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THE ROLE OF THE FOUNDATION PHASE EDUCATOR IN TEACHING THINKING AND REASONING TO GRADE 3 LEARNERS IN LITERACY (FIRST ADDITIONAL LANGUAGE)

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A RESEACH REPORT IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE OF MASTERS IN EDUCATION IN THE FACULTY OF EDUCATION AT THE UNIVERSITY OF THE WITWATERSRAND

Declaration

I declare that this research report is my unaided work. It is being submitted for the degree of Masters of Education at the University of the Witwatersrand Johannesburg. It has not been submitted before for any degree or examination at any other university.

Date: _____

Signed: _____

Abstract

Teaching thinking and reasoning has been a component of literacy in the Foundation Phase since the introduction of the National Curriculum Statement. The Curriculum assessment Policy Statement has included it in its literacy programme. The curriculum stipulates that thinking and reasoning should be integrated when teaching the language components of listening and speaking, reading and phonics, writing and handwriting in home language and in the first additional language.

The study sought to examine what Foundation Phase educators perceived their role in teaching thinking and reasoning to be and whether teachers understood what is meant by teaching thinking and reasoning. The possibility of teachers using Philosophy for Children to teach thinking and reasoning in literacy in South African township schools was explored.

The study involved three primary schools in Soweto, Gauteng in South Africa. Six Grade 3 teachers were selected as participants for the study, two teachers per school. The study adopted a qualitative approach and used two interviews: one before lesson observation and the other after teachers had watched an unedited Philosophy for Children lesson on a DVD of year 2 learners of Gallion primary school class from the United Kingdom. The study revealed that teachers were not sure what teaching thinking and reasoning means and what their role was in teaching these skills. The Philosophy for Children lesson DVD gave teachers an idea of what teaching thinking and reasoning means. Overcrowding was identified as one of obstacles that could prevent the participants from adopting the approach fully and the participants themselves identified training as support they needed from the Department of Education.

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I would also like to extend my gratitude to the three schools and the six teachers that participated in my study.

A great deal of thanks is due to my children, Nkululeko, Brenda, Mothusi and Kgomotso, for being there for me when Glaucoma threatened me with blindness. A special word of thanks goes to Kgomotso Lukhele for supporting me in times of need.

Final thanks go to my friends and relatives, who remain in my life despite long and frequent absences owing to my academic studies.

DEDICATION

This report is dedicated to my wonderful grandsons

Thlalefo, Samukelo, Lutendo and Seabo.

LIST OF ABBREVIATIONS AND ACRONYMS

ACE	Advanced Certificate in Education
ANA	Annual National Assessment
AS	Assessment Standard
CAPS	Curriculum Assessment Statement
DBE	Department of Basic Education
DoE	Department of Education
FAL	First Additional Language
FFL	Foundations for Learning
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
GPLS	Gauteng Primary Literacy Strategy
IAPC	Institute for the Advancement of Philosophy for Children I.R.E. Initiation, Response and Evaluation
LO	Learning Outcome
LOLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NGO	Non-governmental Organisation
P4C	Philosophy for Children
PIRLS	Progress in International Reading Literacy Study
READ	Read Educational Trust
T&R	Thinking and Reasoning

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- Worked 10 years for READ as trainer and as regional manager.
- Worked for Wits taught Bed first and second year students and ACE students.
- Now working for GPLMS

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Chapter 1 Introduction

1.1 Rationale and Background

I taught in the Foundation Phase[1] of a primary school for 20 years, teaching Grade 1 to Grade 4 classes. This primary school is in the township Soweto in Johannesburg, South Africa. The South Western Township (Soweto) was originally created as a township on the outskirts of the city of Johannesburg for black people by the apartheid government, which was determined to ensure 'white' cities.[2] Around 4 million people live in Soweto, which is situated in the south west of Johannesburg. The area is poor and under developed with little infrastructure and unemployment is high. Before the end of apartheid and the change of government in 1994, black teachers were trained separately. Whites and blacks were educated in separate schools and universities. Education for blacks[3] was inferior to that received by whites in South Africa, especially as a result of an educational system that included many independent schools – traditionally mainly attended by whites. Green argues that:

> The corps of teachers in South Africa differs widely, for historical reasons, with regards to teacher competences. In view of the very circumstances under which teachers from different racial groups received their own schooling and their professional training, this is not surprising. (Green, 1999 p.13)

At the time, all Soweto schools were disadvantaged because they did not have libraries or resources, such as electricity, water, furniture or textbooks. For example, they relied on the graded readers supplied by the Department of Education (DoE).

In an attempt to counter the disadvantage of having no books in the classroom, the 'Read Educational Trust' (READ) introduced reading materials (children's story books with pictures and non-fiction books) that made up the so-called 'box library'[4] in each classroom of particular Soweto schools, depending on the

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[1] The Foundation Phase in South Africa covers the age group four- to nine-year-olds.
[2] Townships are residential location in the outskirts of cities, mostly for blacks
[3] The term 'blacks' in South Africa means 'generic black' and includes a larger group of dark-skinned people than African black South Africans. For example, it also includes people of Indian origin.
[4] A 'box li
brary' is a wooden box with two shelves that could be placed on the table to display library books

availability of a sponsor. READ was established in 1979 as a non-governmental organisation (NGO) and works under the constraint that it can only support schools for which it can find a sponsor. Different schools are sponsored by different companies or individuals. As a result of this constraint, a large number of Soweto schools did not receive this intervention.

The school I taught at was one of the schools which did receive reading books and training from READ. We used a whole language approach and the programme we followed was called a 'balanced literacy programme'. The balanced literacy programme is a book-based approach to teaching literacy. Story telling or reading 'real' book forms the basis of the programme and the context for the teaching of all literacy skills. Phonics teaching, for example, would focus on words used in the story and would be 'extended' to words that began or ended with the sound in question.[5] All literacy components were taught by using real books. We received training from READ trainers in the afternoons. Class visits for support and guidance were undertaken during teaching and learning contact time.

I left teaching to join READ in 1998. I worked as a trainer and was promoted to provincial coordinator and then to regional manager. My responsibility as a regional manager was that of a quality assurer for the READ/Business Trust Learning for Living project. The project's aim was to improve the reading and writing skills of Foundation Phase learners in their First Additional Language (English), by providing story books and non-fiction books to schools, followed by in-service training for teachers. This training included guidance on how to use resources for teaching literacy effectively and to provide support and guidance in class during teaching and learning time. The project's duration was five years.

I visited six provinces in my time as a regional manager at READ. My main job was to monitor teachers' understanding and implementation of the project and to assess standards of implementation. My experience of lesson observation was not confined to one province and part of my job was to observe thousands of literacy lessons in about 150 schools in the Gauteng province, which includes Soweto. My observations over these ten years to a large extent motivated me to conduct this research. The teaching styles I observed were mostly teacher-

[5] For example: if in the text the word 'dream' appears, the teacher might decide to teach the blend [dr]. This would include all words in the story that have that blend and words that have the same blend which are not in the book.

directed, with an emphasis on rote learning. Teachers were asking questions that learners already knew the answers to, so they were in fact rhetorical questions that required little critical or independent thinking from the learners. They also allowed no scope for answers that were different from those already in the teachers' minds. I noticed that in most instances the questions about the stories we were working with were formulated by the teacher, with learners answering the teachers' questions. The learners sat in rows or perhaps in small groups, but opportunities for learners to ask their *own* questions were rare. The pedagogical pattern was that of I.R.E.; that is, Initiation (teacher's question), Response (learner answering teacher's question) and Evaluation (teacher saying, for example, 'yes, that is correct') (Christie, 2008, p.39).

However, it occurred to me that for deeper learning – and this includes literacy – learners need to have regular and frequent opportunities to ask their own questions, because when learners are allowed to formulate their own questions they need to think about what they know and what they do not know and this, in turn, helps to link prior knowledge to the new information that teachers are presenting. It also makes it possible for learners to draw on their own experiences; hence, they are more motivated and engaged. I speculated that giving learners opportunities to explore answers to the questions they had about the texts would assist them in creating new meanings and understandings of the texts. These meanings and understandings would be created at a deeper level than merely 'giving back' to teachers or policy makers what they believed to be 'the' correct meanings of the particular text. Of course, such questions about the text would have to be generated by the learners themselves. This would require a capacity to think critically and creatively about a text in order to generate such questions. For the 'scaffolding' of such questions teachers would need to pay attention to educational contexts that require children to think independently, which requires a different pedagogy than I.R.E. It would also require good, open-ended questioning skills and a particular reading style.

When the National Curriculum Statement (NCS) was introduced in 2002, I was still working for READ. The NCS introduced six learning outcomes for Literacy in the Foundation Phase: speaking, listening, reading, writing, language structure, and thinking and reasoning (Department of Education, 2002, p.19). READ aligned its lesson plans and material to the NCS. My observations were that, although 'thinking and reasoning' (T&R) was officially given the same status as 'reading and viewing', 'writing', 'listening and speaking' and

'language structures and use', it did not receive the same attention in practice as the other literacy components. The teachers I regularly observed planned and prepared their lessons for the other literacy components, but not for T&R.

Teachers from the six provinces I visited, which included all my class visits, did not seem to know what to do to address the T&R component of literacy. Those who did try to address this component never seemed to be sure about whether as a matter of fact they were developing thinking and reasoning skills.

Although T&R has been a prescribed literacy component since the introduction of NCS, it struck me in my observations that none of the teachers who took part in this particular READ project were teaching T&R as a literacy component. What I also noticed (and this was confirmed by the research reported on here) was that teachers believed that T&R amounted to nothing more than teachers asking questions in class.

When regularly observing thousands of lessons in my role as READ regional manager (using a lesson observation guide), I noticed that teachers had not changed their pedagogies for the teaching of the T&R component of literacy and this was after the NCS had guided mainstream school practices through in-service training. I worked for READ for 10 years and I had to draw the conclusion that teachers require more and specific support and guidance with regard to the teaching of T&R. This formed my motivation for the current study. What seemed urgently needed was to find out how teachers themselves perceive and understand their role in the teaching of T&R as part of literacy in the Foundation Phase. I intended to find out teachers' perceptions by listening to these teachers. I then planned to use that information to start formulating the kind of in-service and pre-service support student teachers and teachers might benefit from for the teaching of T&R in the literacy classroom.

I left READ in 2008 in the year that the Foundations For Learning campaign (FFL) was launched. The FFL focused on the Foundation and Intermediate Phases and included clearer specification of the material learners should have access to and the time needed for different learning activities in a week (Department of Basic Education (DBE), 2011, p.9). The campaign was to run for four years. However, in 2012 a new curriculum was introduced, the Curriculum Assessment Policy Statement (CAPS), which not only replaced the old curriculum (NCS) but was also very critical of it. This meant that schools could not continue implementing FFL, which was based on the old curriculum.

The objective of the FFL campaign was to improve learners' performance in literacy and numeracy in South Africa.

Literacy learning and teaching in the Foundation Phase had been identified by practitioners in the field as a problem for some time but the National Systemic Evaluation (DoE 2005) confirmed that two-thirds of South African children were not reading and writing at their grade level by the end of Grade 3. The systemic evaluation programme involved sampling between 35 000 and 55 000 learners in 2001 (Grade 3), 2004 (Grade 6) and again in 2007 (Grade 3). In each phase of this research process, learners wrote language and mathematics tests, which were externally marked. The evaluation revealed poor results in literacy (DBE, 2011, p. 9). The Progress in International Reading Literacy Study (PIRLS) of 2006 had already picked up the poor literacy levels in the country and as result the then Minister of Education, Naledi Pandor, launched the FFL Campaign (DOE, 2008a, p.3). In sum, different interventions were happening at the same time in South Africa and they were based on different teaching and learning theories. CAPS rejects the outcome-based focus of the NCS (leaving much independence in pedagogy to teachers).

It was also around this time that I changed jobs and started designing my research project. My previous professional experiences as well as my work at the University of the Witwatersrand (Wits) and my current job all profoundly influenced the rationale for my research project. In 2009 and for a period of two years, I joined the Foundation Phase Division (Curriculum Studies) at the Wits School of Education. As a tutor I taught Bachelor of Education (BEd) students and students (mainly practising teachers) who were working towards their Advanced Certificate in Education (ACE). The subject I taught was First Additional Language (FAL), which included certain language theorists and different language methodologies. The ACE curriculum was more about how to teach literacy skills, such as reading, writing, handwriting, phonics and teaching listening and speaking. In contrast to my previous professional experiences, these skills were not taught in the context of a whole language approach. Neither was the teaching of T&R included in either of the University's curricula. As part of my job, I observed many literacy lessons of Foundation Phase student teachers during their practical teaching experience component of their BEd degree. In my two years at Wits I did not see any change in the teaching styles of pre-service students. Students were given structured lesson formats to follow by the University. They had to indicate which component of

literacy they would be teaching, the subject matter, and they also had to indicate what assessment standard they were going to cover. Set questions were given and possible answers to these questions were included in the lesson plans. Pre-service students would choose assessment standards which were directly listed under the component they were going to present. So, for example, if the lesson was about writing the student would choose assessment standards that were under the learning outcome (LO 4) 'writing'.

Since 2011, I have been a coach and mentor working for the Gauteng Primary Literacy Strategy (GPLS). In 2012 mathematics was also included in the project and the project was renamed the 'Gauteng Primary Literacy and Mathematics Strategy' (GPLMS). The purpose of both strategies is to support some 781 underperforming schools in Gauteng. These schools were chosen on the basis of the results of the Annual National Assessment (ANA), which has taken place annually since the launch of the FFL campaign in 2008. These schools had been performing poorly in the yearly ANAs. In the 2011 ANA, the average percentage score after re-marking was 35% for Literacy (DBE, 2011, p.20). See Table 1 below.

Table 1: Average percentage score after re-marking the ANA

Province	Grade 3		Grade 6	
	Literacy	Numeracy	Languages	Mathematics
EC	39	35	29	29
FC	37	26	23	28
GP	35	30	35	37
KN	39	31	29	32
LP	30	20	21	25
MP	27	19	20	25
NC	28	21	27	28
NW	30	21	22	26
WC	43	36	40	41
SA	35	28	28	30

The main aim of the GPLMS is to improve learners' reading and writing skills and to improve mathematics results by providing resources to these schools. A further aim is to train teachers on how to present literacy and mathematics lessons. It is important for teachers that they are shown how to use these specially written resources and how to employ different teaching strategies.

My current responsibilities include the coaching and mentoring of teachers. I train teachers in the different methodologies they can use for the teaching of literacy and I go through prepared lesson plans with them both for mathematics and languages. I visit their schools to observe lesson presentations, seeing whether they adhere to the prescribed lesson plans, check learners' work and monitor assessment. These lesson plans are structured and controlled. Teachers have to present lessons and when mentoring takes place the coach monitors whether the teacher's lesson presentation is exactly as pre-planned.

My concern with this situation is that teachers are just following lesson plans and doing as instructed. There is no time to pause and wonder with learners about the meaning of texts that are being used for literacy. There is no time for them to probe, to speculate or to ask questions. Importantly, there is little opportunity for learners to connect the texts with their own personal lived experiences and therefore to make the exercise an educationally meaningful one for them. Also, there is so much to cover in one lesson that it is impossible for the teacher to allow learners to ask questions or to share their opinions on any subject matter, which is necessary for comprehension – another literacy component.

The South African Grade 4 learners scored very low in comprehension in the international tests (PIRLS, 2006) (see footnote 1). According to the PIRLS summary report, the four comprehension skills seem to follow a hierarchy from easiest to more difficult, requiring the learner to perform increasingly complex reading tasks. The comprehension skills assessed are: retrieving explicitly stated information, interpreting information, integrating ideas and information (PIRLS, 2006, p.25).

I conclude that my experiences as a teacher, teacher educator and trainer have led me to believe that in order for young learners to perform sophisticated reading tasks and to be critical and engaged readers, it is necessary to make room for children's own questions and ideas, which requires a different

pedagogy. This I wanted to investigate further and I therefore made it the focus of my research project.

