap with a player already occupying a station.
11. A run-out situation can also occur should the ball be thrown to a fielder occupying a station and the fielder catches the ball before the member of the opposing team gets to the station.
12. There may be only one member of the batting side at a station at any given time.
13. The fielding side may only have one person at each station, the pitcher occupying the pitching base and then 2 more outfielders. The educator may rotate the fielders in order to assess different skills.
14. The batting side starts off with the batsman batting. As he/she progresses from station to station, the amount of players in the batting side on the field will progress, but will never exceed 4 players at any given time.
15. The umpire (must be a learner) must ensure that all learners follow the rules.

ROUNDERS (Playground lay-out)

(* Distance between stations = 15 – 20 metres)
(* Direction of play is anti-clockwise.)

Unit 2

Participate in sport taught by peers developing umpiring, administrative, organizational and leadership skills

Volleyball

Volleyball is a team sport played by two teams on a playing court divided by a net. The object of the game is for each team to send (volley) the ball over the net and ground it on the opponents court and prevent it from being grounded on its own court. It team is allowed to hit the ball 3 times before returning it over the net. A player may not hit the ball twice in a row. Volleyball requires specific ball skills. Let's learn and practice these skills now.

Do you know?

There are 800 million players who play volleyball at least once a week.

The serve

Underarm serve

The underarm serve is the most reliable and accurate serve.

1. Stand side-on to the net with feet shoulder width apart.
2. Take your hitting hand back and make a fist which provides a flat hitting surface.
3. Move your weight to your front foot as you swing through.
4. Hit the ball underhand and follow through with your hitting arm towards your target.

Overhead serve

The second serve we will practise is the overhead serve.

1. Move both sides of the net, stand with your feet shoulder width apart and hold the ball at eye level in front of your body.
2. Look over your back foot, toss the ball up and swing your contact hand into the 'back scratch' position.
3. Now move onto your front foot and swing your contact hand forward. Make contact just above head height with an outstretched arm and a very firm, open hand.

Practice Time

Now practise these serves a couple of times and see how clearly does your aim or height.

The dig shot

The dig shot is used the most in a game as we need to learn to do it well.

1. Lay the fingers of one hand across the fingers of your other hand and place your two thumbs together.
2. As the ball approaches, move quickly into position directly behind the ball. Move forward for a short ball and backwards for a ball that is around head height. Simultaneously, bend your legs to absorb the impact.
3. On impact allow the ball to hit your forearms, just above the wrists. This will take some of the pace off the ball.
4. Straighten your legs to push the ball upward and follow through with your arms to about chest height.

The set shot

The shot puts the ball into the air in such a way that it can be 'dowed' into the opponents court by a hard-hitting shot called a spike.

1. Move quickly to the position where you believe the ball will land. Put one leg in front of the other and bend both your knees.
2. Extend your hands above your head and form a wide triangle with your thumbs at the base and your fingers at the sides. Bend your elbows out.
3. Take the ball in front of your eyes and push it with your triangle and other fingers.
4. Straighten your legs and arms and snap your wrist to send the ball away.

Advanced skills

There are two more skills you should practice. Both are more advanced skills.

The spike

This is the attacking shot in volleyball. To be able to spike you need to be able to jump above the net height and then coordinate a smooth arm action which is well-hit.

1. Run to with three steps and then jump vertically with a two-foot takeoff.
2. With a tennis serve action, swing with a firm, open hand. Hit the ball above net height, snapping your wrist over the top so the ball is pursued downwards.

The block

The block is used to defend against the spike. The front court player or players opposite the spiking player jump up and try to block the spike with two hands.

1. Turn to the net-up. Push off vertically and very forcefully with both feet. You must time your jump to match that of the spiker.
2. Your hands should be less than a foot-width apart and your fingers must be spread. Place your outstretched hands just over the net so you aim to redirect the spike downwards into your opponent's court.

Activity 8 A typical volleyball rally

Let's take a look at a typical rally. This is the type of play you should be doing by.

Use it you can identify the different skills. Match the words from the box with the numbered drawing.

Now get some friends and practice. Once you have practiced the skills, have some fun with friends on the court.

Family relationships

Your family is where you have your first relationships and where you are probably going to see the greatest changes in your relationships.

One day you will leave home. You probably already spend far less time with your family and more time with your friends than when you were younger. But home is still where you live and your family is what you come back to.

Most parents are aware of these changes in your life and will understand that you need to be out more, but that you also need a secure base to come home to.

But don't take your family for granted too much. Remember that while you are going through new experiences, your parents and siblings need to get used to the 'new you'. Take time to talk to your family. Try not to behave too, too.

Remember that living with your family helps prepare you for the world. You learn the importance of sharing and accepting responsibilities and the need for order and routine. You absorb attitudes, values and ways of behaviour from your family. As you gain value and form new relationships you can decide which attitudes and values you want to keep and what you want to change.

LO1, Personal wellbeing, AO2

Activity 11 Family relationships

Discuss the following questions in a small group.