1.2 The Aim of the Study

As part of a Masters course, I was introduced to an approach to teaching T&R called 'Philosophy with Children' (P4C). P4C is an approach that supports the development of some important literacy skills. Central to P4C is the 'community of enquiry' pedagogy.

This pedagogy nurtures critical, creative and collaborative thinking (see Chapter 3). As a starting point for a literacy lesson picture books and stories can be used as a basis for the more learner-led enquiries (Haynes, 2003, p.29). I hypothesised that P4C could be an answer to the government's demand to teach T&R in Foundation Phase literacy and therefore decided to make it the focus of my research project.

Hence, the focus of my study is to find out whether teachers could use P4C as a means to teach T&R in literacy in South African township schools and to identify the guidance teachers I work with need for learning this particular 'community of enquiry' pedagogy. The curriculum stipulates that T&R should be integrated when teaching the language components of listening and speaking, reading and phonics, writing and handwriting. The component 'Language structure and use' should be integrated too (DBE CAPS, 2010, p.6). Teachers seem to know how to teach all language components and, judging from my observations, they can integrate language structure and use it with ease. However, teachers seem to struggle to adopt an integrated approach with T&R and this project aims to ascertain the reasons for this and to identify some key elements of support necessary for the implementation of P4C in early literacy.

According to the CAPS, the teaching of T&R should also be developed when teaching home language and the FAL in the Foundation Phase (DBE, 2010, p.6). For this project I therefore chose a small group of Grade 3 teachers as my research participants and, in order to avoid language barriers, FAL (English) was chosen. Foundation Phase teachers teach all four Foundation Phase subjects. Two of those subjects are home language and the FAL. Although the idea of the study was to concentrate on the FAL, the findings would also have implications for home language and possibly benefit all other official languages in South Africa.

1.3 Research Questions

The following research questions guided my project:

Main question: What is and should be the role of Foundation Phase educators in teaching Thinking and Reasoning to Grade 3 learners in Literacy (First Additional Language)?

Sub-questions:

1. How do teachers implement Thinking and Reasoning in their own classrooms?
2. What are teachers' perceptions of what it means to teach Thinking and Reasoning in Grade 3?
3. How do Grade 3 teachers respond to Philosophy for Children for the teaching of Thinking and Reasoning? Do they think it is valuable and what are the obstacles they identify?
4. What kind of support do Grade 3 teachers identify as a need for developing Thinking and Reasoning skills as required by the National Curriculum?

1.4 Importance of the Study

To make it possible to start formulating what kind of support Grade 3 teachers might need to develop T&R in the Foundation Phase as required by the South African government, it is important to study current literacy practices in a small selected group of teachers in the Foundation Phase. By listening to their persp2ectives and ideas it is possible to find out how they perceive their role in developing their learners' T&R skills. Although the group of research participants is small, all Foundation Phase (student) teachers might benefit from the research and the support it suggests. The reason for this is that my professional experiences[6] strongly support the idea that all Foundation Phase

[6] I report on these experiences in 1.1 of this report.

teachers in disadvantaged schools[7] need support and guidance with regard to teaching T&R.

Six teachers in this study were introduced to P4C and their responses to this thinking skills approach were used to provide valuable information about its suitability for the teaching of literacy in these particular Gauteng South African Foundation Phase classrooms.

Two of the three schools that participated in this study were schools that had been identified by the GPLS as being in need of government support to raise standards. Also, obstacles were identified that could prevent the implementation of this approach to teaching and learning even when teachers had responded in favour of such an intervention in their classrooms. Finally, this small-scale study may result in the formulation of some ideas, however modest, for appropriate guidance for policymakers, teacher educators and teachers to start formulating the kind of support teachers need for the teaching of T&R in the Foundation Phase classroom – in particular if P4C is chosen as the educational intervention.

1.5 Organisation of the Study

The report is structured as follows.

Chapter 1

Chapter 1 provided an introduction to the study, with a focus on my work background, the aim, the rationale and the overall structure of my study.

Chapter 2

This chapter focuses on literacy in South Africa in the Foundation Phase. It discusses the NCS and introduces LO5 Thinking and Reasoning as a literacy component and the adoption and infusion of thinking and reasoning by the CAPS.

[7] It might also be the case that other government schools or independent schools do need this kind of support, but I have not been working with teachers from those schools, so I am not in a position to draw such conclusions.

Chapter 3

In this chapter P4C is introduced as an approach that could be adopted by South African disadvantaged schools for teaching and developing T&R in literacy.

Chapter 4

This chapter explains why qualitative research was selected as a research design for this study, and gives an overview of the research instruments I used (interviews and observations). Also, reliability, validity and limitations of the study are discussed in this chapter.

Chapter 5

Data collected is analysed in Chapter 5 Tables are used to represent the themes that arose from the data.

Chapter 6

This chapter is a summary of findings, conclusion and interpretation.

Chapter 2 The Literacy Programme in South Africa

2.1 Introduction

The historical democratic elections that took place in 1994 changed the political landscape of South Africa and heralded profound educational change. South Africa had several exclusive syllabi before the democratic elections, one for each race group. Post-elections South Africa developed one curriculum for all races. The first new curriculum to be introduced was Curriculum 2005 and this was launched on 30 July 2001. This curriculum was later revised and called the National Curriculum Statement (NCS). The latest curriculum is the Curriculum Assessment Policy Statement (CAPS), which was introduced at the Foundation Phase at the beginning of 2012.

2.2 Literacy

Barton and Hamilton (1998) suggest that literacy is primarily a socio-cultural practice – something people *do*. It is an action, located in the space between thought and text. Literacy does not just reside in people's heads as a set of skills to be learnt and it does not just reside on paper, captured as texts to be analysed. Like all human activity literacy is essentially social and it is located in the interaction between people (Larson and Marsh, 2005, p.10). Literacy implies more than just the ability to see and understand different symbols and to use them to read and write. Literacy also involves attitude, assumptions and expectations about writing and the value of these activities in one's life. Reading and writing are more than simply decoding and encoding print; they are ways of constructing meaning with the written language. Learners must understand that what is said can be written down and read again by someone else – it is all about conveying the message (READ training notes, 2006).

Janks argues that "[m]any languages do not have a word for literacy" (Janks, 2010, p.1). In the model of literacy as a social practice, according to Larson and Marsh "literacy is shaped by particular social, cultural, economic and political contexts and is always ideological, that is it always carries particular meaning and is imbued with power" (Larson and Marsh, 2005, p.11). The concepts 'literacy' and 'language' are used interchangeably in the South African curriculum. Curriculum 2005 called the subject Literacy, Language and Communication (LLC). The NCS called it Literacy. The CAPS calls it language. Literacy/Language would include all language components: listening,

reading, phonics, speaking, writing, language structure and use (grammar), with the addition of T&R and handwriting as literacy components since the introduction of the NCS. Teaching of literacy components is influenced by the approach that a school has adopted. Some schools have adopted;

Whole-part- whole model of instruction or

The First Whole in Literacy Instruction or

The Parts of Literacy Instruction or

The Final Whole in Literacy Instruction (Burns, 2006, p.2-7).

The whole-part-whole- model (A balanced literacy programme is considered a meaning based philosophy, while phonics is a skill based philosophy (Burns, 2006, p.2). The DoE does no prescribe models nor approaches that should be used by schools.

2.2.1 Literacy components

The literacy components that were taught before the introduction of the NCS were reading, writing, speaking and grammar (now called language structure and use). The NCS introduced six learning outcomes for literacy in the Foundation Phase. These were speaking and listening, reading and viewing, writing, language structure and use (grammar), and T&R. The NCS was the first curriculum to assign equal status to T&R as to the other learning outcomes/components (DoE, 2002, p.19). T&R was not included in the South African curriculum before this.

The introduction of T&R was consistent with the DoE's curriculum aim, which is:

> to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong, confident and independent, literate and multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen. (DoE, 2002, p.4)

One can assume that part of what it means to be a critical citizen is the ability to think and reason critically and creatively. Leicester claims that "critical thinking can be thought of as a toolbox of skills which enable children to think more deeply and clearly about what they believe (and what they read or are told in the

media etc.), and about what they should do. Such thinking will help them to be better informed and less open to biased persuasions, to prejudice and to irrational behaviour" (Leicester and Taylor 2010, p.2). If children do not learn this from an early age, these attitudes and skills are much more difficult to acquire at a later age.

Developing T&R skills is as important as developing knowledge. Erlbaum argues that "thinking ability is not a substitute for knowledge; nor is knowledge a substitute for thinking. Both are essential. Knowledge and thinking ability are two sides of the same coin. They are the yin and yang of intellectual competence and rational behaviour" (Erlbaum, 1985, p.62). Haynes and Murris (2009) claim that there is clear evidence that using philosophical enquiry as a teaching strategy increases children's confidence in their ability and power as meaning makers.

2.3 Teaching Thinking and Reasoning in the National Curriculum Statement

Teaching T&R was official policy since 2002 and therefore compulsory for Foundation Phase educators to teach (GDE, 2002.p19). However, as discussed in Chapter 5, in this project it soon became clear that the participating teachers in this study did not understand what was meant by teaching T&R and they struggled to teach this component. The response of all six participants was a resounding "no" when asked the following question: "Do you plan lessons purely to teach thinking and reasoning as a learning outcome?" (See Chapter 5, Table 6.) Their response indicated that they did not know what to do. For example, one of the teachers, Sophie, said, "I have never treated thinking and reasoning as an LO [learning outcome]. I thought thinking and reasoning was developed by just asking questions." (See Chapter 5, Table 6.)

When Curriculum 2005 was introduced, the learning outcome T&R did not receive the special attention it deserved. The main problem was that teachers were confronted with this component for the very first time. During the apartheid era, T&R was not a component of any primary school subject. Lipmann argues that "teachers do what they are taught to do, and by and large they do it well" (Lipman, 1992, p.10). However, in the case of T&R teachers are not able to do well, because they have not learnt how to do it. Green – a South African cognitive psychologist and teacher educator – explains the reason

for this. She argues that "most teachers experienced their schooling and their teacher education within an authoritarian system which viewed knowledge as fixed and teachers as docile purveyors of information" (Green, 1999, p.13). Like all teaching, lessons for T&R have to be carefully planned for. However, in my study it became soon apparent that teachers lacked the skills and ideas to develop T&R lesson plans. They did not seem to know what to do in addressing this component and those who tried were not sure they were actually developing thinking and reasoning.

All six research study participants confirmed my observations noted over a number of years when I was visiting classrooms and observing literacy lessons (as described in Chapter 1).

I am currently a coach and mentor for the Gauteng GPLMS project (see Chapter 1). It has become clear to me that these schools are not happy to be called "underperforming schools" – they are now referred to as "priority schools". The selection of th8ese schools for my study sample was based on their poor results in the ANA.

The general aim of T&R is that the learner is able to use language to think and reason and to access and use information for learning. The Thinking and Reasoning Assessment Standards for Grade 3, for example, expect that the learner:

- "Understands concepts and vocabulary relating to measurement (e.g. how long is it?' 'How far is it?);
- Uses language for thinking and problem solving;
- Compares things critically, (e.g. 'which is more useful, a bicycle or a car? Who uses a bicycle or car? Which is better for the environment?');
- Discusses and solves problems in groups (e.g. 'How can we keep our environment clean?');
- Collects and records information in different ways;
- Carries out a simple survey (e.g. 'how learners come to school – by taxi, bus, car, and bicycle or on foot?');
- Records information in different ways (e.g. a table, a chart, a diagram, a bar graph);

- Uses language to understand concepts and vocabulary relating to a different Learning Area;
- Keeps a personal dictionary;
- Asks questions for clarification;
- Transfers information from one mode to another;
- Listens to a story, talks and fills in information on a chart or labels a diagram;
- Uses information from visuals or written text to create a chart, a bar graph, or mind map or to label diagrams;
- Uses information from a chart, bar graph, diagram, mind map or picture to write or complete a short text." (DoE, 2002, NCS Foundation Phase, pp.71-74).

Interpretation of these Assessment Standards and finding activities to address them in literacy was difficult for teachers as a result of the ineffective training they had received. This problem was also identified elsewhere. For example, Fisher pointed out a few decades ago that in the UK "the curriculum aims of most schools acknowledge the need to develop thinking skills in children but few give any clear indication as to how this can be achieved" (Fisher, 1990, p.vii).

Since then much has changed in countries such as the UK, where thinking skills are now part and parcel of the mainstream curriculum and P4C is mentioned as a recommended way of teaching "enacting dialogue" and oracy in all schools in Britain by a team of education experts from Cambridge University who were tasked with the largest independent evaluation of the British National Curriculum for 40 years.[8] In South Africa, the need for schools to take T&R seriously has only just been recognised, for example, with the launch of the organisation *Thinking Schools South Africa* in 2011 (see: www.IACESA.co.za; accessed 03 September 2012). The South African curriculum that was in place when I conducted this research demanded that thinking be taught from the Foundation Phase onwards, but the NCS training failed to give clear guidance as to how this could be achieved in classrooms.

[8] See: www.primaryreview.org.uk/Downloads/Finalreport/CPR-booklet_low-res.pdf, p 24.

2.4 Foundations for Learning Campaign Literacy Components

The South African DoE conducted national systematic evaluations in 2001, 2004 and 2007 to establish literacy levels of primary school learners (Pirls,2008). These large-scale evaluations showed shockingly low levels of reading ability across the country. The national score average was 39%. Since then, schools have shown more interest in developing reading and writing skills as they are viewed as more important literacy skills. Unlike teaching T&R, teachers are more familiar with these traditional language components. However, literacy skills are interdependent. One cannot improve one skill at the expense of other literacy skills. Gust, 1995 questions whether the concept of thinking has lost its value in education. He states:

> People continue to complain that schools do not teach children to think. And the critics are probably right. How often do we hear these pedantic directives?
>
> 'Say the word, spell the word, and say the word'
>
> 'Repeat after me'
>
> 'Write the words three times each'
>
> 'Fill in the blank'
>
> 'Copy the definition'." (Gust, 1995, p.1)

But to be proficient in reading, writing, listening and speaking; that is, the identified literacy skills, it is essential that children can think and reason well. They should be able to communicate their ideas and put arguments forward in conversation with others. This is the role of dialogue and the importance of oracy that has been identified in the British Primary Review mentioned above.

The Foundations for Learning campaign (FFL) was launched in 2008 to focus the system on improvement of learner performance in literacy and numeracy. The FFL states that: "Milestones (knowledge and skills) were derived from the learning outcomes and the assessment standards drawn from the National Curriculum Statement [see also Chapter 1]. These milestones explain the content embedded in the Learning Outcomes and the Assessment Standards" (DoE 2008a). Lesson plans were provided for teachers to follow. It is unclear why the FFL campaign did not include prepared lesson plans on T&R as it did for all the other more traditional literacy components. This document showed

that Assessment Standards for T&R were distributed among lessons prepared for teaching the usual literacy components. (See Appendix J.1 and J.2.)

A lesson had a number of milestones and assessment standards from different components. The time allocated for each component rendered it impossible for a teacher to address all milestones and assessment standards suggested in one lesson. This meant that a lesson could address one or two of the suggested milestones and assessment standards and not the rest. There was no system in place to monitor that all milestones and assessment standards were indeed achieved.

The FFL campaign introduced the ANA framework. Teachers concentrated more on developing reading and writing and on making sure that the four assessment tasks prescribed for each term were carried out. Teachers left out components such as T&R – despite their importance. As Fisher claims, "education is supposed to be about teaching young people to think, why does it produce so many unthinking people?" (Fisher, 1998, p.27).

The Government Gazette stipulates the minimum contact time, as well as time that should be spent on each component and on daily literacy activities (DoE, 2008b). In 2011 schools DBE learner workbooks were introduced in Grades 1 to 6. These workbooks were organised in the form of worksheets for every child in Mathematics and Language (as discussed earlier Language and Literacy are equated). Schools used these workbooks for a year (2011) and the DBE revised them with the aim of aligning them to the CAPS. It is again difficult to find T&R activities in these workbooks because most of the activities are fill in, tick and writing sentences using given words and require no critical or creative thinking from learners.