1. How much are you influenced by your parents or guardians?
2. In what ways has your parents' influence on you changed?
3. In what ways are your parents encouraging you to become more independent?
4. What do your parents tell you about taking care of yourself?
5. What are your parents' legal responsibilities towards you?
6. Does culture or religion play a part in how your parents influence you? How do you feel about this?
7. Do your family members respect each other's privacy? Give examples.
8. What sort of remarks do your parents make which irritate you?
9. What sort of remarks do you make which irritate your parents?
10. Does your family discuss issues which affect you? Do members of your family try to see both sides of a situation? Or do you just tell what you think is?
11. What are the good things about your relationship with your parents?
12. What are the bad things about your relationship with your parents?
13. What values and attitudes which you have gained from your family do you want to keep in the future?

Family crises

Most families go through difficult patches and usually these bad times pass. But sometimes they cause permanent change. This can make you feel that never have be gone. Bad value these feelings have to say.

Family relationships

Your family is where you have your first relationships and where you are probably going to see the greatest changes in your relationships.

One day you will leave home. You probably already spend far less time with your family and more time with your friends now than when you were younger. But home is still where you live and your family is what you come back to.

Most parents are aware of these changes in your life and will understand that you need to be out more but that you also need a secure base to come home to.

But don't take your family for granted too much. Remember that while you are going through new experiences, your parents and siblings need to get used to the 'new you'. Take time to talk to your family. Try not to behave like this:

Remember that living with your family helps prepare you for the world. You learn the importance of sharing and accepting responsibilities and the need for order and routine. You absorb attitudes, values and ways of behaviour from your family. As you grow older and form new relationships you can decide which attitudes and values you want to keep and what you want to change.

LO1: Personal wellbeing, AS2

Group Activity 12 Family relationships

Discuss the following questions in a small group.

1. How much are you influenced by your parents or guardians?
2. In what ways has your parents' influence on you changed?
3. In what ways are your parents encouraging you to become more independent?
4. What do your parents tell you about taking care of yourself?
5. What are your parents' legal responsibilities towards you?
6. Does culture or religion play a part in how your parents influence you? How do you feel about this?
7. Do your family members respect each other's privacy? Give examples.
8. What sort of remarks do your parents make which irritate you?
9. What sort of remarks do you make which irritate your parents?
10. Does your family discuss issues which affect you? Do members of your family try to see both sides of a situation? Or do you get told what you must do?
11. What are the good things about your relationship with your parents?
12. What are the bad things about your relationship with your parents?
13. What values and attitudes which you have gained from your family do you want to keep in the future?

Family crises

Most families go through difficult patches and usually these bad times pass. But sometimes they cause permanent change. This can make you feel your whole world has been lost. Read what these learners have to say.

Unit 4 Relationships and how they change

LO1: Personal well-being, AO2

Different types of relationship

We have different kinds of relationships with other people. We have family relationships, relationships with friends, relationships with people in the community and working relationships. These different types of relationship are based on different things. For example:

- Friendships are based on your right to choose who you want to friends with and often involve common interests.
- Family relationships are based on family roles and obligations.
- Romantic relationships are based on our concepts of love, intimacy and commitment.
- Working relationships are based on respect, commitment and support.
- Relationships with people in your community are based on support and guidance.

Throughout our lives we depend on these relationships for our well-being. If you have a good relationship with members of your family, your friends and colleagues, you feel happy and confident. When there is conflict in any of these relationships it can affect your well-being and also threaten your ability to form new relationships.

Pair **Activity 10 How do different relationships influence your well-being?**

1. Identify each of the types of relationship in the pictures on the page.
2. For each relationship, discuss with your partner how the relationship could affect your well-being if the relationship is:
   a. good
   b. bad

Changing relationships

Life changes and with every change, relationships change as well. People are developing all the time. Some develop fast as job opens new opportunities. Others develop slowly and sensible. Some people are forced to change quickly because of unexpected events in their lives. Look at the two spider diagrams below which show a range of natural developments and unexpected events which can change relationships.

Pair **Activity 11 Changing relationships in your life**

LO1: Personal well-being, AO2

Discuss the following with a partner.

1. a. Which of the natural developments in the spider diagram above are likely to influence you most in the next few years?
   b. How are these natural developments going to affect your relationships with family, friends, work colleagues or a romantic partner?
2. a. Have you ever experienced any of the unexpected events in the spider diagram above?
   b. Explain how such an unexpected event can change relationships and influence your well-being.
   c. Explain how an unexpected event could influence your ability to maintain a relationship or start a new relationship.

APPENDIX K

Weighing Risks

One Saturday, Jarvis went over to Pete's house just to hang out. It was a great day. They were out in the driveway shooting hoops when Sam and Rich came over. "It's a beautiful day, guys. Let's go climbing," said Rich.

"Great idea!" said Pete. "I'll get my gear." Jarvis had heard much about his friends' adventures on a sheer rock cliff just outside of town. He had heard that the climb was challenging and that the view from the top was spectacular. But Jarvis had never done any rock climbing as his friends had. All of his friends had taken a climbing course, and they knew all of the techniques.

"Jarvis, why don't you come too?" asked Sam. Jarvis was a little surprised. "I've never climbed," said Jarvis. "I wouldn't know what to do."

"Come on Jarvis. You'll love it!" said Pete. "We'll show you everything you need to know. Take a chance. You only live once you know."

Jarvis didn't want to refuse. He had been thinking about taking the climbing course, and this was a chance to try it—with experienced climbers! He knew his friends were responsible and would guide him along. But inside, he was pretty scared. "What if I slip," he thought. "What if they go on ahead of me and I don't know what to do?" He really wanted to go, and he didn't want them to think he was afraid.

PAUSE AND CONSIDER

1. ***Identify the Problem.*** What is Jarvis's conflict?
2. ***Consider the Options.*** What are Jarvis's options?
3. ***Evaluate the Outcomes.*** What could happen if Jarvis goes climbing with his friends? What could happen if he doesn't go climbing?

Jarvis followed Pete into the house. "Hey Pete, you know, I've never done this before. You guys know what you're doing."

"It's not hard, Jarv. Just follow us. We'll help you. Honest."

Jarvis trusted his friends. But he just didn't feel right about going without some background training. "I really want to go, Pete, and I do trust you guys. But I'm not sure I trust myself without a little real training. As a matter of fact, I've been thinking of taking the same course."

"Look Jarv. It's up to you. We're going to have a blast up there. We can see the whole city and beyond."

"It's tempting. Really. But I better not. Sorry, Pete."

"Hey, your loss, Jarv. But I can understand your feelings. I might not have gone before I had the training. If you don't know what you're doing, climbing can be really dangerous. We'll go after you take the course," said Pete.

"Sounds good," said Jarvis. "When you come down, why don't you and the guys stop by. I want to hear all about it." Jarvis was relieved to hear Pete agree with his decision.

DECIDE AND REVIEW

4. ***Decide and Act.*** What choice did Jarvis make? What did he base his decision on? Do you think it was a good decision?
5. ***Review.*** Were there any other options Jarvis could have considered? What would you do in the same situation? Would you be willing to take a risk in order to join the group?

PROJECTS

1. Create a medical history based on interviews with family members or guardians. Ask them to recall any major illnesses, causes of death among family members, and general health trends. When you have finished, assess the areas that might affect your life. Determine if there are behaviors that you should avoid or encourage based on your heredity.
2. Make a list of the physical activities in which you participate—playing sports, raking leaves, cleaning the house, dancing. Alongside each activity on your list, indicate whether the activity is one of no, some, or a great deal of risk. Then list all the possible risks for each activity. Pick your favorite activity, and write an essay that compares its health benefits and health risks.

WORKING WITH OTHERS

With a partner, review several different kinds of magazines and cut out advertisements that promote products that interest you. Then role-play a scene in which one person is the salesperson for the product you have chosen. The other person plays the buyer who asks pointed questions about the safety, durability, and need for the product. At the end of the activity, decide if the product is indeed one that you would buy.

CONNECTING TO...

HISTORY Research a major disease such as tuberculosis, polio, small pox, influenza, or diphtheria and trace its history and origins throughout time. Write a report about your findings. Include the impact of the disease on communities. Discuss the most recent research and the steps that are being taken to eliminate the disease.

USING VOCABULARY

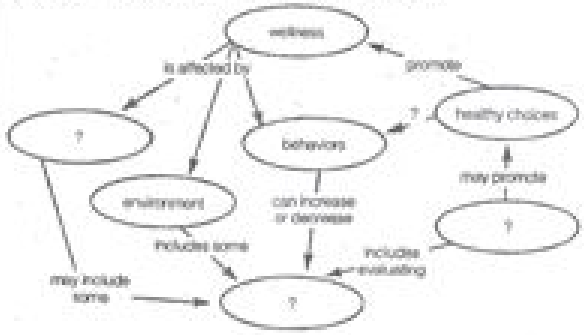
advertising	health	risk
chronic	health fraud	self-concept
consumer health	heredity	self-esteem
epidemiology	life expectancy	services
evaluate	peers	values
gender	quackery	wellness

Complete the following paragraph using vocabulary words from Chapter 1. Create your own paragraph using words that were not used in this activity.

__(1)__ is a state of being that encompasses physical, intellectual social, and emotional __(2)__. Wellness depends on many factors including healthy choices, environment, and __(3)__. The way yo see yourself can affect your personal health. A healthy __(4)__ ca help you develop a realistic attitude about achieving better healt By recognizing your own __(5)__ and by assessing the __(6)__ involved with all activities, you can hope to live a long, healthy life. In fact, the __(7)__ of a person living in the 1990s has greatly increased since the turn of the century, due to better health practices, better living conditions, and medical advances. Another important area of concern for maintaining a healthy life is to be wary of __(8)__ that may promote health products that may be "to good to be true." A wise health consumer will __(9)__ the risks involved with using a product.

CONCEPT MAPPING

Copy and complete the concept map shown below. Information on concept mapping appears at the front of this book.



APPENDIX I.

Date : 12 June 2008

Zahira Shah - Researcher - R Mrs Mosibi - Teacher - T

R. I read through your questionnaire and there are just a few things I would like to ask you, just so that I can understand, there were a few questions you did not understand. There are a few questions that you did not answer so I'm going to ask those same questions maybe in a different way.

(I understand all of this) except you didn't say how you felt the training?
I asked you a question about, how do you think the training was done? was it per learning outcome or was it policy driven? I know you said you didn't get the manual, but this is the manual I'm talking about.

T I've got this manual

R Right so, how do you think they dealt with the training do you think it was policy or assessment or curriculum or did they do it in themes or was it done per learning outcome?

T Yes was a policy yes, assessment also was there, with the curriculum what we suppose to do, everything was there.