2.5 Teaching Thinking and Reasoning in the CAPS

The national Curriculum Statement was amended to improve its implementation. CAPS is not a new curriculum but an amendment so that the curriculum is more accessible to teachers. CAPS provides details on what teachers ought to teach and assess. CAPS is a single comprehensive policy document which was developed for each subject to replace the old subject statement, Learning Programme Guidelines and Subject Guidelines in Grades R-12 (CAPS,2010,p.2). CAPS has incorporated T&R in its primary school

language programmes. The curriculum stipulates that teachers should follow an integrative approach when they teach language components as laid down in the curriculum (DoE, 2011, p.250). It differs from literacy understood as a socio-cultural practice (see 2.1 above) and has a more technical approach to the teaching of the subject. The CAPS has four subjects (learning areas) in the Foundation Phase: Mathematics, Life Skills and Languages (Home Language and the FAL). Language components for Home Language and for the FAL are presented as follows: CAPS (2011, p.6) for Home Language and CAPS (2011, p.6) for FAL (see also Table 2).

Table 2: The main skills in the First Additional Language Foundation Phase curriculum

Listening and speaking	Thinking and Reasoning and Language Structure and Use (grammar) are integrated into all four language skills (listening, speaking, reading and writing)
Reading and phonics	
Writing and handwriting	

It is clear from Table 2 that the CAPS has incorporated T&R as skills that should be developed within the literacy programme. All NCS literacy components are adopted by the CAPS. However, an important difference for this research project is that T&R and Language Structure and Use are no longer considered separate learning outcomes. They have been integrated within other components (an infusion approach).

The CAPS has opened up opportunities for the teaching of T&R as an integrated approach. It explicitly states that "during the reading lessons the teacher has many opportunities to engage learners in a range of levels of thinking and reasoning. Examples of what kind of questions could be asked under each category of questions are provided in the Home language Foundation Phase CAPS document under comprehension" (CAPS, 2011, p.14-15). There is the assumption that T&R is taught through the teacher asking particular questions.

Table 3: Ways of starting questions/activity instructions intended to develop both lower and higher order comprehension skills according to the CAPS

Literal comprehension:	Point out... Read/quote the line... Describe... Find... Show... Locate... State...
Reorganisation:	Compare... List... Contrast... Divide... Classify... Summarise... How is...different to...
Inferential:	Pretend... Suppose... Could... What are the implications...? What might have happen if...? What consequences...?
Evaluation:	Should...? In your opinion... Do you agree...? Would you have...? Is it right that...? What best describes...?
Appreciation:	What did you think when...? Is this word/ phrase effective for...? Do you know anyone like...? Why did you like/dislike...?

Source: CAPS (2011, pp.14-15)

What is clear from Table 3 is that teachers need to learn to ask particular kinds of questions that are not just about recall or reference to facts in a text. The teaching of T&R needs special attention; otherwise teachers will continue to ask only literal comprehension questions (with the answers contained in the text itself). The questions and activity instructions in Table 3 show that open-ended questions could be asked and activity instructions given that would challenge a learner to think.

Also, it has to be clear to teachers that the teaching of T&R is not optional, but is explicit government policy. Teachers did not do well in teaching T&R when the previous curriculum (NCS) was in place. It makes sense to teach T&R as part of teaching language and literacy. Fisher argues that "it is through the use of language that children take control of their thinking and make meaning from the world" (Fisher, 1990, p.7). Fisher's argument supports the aim of literacy teaching as laid down in the NCS policy document: "The learner will be able to use language to think and reason, as well as to access and use information for learning'' (DoE, 2002, p. 71). Haynes and Murris claim that "there is clear evidence that using philosophical enquiry as a teaching strategy increases children's confidence in their ability and power as meaning makers. Its emphasis on oral work increases levels of participation across the reading ability range, from struggling readers to the very able" (Haynes and Murris, 2009, p.175). So, the DoE has to make sure that teachers understand the demands of the curriculum and that teachers know more about teaching T&R. To do this teachers who are not yet confident in teaching it need to be given more guidance.

When I started the research, the CAPS had not been put in place as yet, so much of this report directly links to the NCS, but can easily be translated to the CAPS. The reason for this is that T&R is an important component in both curricula, although in the CAPS T&R needs to be integrated in the teaching of the other subjects and does not stand on its own. The Critical Outcomes of the NCS are as follows.

"The National Curriculum Statement Grades R – 12 aims to produce learners that are able to:

- Identify and solve problems and make decisions using critical and creative thinking;

- Work effectively as individuals and with others as members of a team;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visuals, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation." (CAPS, 2011, p.6)

The Critical Outcomes were the cornerstones and pillars of education in South Africa during the NCS and they all have something to do with T&R. Creative thinking and reasonableness are embedded in each. The Critical Outcomes are discussed in more detail in the next chapter where I explore the approach to the teaching of T&R embodied in P4C.

Chapter 3 Thinking and Reasoning in Literacy through Philosophy for Children

3.1 Introduction

While completing the course work component of my Masters in Education, I was introduced to an approach to teaching T&R called P4C. P4C is an approach to teaching and learning that supports the development of some important literacy skills. Central to P4C is the 'community of enquiry' pedagogy.

3.2 The Philosophy for Children Programme

The P4C approach [o]riginated in the United State with the work of Mathew Lipman and it sets out to influence the whole life of the school and its inhabitants. It is associated strongly with Plato's teacher, the Greek philosopher Socrates, born in 469BC" (Haynes,2008,p.55). Fisher argues that:

> Philosophical thinking is a matter of thinking about thinking and as such it has both cognitive and metacognitive content. The cognitive or conceptual content includes the explanation of the most basic ideas of everyday life, such as: who am I? What should I believe? and so on. The metacognition content is about the process of improving one's own thinking and reasoning, so that one has a better understanding of oneself as a thinker and better tools with which to examine whatever subject matter is under review. (Fisher, 2005, p.1)

This is important for the teaching of literacy in the Foundation Phase because learners learn more about themselves as they explore conceptual content. Their thinking and reasoning skills improve as they engage in P4C.

3.3 Philosophical Enquiry

Enquiries are structured forums for rigorous group discussion that gives priority to children's own questions (Haynes and Murris, 2003, p.29). Enquiries are philosophical when the community asks searching open-ended questions, often about the meaning of central concepts that are embedded in our everyday language. These include, for example, concepts such as 'right', 'wrong', 'life', and 'death' (Haynes and Murris, 2012). The meanings we bring to these concepts influence our day-to-day decisions as well as our thinking about the

bigger questions, such as the origin of the universe. In P4C, members of the community shape and reshape philosophical concepts. Philosophical concepts are common, central, and contestable; that is, we use them all the time and they are central to how we think about the world and people in this world. Philosophical enquiries are important for literacy, because they encourage people to think about the meaning of words (concepts) at a deeper level through discussion.

In principle there is no reason why P4C could not be adopted in South African schools because the CAPS language programme is structured in such a way that T&R should be taught in an integrated manner. This means that P4C can be part of a literacy lesson. Also, when looking at the evaluative questions/instructions suggested in the CAPS document (see Table 3 in Chapter 2), these could be used to develop a philosophical enquiry. Examples of these questions are 'In your opinion...?', 'Do you agree...?', 'Is it right that...?' These types of questions cannot be answered with one word only. They are open-ended questions. In answering them, children have to substantiate and give reasons for their answers.

Philosophical enquiry moves between concrete examples and abstract ideas, drawing on the participant's personal knowledge and experience and through verbal reasoning and shared dialogue. According to Plato, a philosophical investigation is an exploratory enquiry. It is a process of coming to know something better by exploring conceptual connections and relationships (Fisher, 2005). Fisher argues that [b]y listening and responding to what others think we come to learn what it is to think for ourselves. In articulating sharing, sharing and modifying our ideas through the process of dialogue we come to take responsibility for what we say and think, and empower others to do these things too" (Fisher, 1998, p.140). P4C acknowledges that children are capable thinkers and people and accords them an active role in the construction of knowledge. Fisher observes that young children are born talkers. They chat, describe, question and argue much of the time. With the right guidance, such talk may spur their thinking, getting them to reason (Fisher, 1990, p.156).

P4C is a rigorous process. The method of P4C is engagement in a community of enquiry. Gardner argues that "if a Community of inquiry is to be worthy of its name, it must make progress towards the truth" (Gardner, 1995). Similarly, Haynes claims that "...the teacher's role can be compared with that of a

midwife and the teacher must question in a way that allows the truth to be revealed" (Haynes, 2008, p.55).

When children are engaged in a community of enquiry their ideas are tested and scrutinised by their peers.

As Haynes points out, "when children are thoughtfully vocal, their thinking and talking can help to change the classroom from a place of instruction into a place where education is possible" (Haynes, 2008, p.15). The teachers' role is that of a facilitator and the class learns to evolve as a community of enquiry, which is defined as a rigorous, democratic and reflective approach to discussions built up over time with the same group of learners. Lipman describes the teacher's role as follows: teachers need "to encourage children to explore feelings, to listen to each other, take turns in speaking, and to seek solutions" (Lipman, 1977, p.12). A good way of doing this is by giving children the opportunity to ask questions about texts that can be used for literacy.

Using the P4C approach, learners are encouraged to ask thought-provoking questions about, for example, picture books. The example used here comes from a DVD of a P4C lesson presented in the UK. Listed below are the questions a Year 2 class in a London school[9] came up with after reading the picture book *The Whisperer* by Nick Butterworth (Allexant, 2007, DVD). (See Appendix K for the DVD transcript of the lesson). The story is narrated by a rat who enjoyed himself when two cat families fought each other. The Ginger cat family and the Black and White family were always up in arms with each other. The two cat families were disappointed when they discovered that a love affair was going on behind their back. The love affair was not accepted by either family. The two families tried to separate the two lovers; unfortunately, it was too late. Five kittens were born. Two kittens were black and white, two were ginger and the fifth looked like a tiger. Because of the tiger cat the couple could not be separated. Questions that were asked by the Year 2 learners in the (Allexant, 2007, DVD) are presented in the box below.

[9]Year 2 in England is equivalent to Grade 1 in South African schools.

Allie: Why were the cats fighting?

Victor: Why were there a ginger cat and black and white cat and the ginger cat a tiger cat?

Mike: Why was the rat selfish?

Jason: Why did they have babies and why did the cat come back in the wild?

Matthew: Why was the last baby different?

Billy: Why did the Tiger come out of the box?

Naomi: Was Tiger a real tiger or a cat?

Maggie: Where did the cats go?

Aoutis: Why did the rat follow them around?

Jake: Why does the last kitten come out at the last minute?

Jake: Why are the cats so bad?

Why did the black cat and the ginger cat become friends?

Why did the cat wake up?

Shanna: Why were the cats sent off?

Where did the tiger come from?

Why did the cats fight no more?

Seminah: Why did tiger be scared and why did tigers become friends?

Marcel: Why is there a stripe one?

Learners were free to agree or disagree (P4C Enquiry 1 2007).

As mentioned, an important inspiration for P4C is the Ancient Greek philosopher Socrates. He argued that philosophy was open to all and that philosophical skills could be developed by anyone who had the power of speech (Fisher, 2005, p.5). In the dialogue Phaedrus Socrates argues that "written and speechmaking (lecturing) are poor instruments in education because they merely rely on rote memory, they do not express a lived process of mutual enquiry" (Fisher, 2005, p.4). Haynes and Murris , also draw on Socrates when they argue that "the community of inquiry 's emphasis on oral work increases level of participation across the reading ability range, from struggling reader to the very able (Haynes and Murris, 2009, p.177). Participants are given time to think and opportunities to rehearse ideas. There are no right answers and all ideas are given a fair and equal hearing. Answers are always provisional".

As shown in Chapter 2 T&R is a component in Home Language and the FAL, which is English in most public schools; that is, government schools in South Africa. In the Foundation Phase FAL lessons, learners could engage in philosophical enquiry, as it develops T&R. Haynes describes it as follows: "children are encouraged to think logically, critically and creatively. To reason and reflect, and deliberate with an open minded disposition" (Haynes, 2008, p.12).

3.4 Reasonableness

2The main objective of P4C is to teach reasonableness, which is primarily a social disposition: the reasonable person respects others and is prepared to take into account their views and their feelings. A link exists between reasonableness and T&R. In teaching T&R, children are taught to think logically, critically and creatively and the outcome of this thinking has to be reasonable. Burbules claims that "a person who is reasonable wants to make sense of, wants to be fair to alternative points of view, wants to be fair and prudent in the adoption of important positions in life, is willing to admit when he or she has made a mistake, and so on" (Burbules, 1995, p.86). Fisher also claims that: "Philosophical inquiry initiates children into public discussion about the meaning of language. It encourages people to think, what it is to be reasonable and to make moral judgements" (Fisher, 1998, p.56).

Murris stipulates that "the concept of a 'reasonable person' lies at the heart of Philosophy for Children and, arguably, of education itself and the ideal of democracy. Reasonableness itself is a rich, multi-layered, concept. It calls to

mind someone who is able to reason well: the skilful reasoner" (Murris, 1999, p.6). The dispositional component of reasonableness helps bridge the notorious gap between thought and action. According to Burbules, "a reasonable person is one who will tend to have, and offer, reasons to support his or her choice of belief and action, these are the manifestation of something more basic about this sort of person" (Burbules, 1995, p.86). "Reasonableness as both a goal and a form of ongoing behaviour is the cornerstone of the community of inquiry. "Through their participation in the communal reasoning, children develop an attraction to ideas of many kinds and from many sources" (Fisher,1998, p.150).

3.5 The Process

A stimulus is needed to start an enquiry. As Fisher explains:

> Philosophy begins in wonder, this wonder can be evoked by different stimuli. A stimulus could be anything from an object, values, a work of art, beliefs, open questions, a picture, reviews etc. One class used an apple as a stimulus for Socratic enquiry. The class then generates a collection of open questions written in their books or question box, or they can be written on the board or flipchart. A stimulus can come from the teacher or a student. (Fisher, 1997, p.6).

Haynes proposes that "central to the practice of philosophy with children is that all discussions arise from children's questions, usually in response to a particular stimulus such as a story, picture or poem" (Haynes, 2010, p.12). Opening up space for children means inviting pupils to be curious, to puzzle, to be surprised and to formulate questions that will provide the bases for discussion.

There are basic requirements and procedures in a 'community of enquiry' classroom, which up to a point can also be negotiated with the learners. Haynes claims that the "... main activity of the community of philosophical inquiry is whole-class discussion where the classroom organization may vary from week to week" (Haynes, 2010, p.27). When children are new to the process, the teacher should plan what the stimulus will be and time should be allocated for every element or step of the enquiry. If T&R is part of early literacy it makes sense to use a stimulus that is relevant for this learning area, so a nursery rhyme or picture book can be chosen. The teacher asks open-ended philosophical questions as a strategy to develop an enquiry further. Teachers can use questions that seek clarification, questions that probe for reasons and evidence,

questions that explore alternative viewpoints, and questions that test implications and consequences. In the enquiry in the London school above, one of the questions that the teacher asked, for example, was "Who supports that argument?" Open-ended questions act as an invitation to better, more rigorous thinking.

Different types of questions elicit different responses. For example, certain questions seek clarification where learners are encouraged to explain, define a concept or give examples. Other types of questions are questions that probe for reasons and evidence. These types of questions stimulate children to give reasons, justify their assumptions and even to think about what constitutes evidence. Children also put forward arguments.

Questions can also be asked that explore alternative viewpoints, by, for example, re-stating an opinion or speculation. In P4C classes, teachers help the children to test for truth value, consequences, implications and consistency of these viewpoints. Finally, in a community of enquiry questions about the questions and the content of the discussion can also be posed. For example, the teacher can encourage the children to summarise parts of the enquiry (e.g. make a mind map), to make some connections explicit, to analyse what has been learnt, and to draw some conclusions. Socratic questions follow a pattern, a progression through questioning, with the teacher following where the children take the enquiry but influencing the content through the questions the teacher asks (Fisher, 2005, p.8).

3.6 Rules for the Enquiry

Rules that facilitate this process of thinking together can be developed collaboratively by the teacher and the class. The class can decide on how many and what kind of rules they need and can agree on these rules through consensus. It helps if the teacher writes the rules down on a chart, board or in the children's books and they could, for example, sign if they agree to abide by them. The writing of rules and signing works well in a class where children have basic writing skills.This communal democratic consensus helps children to internalise the rules that are binding as a means for thinking together. A useful agreed rule, for example, is "Waiting for your turn". The community of enquiry setting and ethos fosters self-discipline. The physical seating in a circle or half circle expresses and helps to consolidate the communal aspect of this classroom

work, which enables all the children in the class to see and hear each other properly (Haynes, 2008, p.27).

Discipline can be developed through games, such as the 'stand-up' game in which children move their chairs in such a way that they can all see and hear each other properly. One of these games is the 'Philosophical Fruit Bowl' game. A group of about eight people could play this game. They sit on chairs in a circle. The main aim for this game is to examine beliefs and points of view. The first step of the game would be giving participants fruit names. Apples or any fruit could be instructed to swap places. One of the apples will not have a seat because the teacher has sat on that chair. In the second step, that person will call on the next fruit to swap places. The third step involves calling people who share something in common to swap places, e.g. "those who are wearing jeans". The fourth step is the introduction of philosophical statements, such as "those who believe in an afterlife should swap places". This is a playful way of getting children to commit themselves to a particular point of view, which can then be examined further (lecture notes, 2010).

After each activity the children are brought together again into a whole class group and asked to give feedback first on what they thought about the activity and then on the ways they had talked about it together. How did they reach the group decision? What sort of thing worked and what discussion to produce a final set of 'class ground rules for talk'? This list of ground rules is then to be displayed prominently on the wall of the classroom. In all succeeding talk lessons, these rules can then be referred to as "our rules for talk" (Wegerif, 2002, p.42).

Teaching T&Rin the Foundation Phase is policy and has to be carried out. The I.R.E. strategy of dealing with questions, adopted by teachers, is undermining the thinking ability and level of the Foundation Phase learners. The P4C focus is on teaching T&R; it values children's own ideas. Learners ask questions that no one knows the answers to, and as they try to find the answers to their questions, they apply their minds. Open-ended questions stimulate T&R. Teachers need support and guidance on how to teach T&R through P4C.

Chapter 4 Methodology

4.1 Introduction

As argued in the previous chapters, the NCS Critical Outcomes demand that education should produce citizens who can think critically and independently and can solve problems. Although the NCS has now been replaced by the CAPS, T&R is one of the literacy components that has to be developed from the Foundation Phase onwards. Chapter 3 introduced a relatively new approach (P4C) that could support teachers and teacher educators to teach T&R in South African mainstream early literacy classrooms. In this chapter, I discuss the design of my study, its structure, the selection of research participants, the school profiles, the research ethics, the reliability and validity of the study, and the limitations of the study.

.2 Methodology Approach

This research adopted a qualitative approach. Qualitative research is described by Patton (2001) as using a naturalistic approach that seeks to understand phenomena in context specifics, such "real-world settings where the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001, p.39). In this study data was gathered on naturally occurring phenomena (MacMillan and Schumacher, 2010, p.11). As MacMillan and Schumacher point out, "qualitative research is based more on constructivism, which assumes that multiple realities are socially constructed through individual and collective perceptions or views of the same situation". Henning (2004) confirms that a qualitative approach is used to inquire and to collect data in a way that is sensitive to the people and places that are being investigated.

4.3 The Structure of the Study

This research project was conducted in three different phases. The third phase had two separate parts to it. For an overview of the stages of the research design see Table 4 below.

Table 4: Overview of the three stages of the research design

Stages	Phases of the research chronologically	Methodology	Focus of the intervention
Stage 1	First interview	Semi-structured	Finding out what the teachers think it means to teach thinking and reasoning.
Stage 2	Lesson observation	Field notes	Observing how the teachers teac8h a thinking and reasoning lesson.
Stage 3 Part 1:	Teachers watch a P4C DVD	Observing	Teachers watch an example of the new approach, i.e. P4C.
Stage 3 Part 2:	Second interview	Audio taping and transcriptions	Gathering teachers' ideas after watching an unedited DVD of children participating in a P4C lesson.

In this study two interviews were conducted with six Grade 3 teachers, who were participants in the study. Interviews were used because they also offered opportunities for non-verbal communication and were opportunities to motivate the research participants (McMillan and Schumacher, 2010). Moreover, they made it possible to ask questions to uncover information that might not have been revealed by other methods of data collection. For both interviews I used semi-structured questions. This technique is flexible and adaptable and therefore it enabled me to probe further, depending on the participants' answers, to gain more clarity. In semi-structured interviews, questions are phrased to allow for individual responses. Questions were open ended, and fairly specific in their intent. The semi-structured interview was chosen for this study because of the belief that it is an informed and systematic discussion about a particular issue under research (McMillan and Schumacher, 2010). (See Appendices L and N.)

In the second phase of the study I observed six teachers presenting lessons on what they regarded as teaching T&R. Teachers were already familiar with the

teaching of T&R because it was introduced in the Foundation Phase by the NCS and they had FFL lesson plans to guide them (see Chapter 1). These lesson plans were written in such a way that they integrated Assessment Standards of Thinking and Reasoning across all language components.

4.3.1 The first interview (the first stage)

The first phase of the study was a semi-structured interview. The main aim of the interview was to find out what teachers' perceptions were of what is involved in the teaching of T&R in Grade 3 and to investigate how they implemented T&R in their classrooms. (See Table 5, in Chapter 5). The interview took place at each of the three schools, in a classroom. This was conducted after contact time. The first interview session did not take long because the teachers did not have much to say about the subject. It took one hour at each school. This interview was not recorded; I took notes.

4.3.2 Lesson observation

Observation was used to find out whether the research participants were able to select and present a T&R lesson as required by the curriculum (DoE, 2002, p.24). Observation is another good way of gaining knowledge on what is happening in a bounded space. McMillan and Schumacher further argue that observation is a way for the researcher to see and hear what is occurring naturally at the research site (McMillan and Schumacher, 2010, p.350). Kidde argues that "observation is a research tool when it serves subjected to checks and control on validity and reliability" (Kidde, 1981, p.264). The CAPS was not yet in place when these lessons were presented and the research conducted. However, the study findings are relevant because the CAPS has incorporated the teaching of T&R into language teaching (see Table 2).

Six Grade 3 teachers presented language lessons. Two teachers presented listening and speaking lessons. Two teachers each presented a reading lesson and two teachers each presented a writing lesson. Lessons were presented in English, their FAL. A total of six lessons were observed. Learners were informed about me and I was introduced to the six classes that participated. My role as observer was relatively passive and unobtrusive. Lesson observations were made during normal teaching and learning contact time. Data collection was conducted through the making of field notes for this part of the research.

4.3.3 The second interview

In Part 1 of the third stage of the research teachers watched a one-hour unedited P4C lesson published on a DVD in a British school (Gallion Primary School, 2007). This was subsequently followed by an interview (Stage 3, Part 2). The aim of the intervention was to gather the ideas and opinions of teachers after viewing this DVD and to find out which obstacles they themselves identified to implementing this approach in their classrooms. The second interview, like the first, took place at the teachers' schools.

The DVD that was chosen for the intervention is deliberately unedited. It is a comprehensive account of what happens in a P4C lesson in a London school, without the possibility that certain moments have been edited out. The DVD is commercially available; for this reason I did not require permission from either the teacher or the children to use it in my research. It is a Philosophy for Children inquiry with Year 2 learners in Britain, which I chose from the published material available because it is related closely to the Grade 3 class of the South African teachers. The school featured on the DVD, Gallion Primary School, is located in Newham, in the East End of London. This area of London is economically poor and many of the children do not have English as their home language. The high deprivation affects children and older people. Newham's population is one of the most ethnically diverse in London. It seemed therefore a good choice for South African teachers, as there are few white children in this class, which otherwise could have alienated the teachers from the research.

On the DVD, the teacher begins her lesson by reading a story entitled "The Whisperer", written in 2005 by Nick Butterworth. Before reading the story the teacher makes the learners aware that she would like them to think of any questions they might have about the story. The teacher then reads aloud the whole story to the children (see Appendix K) and proceeds with a P4C lesson as outlined in Chapter 3. (For a story summary, see also Chapter 3.)

After they had watched the DVD, the teachers were interviewed and their ideas and opinions were recorded. The DVD viewing and the interview took place after contact time at the different schools.

4.4 Sampling

Three schools with Foundation Phase classes in Soweto were selected for the study. The multiple sources of data in this study were six Grade 3 teachers. The reason for the choice of the participants is that they were all teaching staff and were all responsible for delivering the curriculum in the classroom. The participants were selected on the bases that they taught Grade 3 and were expected to be able to present a lesson in English and provide rich data on the teaching of T&R as a language component. This would enable the main research question to be answered: What is and should be the role of Foundation Phase educators in teaching Thinking and Reasoning to Grade 3 learners in Literacy (First Additional Language)? I used a convenient sampling method by choosing schools in Soweto that I had worked with when I worked for READ. (See Chapter 1.)

The schools had to meet the following criteria to be selected for the study:

1. The school had to have two Grade 3 classes. I thought working with six teachers would be ideal. It would give me an opportunity to observe a literacy component twice. Two teachers per school meant working in three schools only. Permission to conduct the research would need to be sought from three schools only.
2. The school had to be implementing the NCS and FFL.
3. The FAL in the school had to be English and the lesson presentation had to be in English.

I am not proficient in all South African official languages so I chose schools that would be able to present lessons in English. It was important, though, that I could communicate with the teachers in their own home language. However, the research findings would be also relevant for other languages; as argued earlier in this chapter – the curriculum requires that T&R has to be developed when teaching FAL or Home Language.

One of the schools I had initially identified and approached as one of the schools for my research did not accept my application, so I approached another school. Unfortunately this school did not accept my application either. The first school said that it planned to change the Language of Learning and Teaching

(LOLT) of the school to English so they would not allow me to conduct research in the additional language as some of the teachers were in favour of the idea and others were not. The second school that refused my application did so because the Grade 3 teachers were fairly new in the field and the principal felt that they might not cope with the pressure because the school was part of the GPLMS project. I approached Masole Primary School and my application was accepted. Masole and Veza primary schools were GPLMS schools. Lesedi primary school, which also accepted my application, was not a GPLMS project school.

4.5 School Profiles

My six research participants were located at three different schools. What follows is a detailed description of each school, as this is relevant for the interpretation of the research data. The profiles of the three schools are almost the same in nearly all aspects except for the structure, staffing and number of learners. All three schools enrol children who live in and around the township where they are situated, including children from informal settlements.

Masole Primary School[10]

Two of the research participants, Meme and Mantsho, teach at Masole School. The school has 16 classrooms, an old office block and two newly built toilet blocks. The old office block is not in use. One class is used as an administration block. It is divided into four little rooms. The administration staff occupies one room, the principal has his own room, and the head of department and the academic staff have their separate rooms. The Foundation Phase uses seven classrooms (covering Grade R to Grade 3). The Intermediate and Senior Phases occupy five classrooms. Three classrooms are used for different purposes; one classroom is used as a library, and another is used as a kitchen. This kitchen is used mainly to prepare meals for learners. The third classroom is used as a computer room. All doors have a security gate. The school is a quintile 3 school, giving it a status of no-fee paying school. This means that the school is funded by the government. However, funding from government is insufficient as argued below. The school has running water and electricity. The school is well fenced and there are gate keepers during the day and security staff at night. There are 764 learners at this school.

[10] All names of schools and teachers are fictitious.

The schools' governing body is supportive, although it faces many challenges. Most parents or guardians do not attend school meetings. The community around the school uses the school facilities for its community activities. This school is one of Gauteng's underperforming schools. The school is corrently receiving coaching and mentoring on how to teach Home Language, the FAL and Mathematics as an intervention prescribed and specified by the Gauteng Department of Education. The GPLMS literacy model is called the simple approach. It is a skill based approach. Learners are taught phonics first,then the whole word and lastly the whole sentence. The school has two LOLTs. The LOLT is an African language from Grade R to Grade 3 and English in Grades 4 to 7.

Veza Primary School

The research participants Sophie and Thato teach at this school. This school has 16 classrooms, a library and two toilet blocks. The library was recently built. Library books have been donated by NGOs.The school is fenced; the doors have security gates. The school grounds are well looked after. The school enrols Grade R to Grade 7 learners. There are 20 teachers at this school. The Foundation Phase comprises eight classes. This school is also funded by the government and is a GPLMS school. The school is one of the GPMLS schools. The literacy model they follow is the same as the one Masole primary school is currently implementing.

Lesedi Primary School

Research participants Faith and Maggie teach at this (for Soweto) very old school – it was built in 1964. Old classrooms have been renovated; additional classes have prefabricated structures. The school has a computer room, new toilet blocks, paved parking area, security fence around the school and security gates on every door. This school is not classified as a priority school. It is a non-fee paying school (quintile 3 school) and it does not belong to the same district as Masole and Veza primary schools.

The school population is the same as the other two schools. This school is not a GPLMS school. The school has adopted the Balanced Literacy Programme.

4.6 Ethical Considerations

According to McMillian and Scumacher, " Ethics comprises the general standard of beliefs of what is right and wrong from a moral perspective, research ethics are focused on what is morally proper and improper when engaged with participants or when accessing archival data " (MaMillian and Schumacher , 2010, p. 1170 In order to comply with the ethics procedures that the University of the Witwatersrand is committed to, I completed a form to request permission from the provincial Department of Education (Gauteng) to conduct research in the three Soweto schools. The request was approved. I then submitted my research proposal and all my letter templates, consent forms and interview questions to the Wits School of Education Ethics Committee. After receiving ethics clearance (2011ECE111C), I wrote a letter to the District Manager. The application was approved. I then proceeded to request permission to conduct research at the three schools by writing letters to the school principals and the school governing bodies. I requested Grade 3 teachers to participate in my research.

As an ethical principle of research, all research participants were given consent forms that ensured their protection from harm, danger and stress. Participants were informed that they could withdraw from the research at any time without repercussion. Finally, their anonymity and confidentiality were guaranteed, and all the data will be destroyed between three and five years after the completion of this study. (See Appendices L and N.)

Apart from asking permission from the six teachers I also requested permission from the learners' parents to conduct research in their children's class. Learners were also consulted. Each learner received a letter requesting permission (See appendix H and E. The teachers were not paid any expenses to take part in my study as they were interviewed at their own schools. The second interviews (post-DVD interviews) were audio recorded and transcribed. The audio recordings have not been used in a public arena and will be destroyed within five years. The words of the participants have been used wherever possible to highlight the uniqueness of their perceptions and to respect their voices.

In order to exercise due ethical responsibility, pseudonyms have been used instead of the names of the participants. This also includes the names of the participating schools. Ethical requirements, such as voluntary participation, informed consent, anonymity and confidentiality, were adhered to. The data was subsequently analysed and the findings presented in this report only. (See Chapter 5.)

4.7 Validity and Reliability of the Study

In qualitative research, issues of validity and reliability are difficult to determine in totality; however, they form an essential part of scientific study (Maxwell 19960). Merriam (1998) argues that [r]eliability is problematic in the social sciences because human behaviour is never static.

To determine reliability and validity of the study triangulation was used. The first interview was used with all six research participants. All six participants presented lessons to demonstrate their ability to teach T&R. They all watched the same DVD on P4C and the second interview was semi-structured . In this way, differences in reliability and validity were reduced and narrowed, although not totally removed (Merriam, 1998). The use of triangulation in this study enabled the researcher to obtain information through the use of different methods and enabled the researcher to compare the results to establish similarity of information.

Data collected from participants through interviews and lesson observations is analysed and presented in Chapter 5. Field notes and a P4C DVD transcript are used in this regard.

Chapter 5 Presentation, Analysis and Interpretation of the Data

5.1 Introduction

Chapter 5 examines the responses of the participants that were collected with the help of the various research instruments (for an overview see Chapter 4, Section 4.1) and the data analysed. The bio demographic data of the six participants is presented in this chapter. Qualitative research was conducted to examine how six teachers perceived their role in developing T&R in the Foundation Phase literacy programme. Data was also collected on teachers' responses to P4C and obstacles were identified that the teachers felt could make it difficult to use P4C effectively. Finally, the support the teachers thought they needed to incorporate the P4C approach as a methodology to teach T&R was identified.