R. Right I asked you to name the benefits that the training gave to your teaching, so how it benefited you personally as an educator?
I understand that answer and that it's really nice. You didn't answer the question about how it influenced your teaching?
I know that personally you feel that it improved your knowledge and gave you a better understanding of what was going on, but for your teaching, I have watched your teaching but I did not watch you before you went for the training. What do you think it has done for your teaching?

T Do you think it has changed your teaching or.....
It didn't because the way I am teaching, that is how I have always taught. I have gained a brief knowledge but with my teaching I'm still the same. Even if I was teaching English, yes it is different to Life Orientation but with me personally I'm still the same person and whatever I have dealt with in each lesson even if it was English but with Life Orientation I was implementing

Life orientation in my English teaching

R. I'm not going to ask you how it did not benefit your teaching, Do you think it is definitely beneficial your teaching?

T Yes. It did.

R. (okay that all was understood).

R. Let us talk about the question about "what were the issues that emerged in your classroom that are not covered in the curriculum, and for me sitting in your classroom I know that the sexuality topic is covered in the curriculum, but I think being in your school and seeing the type of boning especially coming and seeing the pregnancy issue, I think it's there, in the curriculum it is discussed there, it's nice but I think for you the real life situation is that you sitting and you're teaching learners that are sitting here who are actually pregnant and I understand that you felt that the parents involvement is not really there. What are the other things that happen in your classroom that maybe, you feel this (pointing to kids) is not enough? Is it what you bring, who you are that makes you deal with things if your learners are coming pregnant to class or for instance, I have not been in your class for that long, but if you had two boys standing up and wanting to fight in your class, what I'm seeing is bullying and that might be there, what do you do?

T My official part is that I want to resolve the conflict, I'm able to resolve that and I have across many a times where learners want to fight and I had to intervene and I must be a mediator before I say anything I must know who started whatever so I don't have to take side, that is very important because I don't have to take sides but I have to listen to the problem when it comes. If I ever feel I can not handle this, I can take it further and the fortunate part is I was in a disciplinary committee and most

of the time learners in my class believe because they know the kind of person I am and I instil discipline in them and it is important so that is why maybe I was able to handle the fightings and everything and after I resolve that I have to punish those parties even with the other one I won't be harsh to whoever didn't start it and the one that did, but sometimes it might have started by talking and not fighting. So I must discipline and punish both parties, not corporal but I need to punish them so that they feel the pain.

R. Do you feel that not this particular training but another training has helped you deal with that sort of situation. School violence is big at school the other day when I walked in there were two girls fighting and the whole school was standing there, you know how it is when they fight.

T Recently we went for that course course.

R. So what do you do in a situation where your teenage learners are coming to school pregnant? Do you feel that, I mean going for this training is only from the point of view that this is what I'm supposed to teach this is how I'm supposed to teach it. What do you do when this is the real life situation?

T Fortunately I'm able to see a learner before anybody can see and I talk to that learner to say, Are you pregnant? Do your parents know about this? Sometimes you find that the parents don't know about this, and there are so many cases where learners, you can suspect them but they have already had an abortion and we have so many cases of abortion and there is nothing you can do to deal with it. Some other parents don't know that they are involved in this.

R. Do you deal with abortion in your Life Orientation classroom?

T Not yet. I don't teach it because we once went for a camp where it was a youth thing, they were able to see videos

of abortions, those who are doing it are maybe not knowledgable of what an abortion does to you but those who get to see and they know what was happening, have life comp. so they were able to see but most of them are unable to see them and talk to them and ask if their parents know? If their parents don't know, ask them do they want me to tell their parents or that they are pregnant or will they tell their parents. Then after 2 days they come and tell me and some of the parents call me to say thank you, others call to say you are not ours but thank you for getting involved. There is nothing else I can say because there is no policy on what to do, the learners have to come to school there's an article 'teenage mum and dad face ban from classroom' but nothing has been done. We didn't see anything in black and white to say what we can do. For instance there is a couple in my class, a mother and father and according to that they said they should be banned from coming to school but we have a black and white document the GDE sent to say we must do this, it's nothing, so there is nothing we can do, only thing that we can do is talk to them, if ever I'm involved emotionally, I will talk to the learner, because of you there are those cases that the learners are suffering and are having difficulty at home, we have to talk to them and counsel them.

R. But now what do you do in that situation, do you find that because you teaching Life Orientation that they come to you?

T. No. They were coming to me before I was teaching Life Orientation, when I was teaching english.

R. Oh okay already.

T. The thing is with me when I teach the learners if ever I can see today you not ok, because I know my learners, I can see that today you are not working, I will tell you

to come to me after and lets talk. The fortunate part is when I'm on duty I move around, I don't stand in one place, I move around. I'm watching and able to see the learners and those that have behavioral problem, I call them aside and talk to them during that time and then I ask them how is things at home? Who the learner is living with? So I can know more about them so sometimes [illegible] that have to detect the behaviour when talking to that learner, to say ok this is what is happening at home.

R. This is why the learner is behaving in this way.

T Because if a learner is not staying with the parents and staying with the grandparents you understand and only a single parent not working, you are able to see it is not only in classroom [illegible] the home.

R Lets talk about the training. I know that it was not so specific but do you feel that it's given you the skills or the knowledge to bable to understand and indentify even after not so?

T Yes.