5.2 The Bio Demographic Data of Participants (Teachers)

The participants were all qualified educators and had been teaching for more than 20 years. The longest serving participant had been teaching for 39 years and the teacher in shortest service had worked for 25 years as a teacher. Of course, education is not static, governments change and curricula change to meet various shifting demands. Much has changed in South Africa over the last 30 or 40 years, so it is not surprising that teachers need to attend in-service training to upgrade their teaching skills and knowledge. Table 6 shows some of the results of th222e first interview, which are somewhat negative. The teachers did not know what was meant by teaching T&R.

Table 5: The bio demographic data of participants (teachers)

Teaching experience	Mean age	Gender	Qualification	Teaching experience	Classes taught	Mean and range of learners in class
Thato:	53.5	Female	Thato: Primary Teachers Certificate	29	Grades 1 to 3	40 learners
Sophie		Female	Sophie: Secondary Teachers Diploma (STD)	38	Grades 1 to 3	40 learners
Meme		Female	Meme: Primary Teachers Certificate (PTC)	30	Grades 1 to 3	40 learners
Mantsho		Female	Mantsho: Primary Teachers Certificate (PTC)	25	Grades 1 to 3	40 learners
Maggie		Female	Maggie: Primary Teachers Certificate (PTC)	36	Grades 1 to 3	40 learners
Faith		Female	Faith: Primary Teachers Certificate (PTC) and Junior Teachers Certificate.	36	Grades 1 to 3	40 learners

5.3 Thinking and Reasoning as a Literacy Component

The aim of the first interview was to find out what the teachers thought was involved in teaching T&R in Grade 3 since its introduction as one of the literacy components in the Foundation Phase. The teachers had undergone some in-service training organised by the DoE, when introducing the NCS and FFL. FFL lesson plans were provided (Appendices J1 and J2). This training should have explained what teaching of thinking and reasoning entails and the lesson plans should have been used to show teachers how to go about the lessn. If this was done then teachers be knowing what teaching thinking and reasoning involves.

As explained in Chapter 4, both interviews were semi-structured. Questions were developed as a guide on what to ask. However, I would stop from time to time to ask for clarification or probe if necessary. Table 6 below presents very brief summaries of teachers' responses to the first interview.

Table 6: The first interview (the first stage)

Question	Maggie	Faith	Meme	Mantsho	Thato	Sophie
How do you feel about the In-service training?	Foundation For Learning lesson plans were good	We struggle after these workshops	Facilitation not good	A quick fix	Short time	Short time
How did you teach Thinking and Reasoning?	Never	I did not	Incidental	Asked questions	Neglected this LO	Never
Do you plan lessons to teach Thinking and Reasoning?	No	No	No	No	No	No
Do you allow learners to ask questions?	Rarely	Learners do ask	Learners do ask	No	No	No. I prepare questions
How much support and guidance do you receive from the school?	No	No	No	No	We never talk about it	No support
Do you ever discuss teaching Thinking and Reasoning?	No	No	No	No	No	No
How do you know your learners thinking and reasoning is developing?	By asking questions	It just develops	I don't teach it	Learners think about the answers	Never. Clever children have good memory	Never
What help do you need for you to be sure of what to do when teaching Thinking and Reasoning?	Training	Training and workshops	Training, workshops	More guidance	Examples of lessons	Workshops

As seen in Chapter 2, teachers were required to teach T&R as part of the key subject literacy in the primary school by the NCS and the FFL. As Table 6 shows, the six research participants did not teach T&R in a clear, pre-planned and structured manner. Several teachers connected the teaching of T&R with the teachers' asking of questions and learners being able to answer questions

correctly. One teacher (Mantsho) connected T&R with learners' thinking about the answers to questions. Another teacher (Thato) connected T&R with being clever and having a good memory. Again, another teacher (Faith) seemed to believe that T&R is something that (naturally?) develops. In retrospect I could have followed this idea up with a follow-up question to probe further. Table 6 clearly shows that the teachers believed that the training was conducted in a very short space of time and was inadequate for them. As a result (they claimed) they lacked subject or component knowledge. None of the six participants was satisfied with the in-service training provided by the DoE, although Maggie felt that the FFL lesson plans were good. All six research participants did not plan or teach any specific lesson for T&R. Faith explained this as follows: "I was blank as to how to teach thinking and reasoning" (see Table 6). Faith's response is a clear indication that at least for her the curriculum training offered no support in teaching T&R.

This seems to have been one of the key problems of the implementation of the curriculum across all subjects. Green argues that "many teachers experienced Curriculum 2005 as a threat to their own sense of professional competence and emerged from their training anxious, puzzled and confused about their future role and are resistant to the new curriculum" (Green, 1999, pp.13-14). Faith's response was a clear indication that the curriculum training did not yield favourable results; hence, teachers were not teaching T&R as there seemed to be little understanding of what this would entail. Also T&R was regarded as unconnected to the other curriculum subjects.

As Table 6 shows, all research participants said that T&R is not a component within the language or literacy programme. Teachers went on teaching the traditional literacy components of reading, writing, language structure and use (grammar) and listening and speaking without T&R. What is striking, though, is that despite their negative experiences with the T&R in-service training, they identified in-service training as what could give them the skill and knowledge of what is meant by teaching T&R and how to teach it.

5.4 Lesson Observation (The Second Stage)

Six teachers presented literacy lessons in the FAL. I observed two reading lessons, two listening and speaking lessons and two writing lessons. The FFL lesson plans, developed by the DoE, were available for teachers to choose lessons that contained T&R (LO 5).

In the reading lesson both teachers focused on shared reading. Teachers read with learners and asked learners to sequence the story. After reading the story, the teachers initiated activities that were mostly comprehension activities. In the listening and speaking lessons, the introduction was a story read by the teacher with the learners listening to the story. The after-reading activities were questions (asked by the teacher) and answers (given by the learners). Teachers assumed that T&R was integrated in a lesson when they asked questions (see Table 8). The writing lessons followed the same pattern, the reading of a story followed up by oral questions (by the teacher) then written work (see Appendix M).

The aim of the lesson observations was to find out how teachers were implementing T&R in their classrooms. Pedagogical interventions, such as the asking of open-ended questions, play a significant role in developing T&R. Mohr Lone (2011) argues that "questions are central to learning and to philosophy. Philosophy emerged from questions, and the history of philosophy is essentially a history of questions building on questions." Questions which were asked during lesson observations are presented in Table 7 below.

Table 7: Lesson observation (the second stage) questions asked by teachers

Teacher	Lesson	Questions	Type of questions
Maggie	Shared reading	What do you see? What can you tell us about page 4? Who can come and read this book? Give me the words with {dr} Can you make a sentence with the word drop?	Closed Open ended Checking literary knowledge Checking literary knowledge Checking literary knowledge
Faith	Listening and speaking	What is the story about? What did they do first? What did they do with the bananas? What did they do finally?	Open ended Closed Closed Closed

Mantsho	Writing	Do you have a nickname? What made Zola to go to jail? Look at the picture. How is he? What do you think is happening in jail? What have you learnt from the story?	Personal information Closed Open Open Open
Meme	Writing	Why did the carrot allow the potato to join them? Which other vegetables are root plants I want you to give me vegetables you know Name 10 vegetables, root, leaf and pocket plants	Closed Closed Closed Closed
Sophie	Reading	What is the colour of the basket? Where do you think Tselane is going with the chicken? What do we call this page? Who did Tselane meet first? Did Tselene continue selling?	Closed Closed Closed Closed Closed
Thato	Listening and speaking	What helps the butterfly to change colour? What colour do you like of a butterfly? Give me names of insects? What do we use to kill insects that kill us? How many wings do butterflies have?	Closed Open Closed Closed Closed

All the lessons presented were teacher led and required only a particular kind of thinking from the learners. Teachers asked all the questions in class and they asked questions they themselves knew the answers to; hence, the children's task was to give the answers the teacher wanted to hear – as a means to check correct understanding. Of these questions 75% were 'closed questions'; that is, they mostly asked learners for information which was 'in' the book as it were. Mohr Lone argues that "when a teacher asks a question in a classroom, typically the teacher is not attempting to initiate a dialogue about the question or to demonstrate the value of questioning, but rather is seeking a specific answer from the students" (Mohr Lone, 2011). Only 25% of the questions asked by the teachers were open-ended questions. Haynes and Murris argue that "questions are the hooks we use to 'fish' for new knowledge. Pupils must have the opportunity not only to ask questions but admit mistakes, set off in wrong directions and figure out better ones" (Haynes and Murris, 2004, p.68). It is important for independent thinking that asking questions is not associated with not-knowing-something (Mohr Lone, 2011). If not, children quickly figure out

that asking questions means being stupid and they will simply stop asking questions (Mohr Lone, 2011).

Listed in Table 7 above are 28 questions as examples from the six lessons observed. One teacher (Mantsho) asked three questions that involved some kind of demanding T&R: "What do you think is happening in jail?", "What have you learned?", "Look at the picture", "How is he?"(see Table 5). The first question involves the use of the imagination (possible scenarios in prison), but none of the creative suggestions by the learner were assessed through the asking of further questions that required critical thinking (e.g. "How likely is the scenario you have just suggested?"). The second question is an open-ended question, but again without knowing how and whether further questions will be asked, it is difficult to assess whether and to what extent it required the learners to think and reason.

When I observed them in class, the teachers seemed in a hurry when asking their questions. For example, they asked five questions to be answered by five different learners – the structure was that of teacher questions, learner answers followed by another question asked by the teacher (often unrelated to the learner's answer) and followed by an answer from another learner. Questions request answers and when the answer is given the teacher accepts or rejects the answer and moves on to the next learner. As we have seen in Chapter 1, this particular question and answer pedagogy is referred to in the literature as I.R.E (Initiation, Response, and Evaluation) (Christie, 2008). The approach is teacher centred, requires little thinking and is individualistic, as learners are not given opportunities to think with other learners in pairs or in small groups before answering the teacher's questions. The teacher's role is that of simply checking that the learners know the correct answers; that is, the answers seen by the teacher as being correct. Such closed, factual questions do not require any critical or creative thinking by the learners, nor the teacher.

Some of the research participants indicated that such questions do not require any deep thinking. For example, Meme said, "We are given so much by the department and they expect so much from us, and as a result, that is why we summarise when we do things. We do not reach that depth" (see Table 10). These teachers felt justified in using I.R.E and blamed the Gauteng DoE, although it might be true that this does not hold for all South African teachers. District curriculum officials do not undertake class visits because the unions have stopped them from doing so. Green argues that "the corps of teachers in

South Africa differs widely, for historical reasons, with regard to teacher competence. Teachers range across a spectrum in terms of their subject knowledge, their didactic knowledge and the extent to which their own cognitive capacities have been developed" (Green, 1999, p.13).

It is important information that my research participants were aware since their first interview that I was interested in the teaching of T&R. I asked them to select lessons that would demonstrate how they teach this curriculum requirement. Their lack of subject knowledge became clear during the observations, and the interviews showed that they never paid any specific attention to the planning and teaching of T&R. I assumed that when they were specifically requested to present a lesson on this component they would be able to choose a lesson that had the Assessment Standard for Thinking and Reasoning. I had therefore expected better T&R lessons. Listed below are the Grade 3 Thinking and Reasoning Assessment Standards.

We know this when the learner:

- Understands concepts and vocabulary relating to measurement
- Uses language for thinking and problem solving
- Collects and records information in different ways
- Uses language to understand concepts and vocabulary relating to different learning areas (e.g. Make a timeline for history)
- Keeps a personal dictionary and uses a children's dictionary
- Asks questions for clarification. (DoE, 2002, pp.71-74).

These Assessment Standards are very broad and, therefore, do not offer clear and specific support for teachers. They do not guide the teacher in what to teach and how to teach T&R. Some of the Assessment Standards would be neglected by language teachers because they seem irrelevant. (See the list Grade 3 literacy Assessment Standards in the paragraph aboveabove).

Assessment Standard 2 was partly used by all six participants in a sense because learners used language to communicate. However, not much thinking and problem solving took place in all six lessons observed. Fisher would be in agreement with Assessment Standard 2 when he claims that "it is through the use of language that children take control of their thinking and make meaning

from the world" (Fisher, 1997, p.7). The kind of language used to develop T&R depends on the type of questions asked by learners and/or by the teachers in class. When probing, open-ended questions are asked in class, certain language use is characteristic of the dialogical exchanges between learners and between learners and teachers as witnessed in the particular DVD used for this research (see Appendix K). Learners asked thought-provoking questions and they were free to agree or disagree. They would then state their reason for agreeing or disagreeing (see Appendix K).

If we apply these questions from Chapter 2 (see Table 3) to some of the examples in Table 7 we can change some of these closed questions into more probing open-ended ones. Here are two examples:

What do we use to kill insects that kill us? (Thato) –> Is it okay to kill insects, just because they kill us?

Which other vegetables are root plants? (Meme) –> What are the differences and similarities between vegetables and animals?

Teachers need to know more about these types of questions and when to ask them. One teacher (Faith) mentioned learning about Bloom's taxonomy as she was furthering her studies. "I did not 2222teach it but I know the Bloom taxonomy which I did when I was upgrading" (see Table 5). Many teachers have studied Bloom's taxonomy through workshops conducted by the DoE. Posters with the taxonomy even hang in schools, but the questions the six teachers asked in this study did not show any evidence of any knowledge or understanding of Bloom's Taxonomy. If they had, they would have asked higher-level category questions. For example, when asking analectic questions the teacher would use verbs such as explain, analyse, compare and distinguish, among others. For these teachers at least, the DoE should run their in-service training differently for effective classroom implementation. As Haynes and Murris observe, "if we want to encourage more open-ended and high-order questioning, we have to make time and space for learning that is well structured and carefully prepared, also where the direction and the goals are not tightly controlled by us" (Haynes and Murris, 2004, p.68). In sum, the teachers need more guidance and knowledge about questions for T&R and also how to use them (pedagogy). This is the focus of the next section.

5.5 Teachers' Responses to Philosophy for Children

In the third stage of the research teachers' responses to the P4C approach they had seen in the DVD used in this research were obtained.

5.5.1 Introduction

Participants were interviewed after watching a DVD of an unedited P4C lesson (Allxant, 2007. DVD) as part of literacy with a class of Foundation Phase learners (Year 2). This research instrument was used to answer the research questions: How do Grade 3 teachers respond to a different approach (Philosophy for Children) for thinking and reasoning? Do they think it is valuable and what are the obstacles they identify?

All six participants had an opportunity to watch the DVD in the comfort of their own schools. An interview was conducted with each teacher after viewing the DVD. All participants liked the 60 minute P4C lesson shown on the DVD. They all agreed that P4C definitely develops T&R. When interpreting the data, a number of themes emerged from the interview: 'Learners asking questions in class', 'Thinking and Reasoning as a literacy component', 'Listening and Speaking' and 'Writing', 'Reading, participation, attention and concentration', the 'obstacles for the implementation of P4C in South Africa' and, finally, the 'support teachers identify they need in order to teach P4C'. Each theme is analysed and discussed below with an overview of teachers' responses in table format.

5.5.2 Learners asking questions in class

As mentioned before, all six lessons I observed were teacher led, with all questions posed and formulated by the teacher. This was in contrast to the P4C lesson questions, where learners were asking the questions. All participants were fascinated by the type of questions learners asked. It was a learning curve for them. Their responses recorded in Table 8 expressed amazement.

Table 8: Learners asking questions in class

Participant	Teachers' Responses
Meme	Some questions were asked by the educator. And she went as far as giving the learners a chance to write their own questions. Learners formulated their own questions, and as a result, the questions were answered randomly by anyone of the children who wanted to answer.