R Did it give you skills?

T Yes it did.

R. The whole idea of progression and from not so [illegible] do you feel that it's done that for you? Because I know that after 2005 there was no in 2006 it was not such a big training like this, then I think training was in [illegible] to get it. So what I want to know is do you think that after having attended the training it kind of put the ball in motion for you to still bable to teach and [illegible] without having gone to another big intensive training like this.

T The fortunate part I have to all those trainings.

R Ok I know I saw you want to the september one.

T Even if I didn't have that training I would be ok and still

people to teach grd 11 and grd 12 and progress in that way.

R. For you going to this training, what came out of it for you? What was the most enjoyable thing or valable thing about this particular training? What did you like about it? Something that stroke out for you in your mind, what can you remember most about this training?

T We were participating alot, and whatever we were doing we were doing it as if we were learners, even the physical activity we go outside and play so that when you come back you remember what we did and we discussed alot and gained knowledge from others and their schools and what they are doing. It helped alot, so when you come back you are able to implement it.

R. You know what it felt like.

T Even the lesson planning, we were able to discuss it before we presented it in front of the class and we were able to remember.

R. Also to understand.

T Understanding what is needed from you.

R. What I found really interesting was my study is based in or under the banner of adult education and I really thought when I asked this one question: Why did you attend the Intensive training for Life Orientation? Whenever I gave the questioner to was going to tell me because it was compulsory or because they told me to attend and so for with all the questionnaire that came back all said I wanted to and I chose to and do you think that that makes a big difference as opposed to if someone had to tell you that you have to go for this training, even if you didn't wanna go for it as opposed to know you chose to go for the training. Do you feel that you've learnt from it as opposed to

Say you being forced to go.

T It wouldn't be the same because the latter is forced and whatever is happening there the person is not interested. He/she is there because they are being forced attend the training

R But remember it also happened in the school holidays, did it not bother you that it, in the one week of the school holidays

T No I did not mind that, that's the fortunate part about me. It was two trainings that I was supposed to attend: The SA and the GISP for grd 8 and 9 and in the same July holidays I had to go for another training so I had 1 week holiday.

R Because of the 3 week.

T But I didn't have a problem with that I enjoyed it because I'm not doing it for anybody. I'm doing it for myself, that is what I have learnt, if you don't want to don't go but don't think you doing it for anybody because previously we had a problem with the principal they did not want to give us money to go for these internet training we had to spend our own money, so I don't have a problem with that; they once told a teacher to say we don't want to go for this but it is going to affect you in future

R. Yes of course.

T Because at the moment you are training at the school what if they ask you for an interview and ask you for your certificate where would you get it? Are you doing it for the principal or are you doing it for yourself? They didn't give us money but you are benefiting at the end of the day and it is going to help you in future, you are not doing it for anybody

R Do you feel that it's made you aware of, do you think you as an adult going for the training, do you feel that it's motivated you, it's

made you more aware, does it empower you to go out and get more information, did this training do that for you?

T Yes it did.

R. Why do you feel that it's done that? For instance, I was looking through one section on how to choose learning and teaching support material? Like where do you choose your stuff from and how do you choose it? Because I know you looking from the oxford textbook for life orientation as well of the teachers supplement you. And a newspaper article. How do you get out to get all these stuff?

T I go to the library and chose in different books and whatever interests me and what I can use I use.

R. Sitting in your classroom and watching you there were times when you brought up stuff that was current and happening in the news. Newspaper article that I also read few times and do you think it helps?

T Yes it does. In Life Orientation ~~you~~ don't have to look and stereotype. I don't like reading the newspaper but when I see the head line that is interesting I will go and look and read that article that I can refer back and tell them about it. That's how it helped me.

R. Do you think that teachers should be attending?

T Yes they need to.

R. How often? Do you think they should go once a year, once in [illegible]

T Maybe twice a year.

R. But do you think they will have a problem with it being in the school holidays?

T Most of the teachers will have a problem with it being in the school holidays.

R. Some teachers wait for their school holidays.

T Yes I know, maybe because we don't have live it doesn't bother us, during school holidays.

R. But you think it's necessary?

T. Yes it's necessary even now for the workshop for 1994 it said we needed to be empowered and there was a list of things that they said we needed. Yes when we discussed what we needed last year, but now they implementing them, teachers are not going. I remember one for the conflict resolution with the whole staff said yes but no teachers from this school went. The next workshop, the whole staff said we wanted to go but only one teacher went with me only. The only thing that they were interested in was the computer. Most of the teachers went for that but the whole staff said it wanted to go but not everybody was there, only a majority. Some didn't go because it was a saturday.

R. If you built professional development for educators, you would suggest they go twice a year what do you think they should be addressing in these types of workshops? Any workshop that has to do with their professional development for education, what do you think as an educator should be focused on? (Demands of the job)

T. At the moment, in the newspapers, gang abuse and violence is evident and should be addressed and so we know what to do. We with corporal punishment it is not yet abolished and in different schools, we feel that if we do it or don't do it we losing control. As they say we can't use corporal punishment then what do we do.

R. You can not but the teacher but you can do this.

T. When it comes to discipline they don't give us anything to use.

R. So do you suggest that these workshops should give the educator necessary skills

T. Give us solutions to use.

R. To deal with current problems and situations

T. Especially with pregnancy and abortion. It's there, it's sex

education, you can see our kids will suffer of HIV and AIDS because they are not protecting themselves.

R. Clearly they not if they coming to school pregnant. If they are 17 now imagine in 10 years they could be HIV positive

T. Not even 10 years, 2 years time

R. I mean 2 years but in 10 years they could be dead.

T. This is what is happening.

R. I understand the seriousness of what is happening. You said that inservice would facilitate in a way that would along dynamics society and support and maintain the social order. (understand) Can you suggest other ways apart from having that teachers who are teaching Life Orientation can professionally develop?

T. Sure if it's not training, for instance the SBST meetings, ~~support~~ School Based Support team (SBST) normally have workshops on a saturday.

R. Who attends the workshop?

T. Anyone who is part of the SBST community

R. Is it only from 1 school?

T. Different schools

R. From the cluster?

T. Yes

R. Teachers at the same cluster networking

Last year now during exams we were doing a workshop on Life Skills and they are doing something once a month or per quarter, they give us workshops.

T. Other teachers networking?

Yes, Now coming to the workshops and even thought they are not giving us certificates, they suppose to give us because it's a workshop and on a saturday.

R. What's the time?

8:00 - 16:00

R It's a whole day.

T Yes.

R That is another way of professional development for educators.

T Yes it is another way of professional development but as long as you teach Life orientation you should be in that committee. Committee basically deals with learners emotionally, physically and academically, we should be aware of those things that we teach.

R Okaure.

T I'm with that committee to activate it as we live on both sides.

R How do you ensure that you encourage life long learning as an educator. I know, I phrased it in different terms so everybody answered it the same way and you all said something about encouraging your learners, I want to know about you, how do you make sure you are a life long learner? And you committed to improving yourself?
You have told me about your attendance to other workshops and staff meetings and you told me about doing your PGCE in.....

T There is going to be one shortly. At the moment I'm registered at Univ. (UCT), left with one course for my Leadership and management course

R Good. What an accomplishment

T So the Activate part I am a bit worn

R You have not stopped?

T I haven't stopped learning. Everytime there is something new I engage in that. Even if it is not Life orientation based for instance there is a 2 day training for technology, I am attending and have a certificate and PGCE in technology.

R It can help with your teaching.

T Even if I'm not teaching technology at the moment.

R It makes you also a viable candidate because there is somebody that can

back technology somewhere you know you can assist because of your qualification

T If they advertise a technology post I can apply for that and go and teach. I know I have technology as a skill.

R. You have not cut your opportunities short and only stuck to Life Orientation or English

T No, I have not stuck to those subjects only.

R You have made yourself viable for other options in other schools.

T Yes

R Now you are registered at UJ to do a course?

T Yes, I've registered even if I do it, it's only for the next semester.

R The second half of the year?

T Yes. July till November

R When do you attend lectures?

T I have registered as a part-time candidate but most of the time even during the week I go, I can make it from half 3 or 4 till 5 or 6 o'clock. On saturdays I attend revision classes.

R Do you think if you teaching another subject ie. maths, science you would be keen, but because you teaching life orientation are you more up to date and need to know what's going on?

T No even with maths and science I would do the same thing. That's me

R It's who you are?

Even with technology, I made did A+ and N+ even if I didn't write the course but I did that course and achieved a certificate, to show I've done Networking and Computer technician. Yo my majors were English and Business studies but I'm not only involved in that I'm involved in the science department more than anything. The only thing I would like to do is

write the exams.

R Let's talk about the demands of your job. Apart from paper work and you teaching grd 12 and you collect all the I.D.'s and birth certificates. Demands in the sense of your responsibilities, do you feel it's a lot to manage?

T It does get to me.

R You do a lot of paper work.

T It's demanding because everything that comes to the school, I do admission, career career (counselor).

R How do you manage?

T I enjoy it. I'm happy. I'm not doing it only for myself but I want those learners to benefit and to go out there and remember me, and that I made a difference in their lives. What made me tired this year, I was teaching grd 12's and I was not familiar with the [illegible]. Actually for me, with the current grd 12's I thought they from grd 7.

R So you've seen them though?

T I know them and I want the best for them. Last year there were so many learners who got good results, but they are at home. Those learners who get 67 and 6's because they didn't apply on time. We are encouraged them on what to do. They don't have money to go to universities. They were not informed well. I don't want to see this happening with these children. Even for the grd 11's I don't want it to happen. I want them to be informed and aware of what they are doing. I have no problem if they call me because I'm not doing it for me. Take a girl child to work, two of our learners got a bursary from the Human Rights convention, I organized them to go there and participate. Times are not the same, because I didn't have those opportunities doesn't mean I must deprive the kids.

R When I walk around with you I notice your learners don't see you

as Madam ~~[illegible]~~ Mosibi, there is no solid black line of she's the teacher i'm the learner, the line is there but more you ~~accessible~~ accessible to them and at their level, they look at you as a friend.

T The line is not there with me, yes they know me and I'm very strict but I give them the space to talk to me because they can not talk to their parents. Most of the learners want me to talk to their parents at parents meeting. The generation gap is there but we need to open up to our parents, so we can communicate, no communication can be the result of high teenage pregnancy.

Our kids ask questions but with us if it's no it's finished, we didn't question.