	And they were given ample time. We as teachers have a tendency to stop children. We want the children to talk fast and if they cannot, we stop them. It ends there. But in the DVD the learners were given ample time to answer anyhow they felt best. And when the learners ask the questions on their own, it becomes so interesting to them.
Faith	I think so. The type of questions that the learners came up with, lead them to think and reason, because most of the questions were "why" questions, whereby the learners had to think before they answer. I'm also going to do as I saw in the DVD as it was very interesting. I think it is good for learners to ask questions sometimes, and go away from this method of the teacher being the centre.
Maggie	I'm not going to ask learners questions, I would like them to ask those questions like it happen in the DVD. It's good because you can see that learners are with you and they are concentrating.
Mantsho	And when the learners ask the questions on their own, it becomes so interesting to them. Some have sense, some are vague, some are challenging.
Thato	I would give the learners a chance to ask the questions, and I can handle that. They would get debating skills between each other, even in meetings, they'll know how to discuss when a question is raised, and handle situations even when they are adults. It'll also give them confidence and the ability to share ideas and opinions.

All six participants felt that their teaching style had deprived learners of the chance to formulate their own questions. For example, Faith observed the lack of teacher-centredness: "It is good for learners to ask questions sometimes, and go away from this method of the teacher being the centre." Maggie indicated that she will adopt this approach.".

Faith made a link between questioning and T&R: "The type of questions that the learners come up with, lead them to think and reason, because most of the questions were 'why' questions, whereby learners had to think before they can

answer" (see Table 8). Young children, before they start school, ask lots of questions. Adults are forever fascinated and amused. Children sometimes drive adults mad by their curiosity. Teachers somehow forget about this characteristic of young children, possibly as a result of a curriculum-driven educational system that focuses, 8on the whole, much on learners' knowledge of the answers to closed, factual questions. As a result, they believe that there is need to prepare questions for learners.

5.5.3 Thinking and Reasoning as a literacy component

Table 6 clearly indicates that teachers need guidance on how to teach T&R. They watched a DVD that demonstrated the teaching of T&R through P4C. Their responses on whether the approach (P4C) as seen on the DVD develops T&R or not are presented in Table 9.

Table 9: Development of T&R

Participant	Teachers' Responses
Mantsho	What I like about this is that it gives the learners time to think on their own, using their own language to describe the book, or what they feel, if they agree or disagree because they were reasoning. They are able to take part by responding to questions. You can see that they were thinking. They were free to agree and disagree with their classmates stating their reasons for doing so
Meme	Yes. I think it is a method that one can use. Because when we look at the video, learners are given an opportunity of saying thing on their own. They were not lead by the teacher telling them what she wants them to say. She said no, let's hear about you. If you were that cat, they were arguing about a situation involving the cat and arguing about whether cats can swim or not. Others were saying that they could swim, which demonstrates that they were answering from their own minds, they were thinking. Others referred to newspapers and others would respond that they had seen otherwise on TV. So it demonstrates that the learners were thinking broadly. So if those kids can do it, I believe that my learners can do it too, given time, and all we have to be to get to know it. I like it.
Faith	I think so. The type of questions that the learners came up with, lead them to think and reason, because most of the questions were "why" questions,

	whereby the learners had to think before they answer Yes, I learnt a lot, and I think I'm going to adopt this style because usually we have this L.O. in language, but I didn't know how to apply the method of making the learners to do the thinking and reasoning so it was very difficult for me to accommodate this L.O. in my teaching. So I think I'm going to adopt this style. I think it goes through all of them.
Maggie	Learners have to think about the story and write down their own questions. Yes I am also going to adopt the method as I saw how it stimulated thinking and reasoning skills.
Thato	Yes. By telling the learners to write the questions about the story, everyone was involved, thinking, reasoning and thinking back to what was said in the story. Yes. During reading time, it can be done. We can give them an opportunity to ask questions, select one question and discuss the one question that they all chose. They would get debating skills between each other, even in meetings, they'll know how to discuss when a question is raised, and handle situations even when they are adults. It'll also give them confidence and the ability to share ideas and opinions.
Sophie	When the teacher was reading the story and when other learners were talking. They were listening attentively, that is why they could say whether they agree or disagree.

All six participants agree that the new approach, P4C, viewed on DVD does develop T&R. Their comments were varied, all in favour of the approach. One of the advantages of P4C identified by Mantsho was that it gives learners time to think on their own, using their own language. She further claimed that "they were free to agree and disagree with their classmates stating their reasons for doing so" (see Table 9). Learners were given an opportunity to say things on their own. They were not led by the teacher telling them what she wanted them to say. Sophie's comment is that learners are stimulated. Thato agrees with Sophie with regard to attention when she says, "that everyone was involved, thinking, reasoning and thinking back to what was said in the story".

In P4C, children are engaged in a community of enquiry as discussed in Chapter 3. Some of these claims discussed in the literature about the community of enquiry we see confirmed in what the teachers said about the DVD they watched. The learners gain more knowledge from each other's experiences and knowledge through thinking with others; they develop vocabulary by thinking and talking about stories; they learn how to read and engage with picture books critically. While gaining more knowledge; that is, understanding the story at a deeper level, they are challenged by the enquiry to 'think out of the box', to enhance their thinking and reasoning.

In support of the approach demonstrated on the DVD, Faith said: "Yes, I learnt a lot and I think I am going to adopt this style because usually we had this LO in language, but I did not know how to apply a method of making learners to do the thinking and reasoning, so it was very difficult for me to accommodate this LO in my teaching. I think I am going to adopt this style" (see Table 9).

All six participants felt that they could make a start because they had seen the DVD and it had given them an idea on how to develop T&R. However, they acknowledge the problems this may cause with the existing schooling system that interferes with their teaching; for example, being called to the office during contact time. Sophie said: "Yes, If we are given time. Every now and then we are being called to for courses and we get interrupted not only by the school, officials want this and this. So when you have an idea of what you want to teach, then you get side tracked by what you learnt in the course." (See Table 13.) Many of these obstacles discussed in Chapter 2 and in this chapter (see Table 13) are confirmed by the data.

5.5.4 Listening and Speaking

Listening and Speaking is one of the literacy components in the Foundation Phase. In this component children are given the opportunity to ask questions and to listen to each other's arguments. In this sense listening and speaking is developed in P4C. Table 10 below represents participants' responses after viewing the P4C DVD.

Table 10: Listening and Speaking

Participant	Teachers' Responses
Sophie	What I liked when the children were talking about the book and its title and

	they all felt free to express themselves. When the teacher was reading the story and when other learners were talking. They were listening attentively, that is why they could say whether they agree or disagree.
Mantsho	They are able to take part by responding to questions. You can see that they were thinking. And the involvement of every learner in the classroom. Let each child have a chance to speak. And most of them were talking about the cat. Others were speaking sense, others were speaking otherwise. But what was interesting is that each child was able to speak in the classroom, they were listening to each other, sharing. It was also interesting.
Meme	Yes. I think it is a method that one can use. Because when we look at the video, learners are given an opportunity of saying thing on their own. They were not lead by the teacher telling them what she wants them to say. She said no, let's hear about you. If you were that cat, they were arguing about a situation involving the cat and arguing about whether cats can swim or not. Others were saying that they could swim, which demonstrates that they were answering from their own minds, they were thinking. Others referred to newspapers and others would respond that they had seen otherwise on TV. I also like the part where they debated. We normally think our kids are too young to debate so we don't give them a chance to debate. So if those kids can do it, I believe that my learners can do it too, given time, and all we have to be to get to know it. I like it.
Thato	It is a lovely activity as those who are shy get a chance to participate and helps open up communication. No we can do it in drama. When we dramatise, because the one will be speaking and the other will be listening, waiting for their turn. And then we will be communicating about the action that is being done in the drama. They would get debating skills between each other, even in meetings, they'll know how to discuss when a question is raised, and handle situations even when they are adults. It'll also give them confidence and the ability to share ideas and opinions. It also gives other learners the confidence and motivation to speak. When one learner sees another learner answering, he/she will admire and want to copy that child.

Faith	I remember in the DVD the teacher encouraged the learners to listen to each other, because when some of the learners were speaking, some of them were raising their hands up and the teacher explained. They listen to other children's questions. And then they speak about the question that has been chosen for the day. They bring out their opinions about the chosen question, whilst the other children listen, and they are given a chance to speak.

All participants agree that the approach encourages learners to speak and to listen. Other competencies, skills and attitudes that are developed as children are participating in P4C are: confidence, sharing ideas and opinions, debating skills and communication skills. Moreover, the inclusivity of the practice had been picked up (learners are motivated, especially the shy ones) and they are able to formulate thought-provoking questions.

In the DVD the teacher used a story as a springboard for a community of enquiry. As mentioned above in this chapter, the teacher read aloud the story to her class. Stories are often used for thinking and reasoning in P4C (see e.g. Fisher, 1998; Haynes and Murris, 2012). Fisher states that "stories provide the most common starting point for philosophy with children, and a natural means for developing thinking, learning and language skills" (Fisher, 1998). Meme pointed out clearly that she believed South African children can also do what the children are doing on the DVD. This is what she said: "I also like the part where they debated. We normally think our kids are too young to debate so we do not give them a chance to debate. So if those kids can do it, I believe that my learners can do it too."

Listening and speaking are skills that my research participants agreed that P4C develops. Faith said "they listen to other children's questions. And then they speak about the question that has been chosen for the day. They bring out their opinions about the chosen question, whilst other children are listening and making sense of what is said. When their turn comes they speak out" (see Table 10).

P4C teaches children to be good listeners. When this is achieved children become skilled listeners. They concentrate because they know that they are going to share their wonders with other children after story reading. For one to participate meaningfully in P4C, one needs to be attentive so that one can

express one's opinion. At the same time one needs to give reasons why one has adopted a particular position. Another literacy component developed by P4C is writing. Teacher's responses on writing are presented in Table 11.

5.5.5 Writing

In the P4C DVD observed by the six research participants, learners were asked to write their own questions. The participants liked the activity as they had never practised this with their own classes (see Table 11 below). However, a number of them had a problem with learners' written work as it is used by district officials to assess teachers' effectiveness and efficiency in class.

Table 11: Writing

Participant	Teachers' Responses
Thato	And there is writing involved. Because when they construct their questions they have to use language.
Meme	And she went as far giving the learners a chance to write.
Mantsho	And they all wrote the questions down. Each one was given a chance to write it down and mount it on the board. The part where the learners write their own questions, because most of the time I read the story, and I impose questions on them. So I don't think I'll be using the method that I have been using, I'm going to use the method which I saw where the children were writing the questions. It's a change.
Maggie	Yes it's more or less the same. Learners have to think about the story and write down their own questions said: the part where the learners write their own questions, because most of the time I read the story, and I impose questions on them. So I don't think I'll be using the method that I have been using, I'm going to use the method which I saw where the children were writing the questions. It's a change.

All participants liked the section of the DVD lesson where learners were asked to write. According to Mantsho, it was unusual that learners write their own questions. She said, "because most of the time I read the story, and I impose questions on them. So I don't think I'll be using the method that I have been using, I'm going to use the method which I saw where the children were writing the questions. It's a change." This was the sentiment expressed by all. The

participants decided to talk about their frustration regarding learners' written work. On the other hand, Mantsho agreed with Meme,who complained that the DoE forces them to concentrate on written work at the expense of other literacy components because when district officials come to school they check the learners' books and little else. Teachers find themselves not being able to adhere to time allocated for all language activities. This is what Mantsho said about written work:

> Because the problem is that they want writing to happen daily. And if you are going to be writing daily, they'll be time that you'll take from reading and use it for writing, because they will say if they read, "Where is the evidence?" Because we can read the story, we can do that, we can do for two hours, so that we can give each other a chance. Because in the video there is evidence of other learners struggling, and they ask to be reminded about so and so's question. You see. And if we are going to do that, we cannot write on that day, we can do story telling. And then the next day, they'll be time for us to write anything about the story. So with the department, it does not work like that, you must write things down, so it will affect the reading time. (See Table 13.)

It is important, though, that those children have opportunities to talk before they write. Vygotsky argues that "the change from maximally compact inner speech to maximally detailed written speech requires what it might be called deliberate semantics – deliberate structure of the web of meaning" (Vygotsky, 1986, p.184). This means that the quality of the oral work impacts on the quality of the written work (internalised outer speech). Learners' oral language has to be firmly developed and this will enable them to understand better what they read and then they will write better too.

The main problem with written work is that – as the research revealed – the teachers are evaluated and assessed through learners' books and nothing else. This is one of the reasons why they make sure that written work should be completed by all children no matter how long it takes. Mantsho complained that learners take a long time to write; however, she liked the part where children were writing. This is what she said: "And they all wrote the questions down. Each one was given a chance to write it down and mount it on the board" (see Table 11).

5.5.6 Reading

At the start of the lesson the teachers observed on the DVD that the teacher was reading the story to the learners. The learners were also reading their own questions and other learners' questions as they were placed first on the floor and then on the flipchart next to the teacher.

Reading did not feature prominently because, in the P4C DVD used for this project, the story was read by the teacher. She used various actions to maintain the children's attention. (See Appendix K.) When participants were asked, "Which part did you like?", Thato responded that she liked the story reading, which she said "made children concentrate and pay attention". She further said T&R could be developed during a reading exercise as children read. The other participants liked the fact that children asked questions.

Teachers' Responses

Thato said, "I liked the introduction of the method that made the children concentrate and pay attention to what was going to happen. The introduction was the teacher reading the book and the teacher used various actions to maintain the attention."

Yes. During reading time, it can be done. We can give them an opportunity to ask questions.I observed two reading lessons. Both teachers did an activity called 'shared reading'. Shared reading is a method where learners read a text at the same time with the teacher word for word. Texts read during shared reading are either so-called 'big books' (that is, larger versions of picture books) or an enlarged text. Learners were asked questions such as 'What do you see on the cover of the book?' or 'What is the next page called?' They went on viewing the pictures inside the book. They all read the book. After reading, activities were prepared by teachers. These activities were about finding out if learners comprehended the story and if they could sequence the events. (See Appendix L.) In contrast to the P4C sessions, all 'shared reading' lessons were teacher led and teacher controlled.

5.5.7 Learners' participation, attention and concentration

All six research participants were impressed by how well disciplined the learners in the P4C lesson appeared to be. There was no problem that required learner management as in disciplining or punishment. Table 12 presents

participants' opinions about the ability of P4C in motivating learners' participation, in making children more attentive and able to concentrate. On the whole P4C seemed to create a very positive learning environment.

Table 12: Learners' participation, attention and concentration

Participant	Response
Thato	I liked the introduction of the method that made the children concentrate and pay attention to what was going to happen. The introduction was the teacher reading the book and the teacher used various actions to maintain the attention
Mantsho	They are able to take part by responding to questions. You can see that they were thinking. And the involvement of every learner in the classroom. Let each child have a chance to speak. Yes. And most of them were talking about the cat. Others were speaking sense, others were speaking otherwise. But what was interesting is that each child was able to speak in the classroom; they were listening to each other, sharing. It was also interesting.
Faith	I like the same thing. We are in the same boat. What I liked the most is that all the learners were participating and no one was playing around, they concentrated. I think the part where the learners sit down in a circle with the teacher and discuss their questions. Learners listen well when they are together, than when they are sitting on their chairs. Sometimes you can't see them well when they are playing in the back rows. Therefore when they are seated in a circle, you can see all of them and they concentrate better than when they are sitting on chairs.
Maggie	It's good because you can see that learners are with you and they are concentrating.

Learners' participation, attention and concentration were mentioned as some of the attributes that are developed and enhanced by giving learners opportunities to participate in P4C enquiries. As presented in Table 12, Thato observed that the learners were concentrating. Mantsho observed that all learners were

participating by responding to questions asked and by listening to other children and that they all had a chance to speak. Learner participation, attention and concentration are important in education and play a significant role in learners' achievement.

All six participants believed that they could begin to teach T&R after viewing the P4C DVD. However, they realised that the way schools are managed and the poor culture of teaching and learning might work against their teaching T&R, despite the fact that it is government policy, so they are legally required to teach this LO.

5.5.8 Obstacles for Philosophy for Children in South Africa

As argued above under Section 5.5.5 on writing, participants said that learners take too long to complete a writing task. Written tasks are more time consuming and overlap with time allocated for other components. Teachers feel obliged to give children the time they need to finish the task because, in essence, curriculum district officials in Gauteng and other provinces where unions are active are not allowed to do class visits. This means that they take learners' books to see if teachers are on target. More obstacles to teaching P4C are presented in Table 13 below.

Table 13: Obstacles to teaching P4C in South Africa

Participant	Teachers' Responses	Obstacles
Meme	I'm worried about the time they took on this, the one hour and four minutes. We are given so much by the department and they expect so much from us, and as a result, that is why we summarise when we do things. We don't reach that depth. Because by then I'm worried that I should have done this, when the department comes, and they look at the books, I should have covered this and covered that. Therefore when you are busy with your GPLS, kindly consider this, what the department is only interested in, is seeing the books, the amount of writing in those books. Yes, the writing. How far you are with the books, the amount of work that appears in those books, and as a result, we give the children so little time to speak.	Time The Department of Education assesses teachers through learner's written work in Gauteng Province.

Faith	The part in which the teacher asks each and every learner to bring the question that he or she wrote, and paste all the questions on the board. If I am to be working outside, it will be very difficult to take all the questions from the learners as they are too many learners.	Large classes
Mantsho	So with the department, it does not work like that, because the problem is that they want writing to happen daily. And if you are going to be writing daily, they'll be time that you'll take from reading and use it for writing. They must write things down, so it will affect the reading time.	Learners' written work
Thato	Every now and then we are being called for courses and we get interrupted not only by the school, officials want this and this and this. So when you have an idea of what you want to teach, then you get side tracked by what you learnt from the course	Interruptions

All participants seemed to have a problem with time. They were not coping with the work load, which was coupled with other demands from their school management team and/or from the district office. Thato said, "every now and then we are being called for courses and we get interrupted not only by the school, officials want this and this" (see Table 13.) They also complained that learners took too long to complete written tasks and that they were unable to reach every child daily because of the large number of learners. Two participants from the same school, Meme and Mantsho, felt that it was unfair of the DoE to assess them through learners' written work (see Table 13). Mantsho put it this way:

> People want to see evidence when they come. They don't even come to the class and see how much the learners know. They just take books. We want them instead to come to our classrooms to do the presentation on their own, but they don't. (See also Table 13.)

Overcrowding is another problem that would make it difficult to conduct P4C. Most schools have large numbers of learners – more than 40. Some teachers in

Soweto have 65 learners in a class. Because of the size of her class, Faith believed that she would not be able to carry out the part in which the teacher asks each and every learner to bring the question that he or she wrote and pastes all the questions on the board. Faith said, "If I am working outside, it will be very difficult to take all the questions from the learners as they are too many." Going through each learner's question in one period would not work in such large classes. The only way in which it could work would be to work with small groups, but that is not easy to manage in the small classrooms. Sitting in a circle would in itself be impossible in many such classrooms. These logistical issues certainly pose a serious threat to the possibility of P4C becoming mainstream in South Africa.

Another obstacle that has been identified by Green is the funding of teacher development as one of the obstacles that would prevent P4C from being implemented in South Africa. The reasons for this, according to Green, are:

> Teacher development by non-governmental organisations is a practice in South Africa, but the funding for this is generally sought from donors. There is not a tradition of teachers taking financial responsibility for their own development and many would resent such suggestion. (Green, 2004, p.18)

In a sense all the above-mentioned obstacles could be removed if P4C were regarded as important enough. The problem of large classes could be resolved by the DoE hiring more teachers and allocating more spaces and buildings for teaching. Teachers would not have time problems as they do now because in smaller classes every child would have a turn to argue their point and to write whatever needs to be written. Not only the children but also the teacher would benefit from this approach. Green observed: "It appears that they would now benefit from substantial training in Philosophy for Children, particularly if it focused as much on themselves as on their learners" (Green, 2004, p.18).

5.5.9 The support teachers need for teaching Thinking and Reasoning

All six participants felt they needed support in order to develop T&R in their Grade 3 classes using P4C. Table 14 below captures teachers' ideas and suggestions of what they think will be of great help with the implementation of P4C in their classrooms.

Table 14: The support teachers need for teaching T&R

Participant	Teachers' Responses
Thato	I think reading material such as books, TV's, and DVD's. After reading the books they will discuss the story and disagree. Then they will discuss further until they reach a certain consensus.
Sophie	I think us as teachers must watch more DVD's, like in service training to see what other teachers do in their classrooms. We would also attend courses if they were there and available.
Meme	I'm sure we are used to taking thinking and reasoning in isolation, and seeing as they are going to merge, we need to be reminded about those things. I'm sure after a workshop or two; we'll be used to it. It is not that hard. But an old habit is always a problem. It's going to take time to adjust but eventually, we don't have any doubt we will get it.
Mantsho	We were ignoring it in fact. We do LO 1, 2, 3, 4... and The part where the learners write their own questions, because most of the time I read the story, and I impose questions on them. So I don't think I'll be using the method that I have been using, I'm going to use the method which I saw where the children were writing the questions. It's a change.
Faith	I think so because I was blank as to how to teach thinking and reasoning. When I prepared my lessons I usually wrote down some AS's from the L.O. but I don't remember myself concentrating much on thinking and reasoning.

Table 14 above presents teachers' ideas and suggestions of what they thought would be of great help if they implemented P4C. As argued above, courses are viewed by Thato as interrupting teaching and learning because teachers have to leave their classes earlier in order to attend workshops. In this case, it is an obstacle. However, at the same time, training is mentioned as a necessary support mechanism. Meme talks about "a workshop or two". Although a workshop or two will not be sufficient to start P4C, it is interesting to observe that the teachers themselves identified the support that would be needed. The quality of training and the time consuming nature of training are the main problems. These teachers had had bad experiences with the NCS training when the T&R component was introduced at first. It was Faith who said: "I was blank

to how to teach thinking and reasoning", but Faith also received NCS training and three years of using FFL lesson plans.

The teachers also included DVDs, television and books as what could be of help. It is no surprise that the teachers mentioned DVDs. After all, it was a DVD that gave them helpful ideas about how to teach T&R and this documentary had had a real impact on them. It revealed that what they had been neglecting to teach could be taught. Faith said: I was blank as to how to teach thinking and reasoning (Table 14). It is important to note that DVDs, books and television on their own will not teach a teacher how to teach a P4C lesson. They are important and necessary only if they are part of a well-structured training programme that includes guided practice and carefully structured experiences.

The choice of training/workshops by the teachers as a means to develop the necessary skills and knowledge in order to teach T&R through P4C might be interpreted as sending mixed messages because they mentioned bad experiences with the NCS training and other workshops. In the first interview participants complained that training received was inadequate and was conducted in a short space of time. Meme had problems in particular with the way the training she had received had been facilitated: "Facilitation [is] not good. Facilitators did not understand what they were work shopping us on." To explain the workshop situation further Mantsho said: "It is usually a quick fix. Most of the time we leave the workshop confused." Faith agreed with Mantsho, which is that workshops left them more confused. Faith also agrees: "We struggle after these workshops. Some of us were not trained in FFL we were given files only." (See Appendices J1 and J2.) They all complained about training that takes place in school holidays, which they said is conduted in a short space of time. I tend to believe that short courses and workshops are indispensable as one of the most effective ways of improving in-service teacher skills and knowledge, but this claim needs to be justified through further research.

Changing teachers' attitudes to courses is another issue that needs attention. Nevertheless, the criticisms about the facilitators of the workshops the teachers attended are of real concern and need to be addressed. It is crucial that trainers are experienced in teaching T&R and that they are knowledgeable, well prepared and efficient.

All six participants were relieved to discover that teaching T&R can be achieved by attending courses and watching DVDs. They recognised that it

would not be easy to break their old way of teaching. However, P4C was recognised as important, so they would need constant support and guidance from all stakeholders.

It is clear that the teachers' lack of understanding of what is involved in teaching T&R can be attributed to the fact that the NCS training was carried out in a very short space of time and was inadequate; hence, teachers lacked subject or component knowledge (see Table 6). So it seems that the in-service training received was indeed inadequate and perhaps even non-existent as their comments seem to suggest. Sophie and Thato taught at the same school and this is what they each said when responding to the question: "How did you teach Learning Outcome five (LO5) Thinking and reasoning?" Sophie's response was: "I have never treated thinking and reasoning as an LO. I thought thinking and reasoning was developed by asking questions." Thato's response was: "I neglected this LO, because I did not know what to teach when you want to teach thinking and reasoning" (see Table 6 and Appendix N).

Anecdotal evidence suggests that teachers did not receive any follow-up support, either from the DoE or from the school management. Actually without exception, all participants pointed out that teaching T&R never came up for discussion at their school meetings. W8hen participants were asked if they received any guidance and support with regard to teaching T&R they all said "no". Faith's response was: "No support especially for LO5. We talk about reading and writing as our main concern." (See Table 6.) Lessons presented by the teachers confirm the fact that teachers show little insight into what the teaching of T&R entails (see Appendix N). Teachers do not understand what their role is in teaching T&R; hence, they neglect it. It is easier for a teacher to stop and correct a language structure and use error while teaching any of the three literacy components: listening and speaking, reading and phonics and writing and handwriting. However, it is not be as easy with T&R because teachers do not ask probing questions. 2Asking simple comprehension questions is considered a strategy for developing T&R. Mantsho said this about developing T&R: "Asking questions develops thinking and reasoning" (see Appendix N and Table 6). The CAPS has incorporated the teaching of T&R in its primary school language programmes. The Curriculum stipulates that teachers should follow an integrative approach when they teach language components as laid down in the Curriculum (CAPS, 2011, p.250).

Teaching of T&R is not taking place consciously in most classes. This is revealed by the data collected and its analysis. The DVD lesson seems to have demonstrated how teaching of T&R could be done. A summary of the research findings is presented in Chapter 6.

Chapter 6 Summary of Findings and Conclusion

6.1 Summary of Findings

Chapter 6 present research findings arrived at through the interpretation of data analysed in chapter 5. Data analysed will be used to determine if participants responses to research questions gave us a clear and definite direction that indicates if teachers know what their role is in teaching thinking and reasoning.

6.1.1 Introduction

The study set out to examine what the role of Foundation Phase educators is and should be in teaching T&R to Grade 3 learners in Literacy (FAL). Findings are discussed in relation to the research questions:

- What are teachers' perceptions of what it means to teach Thinking and Reasoning in Grade 3?
- How do teachers implement Thinking and Reasoning in their own classrooms?
- How do Grade 3 teachers respond to Philosophy for Children for the teaching of Thinking and Reasoning? Do they think it is valuable and 2what are the obstacles they identify?
- What kind of support do Grade 3 teachers identify as a need for developing Thinking and Reasoning skills as required by the National Curriculum?

6.1.2 Teachers perceptions of what it means to teach Thinking and Reasoning in Grade 3.

The findings revealed that all six research participants did not know what is meant by teaching T&R. Table 6 summarises the findings and shows that teachers had little understanding about what is involved in the teaching of T&R. Anecdotal evidence also suggests that when curricula were introduced that required teachers to teach T&R the teachers did not receive any follow-up support from the DoE or from the school management. Actually without exception, all participants pointed out that teaching T&R never came up for

discussion at their school meetings. When participants were asked if they received any guidance and support with regard to teaching T&R they all said "no". It was indicated by the research participants that learning areas such as Reading and Writing are school management and the DoE's main concern.

6.1.3 Teachers' implementation of Thinking and Reasoning in their classrooms.

The first interview (see Table 6) and the lesson observations revealed that teaches do not teach LO5 (Thinking and Reasoning) in their classes. Lessons presented by the research participants revealed that the teachers had little insight into what the teaching of T&R could entail, nor how it could connect with other learning areas such as literacy (see Table 6). The research participants did not understand what their role was in teaching T&R; hence, they neglected it. They also did not regard the outcome as relevant for the other subjects in the Foundation Phase.

So it seems that the in-service training the teachers received was indeed inadequate and perhaps even non-existent as their comments when interviewed suggest. The research indicates that the teachers did not teach T&R when it was first introduced by the NCS, despite the fact that FFL developed lessons plans, which included T&R assessment standards. The quantity of these assessments is also significant for how T&R is valued by the DoE; there were be three lesson plans per term that had T&R assessment standards. It could be argued that if curriculum policy does not focus on T&R, it is unreasonable to expect teachers to understand what is involved in the teaching of it.

The study revealed that the six teachers used the I.R.E. format when asking questions in the literacy class. Typically most questions the participants were asking were closed, with the teacher already knowing the answers to the questions. The asking of open-ended, probing questions requires practice and training and I have shown how some of the closed questions they were asking during the research in class can be turned into more open-ended ones. These questions make us think more deeply and provoke reasoning activities in class. They also show how questions can link in more directly with children's own life experiences when making sense of texts. Moreover, the research suggests how unacquainted the teachers were with less factual and closed questions as part of a literacy lesson. The findings of the study clearly show their need for further support for developing questioning skills. Although they indicated this need

themselves, the research participants might have underestimated how much unlearning of established pedagogical habits needs to take place. As the next section suggests many obstacles exist to the asking of open-ended, probing questions as part of literacy.

6.1.4 Teachers response to a different approach (Philosophy for Children) Its value and obstacles.

Research participants seemed to like the new P4C approach. They realised that when they adopted this approach, their learners would be able to apply their minds in the same way as those children in the DVD had. They also identified other literacy skills that would be developed by implementing the methodology; skills such as listening and speaking and reading and writing; all these are literacy components. Other skills that are developed by P4C, which are also important for learning are: attention, concentration and participation. The teachers saw the method as supportive of the curriculum (the integrative approach). They wished to start implementing the method immediately; however, they were aware of the obstacles they would face.

Overcrowding is one of the obstacles mentioned. Large classes would require more time so that every learner gets his or her turn to contribute to the discussions. Teachers also experienced many interruptions during contact time from the school management. P4C would not be conducted successfully if a teacher could be called to the office at any time. Teachers are assessed through learners' books. Teachers' assessment through learners' books is regarded as an obstacle that would make it difficult for teachers to use the P4C approach in their classes as it would not be assessed by the DoE. Teachers do not adhere to time allocated for other literacy components; more time is used in making sure that when DoE officials come to schools they find enough written work in learners' books.

Interestingly, the obstacles the teachers mentioned are all 'external' obstacles; that is, external to themselves. The teachers pointed to the obstacles they faced from the DoE and the school management, but they showed little awareness of the subtle questioning skills involved in conducting philosophical enquiry with children and the difficulty of learning these skills quickly. Valuable further research could consist of a research project that involves these same teachers in P4C in-service training and monitors possible changes in practice. The need for such training was identified by the teachers themselves.

6.1.5 Support needed by grade 3 teachers for developing Thinking and Reasoning skills as required by the National Curriculum

The findings show that teachers need in-service training. In-service training in the form of workshops and full courses were cited as what would help in guiding teachers as to what to do when conducting P4C. For new theories and practices to be implemented in classrooms, in-service training is essential. Therefore, timing and the opportunity to put new ideas into practice are essential. Training time in some provinces is problematic because unions are against training teachers during school holidays. DVDs were mentioned as a resource that would help. The use of DVDs as part of the course material would be more effective Than using the DVD on its own.

6.2 Conclusion, Limitations and Ideas for Further Research

The CAPS has incorporated T&R in its primary school language programmes. The Curriculum stipulates that teachers should follow an integrative approach when they teach language components as laid down in the curriculum (CAPS, 2011, p.250). The teaching of T&R is policy and has to be adhered to by all literacy teachers in the Foundation Phase. However, the study has revealed that teaching of T&R is largely accidental. Intervention is needed. Teachers need guidance and support.

My work experience presented in this report in Chapter 1 motivated me to conduct this study. I observed that the school curriculum has changed and has introduced T&R as a component in literacy. However, literacy teachers do not teach it. Also, government-initiated literacy projects ignore it and continue to teach as if the teaching of T&R is not policy.

The study was conducted in Gauteng. The GPLMS project is currently running in this province. The DoE has selected about 780 schools that have been identified as needing extra help so as to improve learners' performance in Literacy and Mathematics. Two of my research schools were part of this project and the third school was not. All three schools were comparable as far as teaching strategies are concerned and the teachers' lack of knowledge and skill in teaching T&R. In my experience the schools and teachers in this study are not exceptions, but confirm my initial suspicion that the teachers I work with need help with regard to the teaching of T&R.