R: The good thing is you can deal with such subjects in a comfortable way and your learners can understand? Apart from the ~~school~~ Parents here what about the ~~pare~~ Parents outside school? The ~~pare~~ Parents has a life outside school, how does that impact on being in school. ~~[illegible]~~ We all have responsibilities in life that are separate from our work responsibilities and how do you manage that?

T I'm the same out there. Even in my community I (~~[illegible]~~) what I (~~[illegible]~~) in school in my area because it's new, I'm more related to the kids than their parents. I'm a spiritual person, I spend most of my time in church, I'm very involved.

R In your own church community.

T I am a lay minister.

R So you can stand up and talk?

T I can preach and even bury somebody if ever, I have the rights to bury somebody if the priest cannot make it.

R Can you marry somebody?

T Yes I am, I am certified, I'm involved in my church.

R Does it happen on the weekends?

T Yes. On the weekends. Because of my life. That is my social life yes but the more impact is in my spiritually. If I want to grow spiritually and most of my time is in church, every week I do something. I am a anglican counsellor. I've done basic counselling. Every month we meet and they educate us on different things.

R It will help you in your personal life with everything that is happening.

T Yes.

R Where do you find the time to do this? It's something you want to do.

T I don't have a problem. I enjoy what I'm doing. Maybe after the year I'll relax.

R You mind is ready to take it all in.

T I think I'm ready to do anything that can help motivate my daughter. Every year I study and last year because I didn't my daughter also didn't want to study. Not only my daughter is motivated but we are my nieces and nephews.

R It's to set the example of encouragement for them.

T Even ~~because~~ my daughter is in grade 12, I am going to register her because she is also motivated. Thank you

R Thank [redacted] Masibi.

T Thank you, it was a pleasure.

as Madam ~~[illegible]~~ Mama, there is no solid black line of she's the teacher i'm the learner, the line is there but more you ~~[illegible]~~ accessible to them and at their level, they look at you as a friend.

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Faculty of Humanities: Education Campus

Room 2005, Administration Block, 27 St. Andrews Road, Parktown **Tel:** +27 11 717-3021/18 - **Fax:** 0865533484 or +27 11 717-3219 E-mail: mathoto.senamela@wits.ac.za

Ms Z Shah
6 Hawks
Kensington
2094

PERSON NUMBER 0006973M

22 October 2009

Dear Ms Shah

AWARD OF DEGREE

I have pleasure in advising you that the Graduate Studies Committee in Education of the Faculty of Humanities, acting on behalf of Senate, has agreed to award you 60% **for the research report** you submitted for the degree of Master of Education by Coursework & Research Report for your research report entitled: **Professional development of educators: An illuminative evaluation of INSET for Life Orientation.**

The award is, however, subject to the following:
Extensive editing and formatting corrections to the satisfaction of the supervisors.

Please note that you are required to complete the ETD form and to return it to the Faculty Office together with two revised unbound copies of the research report as well as an electronic copy in Pdf format.

Please complete the enclosed forms and return them with your final submission. In order for you to graduate, please note that these corrections must have been carried out and that the corrected work, as well as written approval from your supervisors has been returned to the Faculty Office.

Please contact your supervisors for assistance with the corrections.

May I draw your attention to Rule G.30, which states:

1) A candidate upon whom a higher degree has been conferred by the University and who subsequently publishes or republishes he/his thesis, dissertation or other work, in whole or in part, shall indicate on the title page or in the preface, or if this is not appropriate, in a footnote that such thesis, dissertation, or other work has been approved for that degree by the University.
2) A candidate for a higher degree shall not be entitled to the return of the copies of the thesis, dissertation or other work which she/he has submitted for the degree.

The Examination and Graduation Office will contact you in connection with details about graduation once you have submitted your final work.

I would like to take this opportunity to congratulate you on your achievement and to wish you continued success in the future.

Yours sincerely

Mathoto Senamela (Ms)
Senior Faculty Officer for Faculty Registrar
Faculty of Humanities: Education
cc Supervisor(s): Ms D Engelbrecht & Prof J Castle
HD5 corr

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

ASSESSOR'S REPORT

CANDIDATE:	Zahira Shah
DEGREE:	Master of Education by Coursework and Research Report
TITLE:	Professional development of Educators: An Illuminative Evaluation of INSET for Life Orientation
EXAMINER:	Dr Helen Dunbar-Krige
DATE:	5 October 2009

RECOMMENDATION

The study explores ***Professional Development of Educators: An Illuminative Evaluation of INSET for Life Orientation.*** This selected topic is very relevant within the field of Life Orientation and could contribute to a better understanding of how INSET for Life Orientation (LO) in 2005 influenced teachers in the field.

I award a mark of 58%. The study has potential but has major organisational difficulties and lack of depth. This research report may be made available to the researcher.

RESEARCH COMPETENCE OF THE CANDIDATE

In Chapter 1 the researcher describes the context, the research problem, the background and the rationale appropriately. She adequately links the research aims with the research question and title of the research. She argues that current research about INSET is necessary to understand its impact on Life Orientation teaching practice.

The literature review in Chapter 2 initially focuses on adult education with particular emphasis on the work of Brookfield (1986). However, I find this section somewhat limited and would suggest interrogation of the work of Sharon Merriam and Jane Vela in this regard. Overall I found the literature review limiting as it did not encompass newer research. On page 15 she quotes Little (1993) about alternative assessment. Newer research in SA with regard to alternative assessment methods is available. In addition, I wonder if in the section on professional development more should not be said about the new mandate in SA about professional development for teachers. I found this chapter seriously lacking in depth and argumentation.

MAIN CAMPUS | Cnr Kingsway and University Road Auckland Park
PO Box 524 Auckland Park 2006 | Tel +27 11 559 2637 | www.uj.ac.za
Auckland Park Bunting Campus | Auckland Park Kingsway Campus
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UNIVERSITY OF JOHANNESBURG

Faculty of Humanities:Education

University of the Witwatersrand

Internal examiner: Sarah Key (Sessional Lecturer in Adult Education)

Date: Thursday 17th September 2009

Report on Zahira Shah's research report for the Degree of Master of Education (by course work and research report).

Mark: 62%

PROFESSINAL DEVELOPMENT OF EDUCATORS: AN ILLUMINATIVE OF INSET FOR LIFE ORIENTATION

Description of report

This research report aimed to consider the impact that In-Service Education and Training (INSET) had on three high school educators' ability to implement the Life Orientation (LO) curriculum effectively. The National Curriculum Statement (NCS) sets out a description of Life Orientation and, in 2005, national in-service training courses for educators in this field were embarked upon. Just how effective this was, what teachers took away from the training, and how they addressed emerging issues not dealt with in the training, was the central focus of this research.

Analysis of the research report

The report is written in five chapters beginning with an introduction and background. This outlines the context of the inquiry. Life Orientation is a relatively new subject and is framed in the Nation Curriculum Statement, however, training for high school teachers in this subject has only been offered in an INSET format with voluntary, brief interventions.

Chapter Two: The Review of Literature and Theoretical Framework begins by focusing on Brookfield's six principles of adult education (1986). It then sets out Beder's (1991) four categories that define the purposes of adult education. Theory around lifelong learning and professional development is then presented. These are important theoretical constructs to use in order to probe how the participant LO educators attending INSET embraced or rejected these notions. The remaining discussion in the review unpacked South African policy and some of the debates around INSET, the NCS, and LO.

— 5

The research design and methodology constituted the third chapter. Illuminative evaluation was promoted as an appropriate research methodology for this study. Its merits and limitations were discussed. The sampling procedure was briefly explained as well as ethical considerations. Data gathering methods included naturalistic observations, questionnaires and follow up interviews, and document or textual analysis. Validity and reliability were reflected upon along with the notion of generalisation.

The research results were presented in the fourth chapter beginning with document analysis. The LO INSET manual was reviewed and the LO curriculum in the FET phase briefly touched upon. Each of the three case studies of the educators at:

Bantigo High School,

Kennedy Secondary School and

Montglare High School,

considered the social context, the educators themselves, a transcript of an LO lesson, participation in LO INSET in 2005, personal and professional benefits of INSET, emergent issues, professional development, growth and lifelong learning, and reflection on attending the training.

The discussion and conclusion in chapter five focused on how LO INSET informed and impacted on the three educators' practice. It questioned the resulting teachers' ability to deal with emergent issues not addressed in the training and to what extent the NCS could be implemented in LO in the FET phase. Theory and literature discussed in the second chapter was used to support views taken and demonstrate some level of praxis with professional development, growth and lifelong learning being central tenants. Reflections on the research design and suggestions for further studies concluded the report.

Appraisal of the report

The research report demonstrates lucidity and sufficient consideration of all the elements necessary to pass it and allow it the student to be awarded her Master of Education Degree and for that congratulations are in order. There is adequate overall performance from the setting out of the research questions to the conclusion.

The research, however, could have been improved in the following ways. Firstly the literature review employed broad and rather uninspired theory to frame the inquiry. Brookfield and Beder are solid pillars upon which to string adult education but there are many more original sources and studies that could have assisted to probe the topic on a deeper level. The South African education context, while necessary to position the research, once again brought

nothing new to the theory. All in all the review was pedestrian; no new insights, opinions or arguments were presented and the author did not take a position amid the rather dull theories set out.

The extremely limited sample size of educators observed and talked to presented the biggest problem in the research. Three high school teachers participated and one of these was not committed to, or co-operative in the process. This educator would not be interviewed and so, interesting findings based on her resistant attitude could only be supposed. I think a pool of about five to seven educators should have been tracked. This would have yielded a wealth of thematic material and general trends that could have been analysed yielding more complex findings.

The limited sample size resulted in discussions and conclusions that were superficial and not entirely convincing. Although generalisation is seldom possible in qualitative research, following only two – and both of these naturally committed and progressive teachers anyway – research participants limited what should have been a multi-layered consideration of all factors – the culmination of the work. This was disappointing. Theory was adequately weaved into the conclusion.

This research could have delved deeper, collected a larger range of perspectives, and engaged with more current theory and studies in the field of LO and in-service training. Although the report passes relatively comfortably, it is hoped that the student in her course work has gained greater insight into adult learning and can engage in original and informed debates at the Master's level.

Corrections

45 typographical and grammatical errors were picked up while reading the report. These are marked in pencil on the internal examiner's copy which accompanies this report.

Well done on being awarded your Masters Degree. You deserve to feel very proud. I hope that you continue your work in adult education.

Sarah Key