Of course, this research report only reflects the teaching practices, perceptions and ideas of six teachers in Gauteng. An important next step would be to conduct a similar study with many more teachers of the GPLMS. Findings could be compared with other studies that could be conducted with teachers in other countries. As I have argued in the introduction to this research, the rationale for my study is my professional concern for young South Africans' performance in international literacy tests. It is of significance that none of the teachers was concerned about P4C as a 'foreign' intervention – not appropriate for use in South African classrooms. Although lack of space was indicated, solutions could be found for this practical problem (e.g. the use of the outdoors). Importantly, the teachers did not mention that not having English as a first language would be a stumbling block for the young learners involved in the oral work that is part of P4C. This in itself merits further research into the potential of P4C for teaching T&R in early literacy. The teaching of T&R should take place in the Foundation Phase classroom as laid down in the curriculum. Teachers need support and guidance in this regard.

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Appendices

Appendix-A

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3064 • Fax: +27 11 717-3100 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

Student number: 424020
Protocol number: 2011ECE111C

29 July 2011

Ms. Cecilia Lukhele
P O Box 3681
CRAMERVIEW
2060

Dear Ms. Lukhele

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

The role of the teacher in developing thinking and reasoning in the literacy programme.

The committee recently met and I am pleased to inform you that clearance was granted. The committee was delighted about the ways in which you have taken care of and given consideration to the ethical dimensions of your research project. Congratulations to you and your supervisor!

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education

(011) 717 3416

Cc Supervisor: Prof. K Murris (via email)

Appendix
B

education
Department: Education
GAUTENG PROVINCE

Enquiries: Nomvula Ubisi (011)3550488

Date:	12 July 2011
Name of Researcher:	Lukhele Cecilia Ntloheleng
Address of Researcher:	5 Montagu Road
	Morningside
	2057
Telephone Number:	0117064829/0828236874
Fax Number:	N/A
Research Topic:	The Role of the Teacher in the Development of Thinking and Reasoning Skills in the Literacy Programme
Number and type of schools:	3 Primary Schools
District/s/HO	Johannesburg Central and West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. ***The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.***
2. ***The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.***
3. ***A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.***

Office of the Chief Director: Information and Knowledge Management
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0809 Fax: (011) 355-0734

Appendix C

education
Department: Education
GAUTENG PROVINCE

Enq: Rachel Molale
Tel: 011 831-5525
EMAIL: Rachel.Molale@gauteng.gov.za

To	:	**Ms Ntlohelng Cecilia Lukhele**
From	:	**Mr Dennis N Macuacua** **District Director**
Date	:	**23 August 2011**
Subject	:	**Approval in Respect to Conduct Research**

Dear Ms Lukhele

The District Director has granted you approval to conduct research in the district subject to the following:

1. Your research will not impact on contact time in the schools in any way.
2. Your research will not go beyond the end of September 2011.
3. The principal has the right to make necessary arrangements for the research.
4. No cost will accrue to the department for your research, i.e. no photo copies.

Yours in Tirisano

DN Macuacua
District Director: JW

Making education a societal priority

Johannesburg West D12- Office of the District Director
20 Madeline Street Florida
P.O. Box 1995, Florida, 1710 Tel: 831-5300 Fax: (011) 472-1410
E-mail: Dennis.Macuacua@gauteng.gov.za
Website:www.education.gpg.gov.za

Appendix D

education
Department: Education
GAUTENG PROVINCE

Enquiries: Mr. Dickie Smith
Ms. Nomsa Makhanya
Tel : (011) 983-2311

Ref: PP/09/11/07

To : Cecilia N. Lukhele

From : Ms. B. L. T. Seate
District Director
Johannesburg Central District

Date : 06 September 2011

Subject : **Application for Permission to Conduct Research**

Your telephone conversation with Mr. D. Smith, CES: Policy and Planning (D14) has reference.

Approval has already been granted by Head Office for you to proceed with research in respect of the study as indicated.

As a District office, we do not have a problem with you conducting the research. The necessary permission should now be obtained from the identified schools. Please take note that the identified schools are not obliged to participate in the research project should they decide not to. The normal school programme should also not be disrupted by the research project and all neccessary arrangements should be made with the identified schools in advance.

I wish you well with your research and trust that you will have a fruitful experience.

Kind regards

Seate

Ms. B. L. T. Seate
District Director
Johannesburg Central District (D14)

Appendix E

LEARNER'S INFORMATION SHEET

Dear

My name is Cecilia Lukhele. I am studying for a Master's Degree in Education and I need to complete a research project (is a bit like having to do homework). The aim of my study is to understand how your teacher is teaching you Thinking and Reasoning in the Literacy programme.

You are invited to participate in this study.

All information collected from my observations will be confidential. This means that only you, me, your parents or guardians and other teachers will know that I am observing the lessons, but I will not use your name in any of my writings I need to do for the university.

You don't have to take part in this. You can also decide to stop at any time. It won't influence your marks. If you would like to contact me with any questions you may have, please feel free to call me on 082 823 6874 ☺ ☺ ☺.

Thank you for your time ☺ .

Cecilia Lukhele

Appendix F

(A Letter to the principal and the SGB chairman)

P.O. Box 3681

Cramerview

2060

Johannesburg

Dear Sir/ Madam

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I am a post- graduate student at the University of the Witwatersrand school of Education, Johannesburg; doing a Masters degree in Education (Thinking Classrooms and Communities).

A request is hereby made for research to be conducted in your school for a period of two weeks, the first two weeks of September 2011. The research is on "the role of the Foundation Phase teacher in developing Thinking and Reasoning in literacy grade three First additional language (English)". The participants shall be two grade three teachers.

All interviews and the DVD viewing by educators will be done after contact time. Lesson observations will be done during teaching and learning time, one lesson per teacher. The researcher will adhere to the school time table. The data is to be used as part of a masters' degree report. Confidentiality will be upheld.

Your co-operation in this matter is highly appreciated.

Yours truly

Cecilia N. Lukhele

0828236874

Appendix G

APPENDIX

P.O. box 3681

Cramerview

2060

Johannesburg

PARTICIPATION INFORMATION SHEET FOR THE TEACHER

My name is Cecilia N. Lukhele. I am currently a student at the school of Education at the University of the Witwatersrand.

I would like to invite you to participate in a research study.

I would like to conduct a research on the role of the teacher in developing Thinking and Reasoning in the literacy programme. My research topic is 'What is the role of Foundation Phase educators in developing the thinking and reasoning skills of the grade 3 learners in the literacy programme (First additional Language)'? This research will enable me to write a report for my Masters degree.

Participation in this research entails being interviewed and being observed when teaching one of the literacy components. The interview will be done in order to gather the most accurate and honest data as possible, therefore I would like to audio-tape the interview. These tapes will be kept in a safe place and destroyed within 5 years. When transcribing the tapes, only pseudonyms will be used.

The interview will be conducted at any time convenient to you. It will take 30 to 45 minutes.

If you have any concerns about participation, or any questions that you would like to ask about the study please contact me at any time at the email address below. Participation is voluntary, and no one is obliged to answer all the questions, and you are at liberty to withdraw from the study at any point. Data collected will be kept confidential, and no information that could identify you would be included in the research report. If you wish to participate, please indicate on the Consent Form attached. Your participation in this research will be greatly appreciated

Yours truly

Cecilia N. Lukhele

082 823 6874

ntohelengcl@live.co.za

Appendix H

INFORMATION SHEET FOR THE PARENT

My name is Cecilia N. Lukhele. I am currently a student at the school of Education at the University of the Witwatersrand.

I would like to conduct a research on the role the teacher in developing Thinking and Reasoning in the literacy programme. My research topic is..." What is the role of Foundation Phase educators in developing the thinking and reasoning skills of the grade 3 learners in the literacy programme" (First additional Language)? This research will enable me to write a report for my Masters degree.

I would like to observe your child's teacher, teaching her class thinking and reasoning skills, which is part of the curriculum.

If you are willing that your child should participate in this research, please indicate on the Consent Form attached.

Yours truly

Cecilia N. Lukhele

082 823 6874

ntlohelengcl@live.co.za

Appendix I.1

Page 1

The story read by Sophie

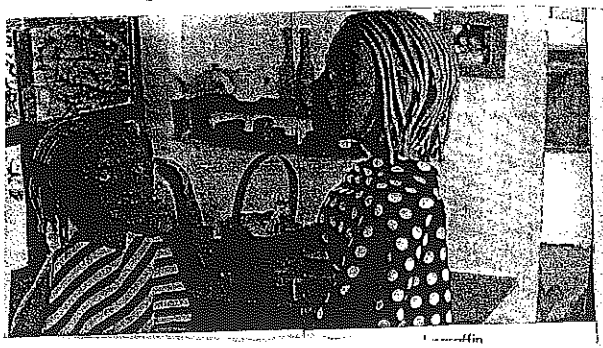


Tselane's Basket



Appendix

African Reading Matters



Tselane's mother said,
'We need paraffin to keep warm.
Take this chicken to sell
and get some paraffin.'

Tselane went down the road singing,

'What is in my basket?
Can you tell?
What is in my basket?
A chicken to sell!'





Mrs Moyo said,
'I will take your chicken and I will give you some soap.'

Tselane went down the road singing,

'What is in my basket?
Can you tell?
What is in my basket?
Some soap to sell!'





Mrs Tambo said,
'I will take your soap and I will give you some sugar.'

Tselane went down the road singing,

'What is in my basket?
Can you tell?
What is in my basket?
Some sugar to sell!'

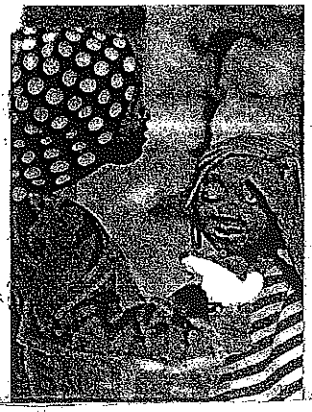




Mrs Dlomo said,
'I will take your sugar and I will give you a chicken.'

'Oh no! Not another chicken!' said Tselane. 'What should I do now?'







Then Tselane saw someone coming down the road.



It was her friend Palesa, and...

Page 2



Palesa had a tin of paraffin!

Palesa said, 'I will take your chicken and I will give you some paraffin.'

15

Tsekane went home singing.
'What is in my basket?
Can you tell?
What is in my basket?
Nothing to sell!'





16

Appendix I.2

The story read by Mantsho — Appendix

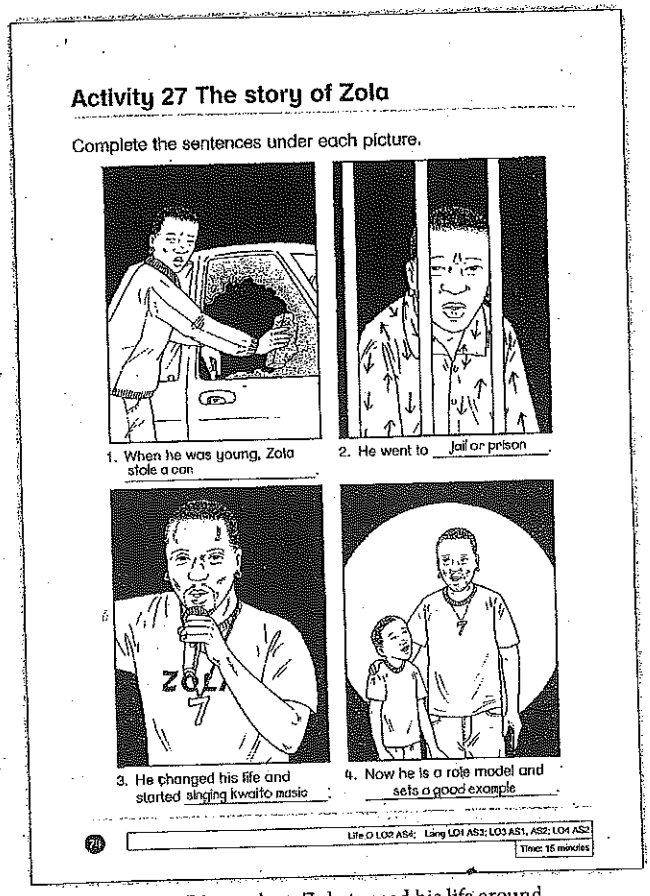
Activity 27 The story of Zola

Get started

- Play: The learners participate in free play on the playground. Ask them to describe the effects of exercise on their bodies. How do their muscles feel when they have been running around?

Do it

- Bonginkosi Dlamini, known as Zola, is a South African musician, actor and television presenter.
- ~~Zola was born in one of the~~ poorest, toughest areas in Soweto. His neighbourhood was called Zola, which is where he got his nickname. Zola's father abandoned the family when he was young. He was raised by his mother. When he was still a teenager, Zola went to jail for stealing a car.
- After this unhappy start, he decided to change his ways and set a good example as a role model. He started singing kwaito music with words in Afrikaans and tsotsi, the language of the townships. The words of his music try to inspire young people to obtain a good education instead of ~~stealing. He became a successful~~ musician and started his own music company.
- Zola has acted in films, including *Tsotsi*, which won an Academy Award. His televison programme, *Zola 7*, was created to help people solve their problems and make their dreams come true.
- Zola gives to other people by helping young musicians to be successful and by doing work for charities in South Africa.



- Discuss how Zola turned his life around completely. Why is he a role model?
- The learners complete page 74 in the *Learner's Workbook*.

And then check

- Can the learners complete the sentences correctly?
- Do the learners recognise that Zola is a role model by choice?

Resources
- Pens and pencils

Learning Outcomes and Assessment Criteria
Life O LO2 AS4; LO3 AS1
Integration
Lang LO1 AS3; LO3 AS2; LO4 AS2

Appendix I.3

Page 1

The story read by Maggie and Faith



Fruit Salad



Appendix



African Reading Matters



We are in Grade 2 at Dikgabane School. Our teacher is Mrs Kubeka.

One day we made fruit salad at school.

To make our fruit salad, we needed:

- 1 paw-paw
- 2 oranges
- 4 bananas
- 3 apples
- 2 bunches of grapes
- 4 pears
- Some sugar

We also needed these things:

- a bowl
- a chopping board
- a knife
- a squeezer
- a serving spoon

This is what we did.

First we washed our hands with soap.





We dried our hands with a clean towel.



After that Mrs Kubeka peeled the paw-paw. She cut the paw-paw into pieces.





We put the paw-paw in the bowl.

Then we peeled the bananas. Mrs Kubeka cut the bananas into pieces.





We put the bananas in the bowl.

Next Mrs Kubeka peeled the pears. She cut the pears into pieces.





We put the pears in the bowl.

After that Mrs Kubeka peeled the apples. She cut the apples into pieces.





We put the apples in the bowl.

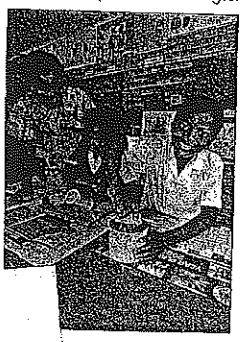
Then we washed the grapes in water.





We put the grapes in the bowl.

Next Mrs Kubeka cut the oranges in half. We squeezed the oranges.





We put the orange juice in the bowl.

After that we mixed the fruit salad with a spoon. Finally Rabelani put some sugar on the top.





Delicious!



A. Choose the right answer.
The book is about _____.
- a class making a paper kite
- a class making fruit salad
- a class going to the zoo

B. Answer these questions:
1. What fruit did the children use to make the fruit salad?
2. What did the children put on top of the fruit salad at the end?

C. Find these words in the book. Write the word and the page number.
1. knife – page ___
2. day – page ___
3. ready – page ___

D. Find these words in the book.
1. Look on page 6. Write one word that ends with **ed**.
2. Look on page 7. Write one word that begins with **dr**.
3. Look on page 18. Write one word that ends with **es**.

E. Copy and complete these sentences. Check in the book.
1. We _____ our hands with a clean _____.
2. We put ___ apples in the ____.

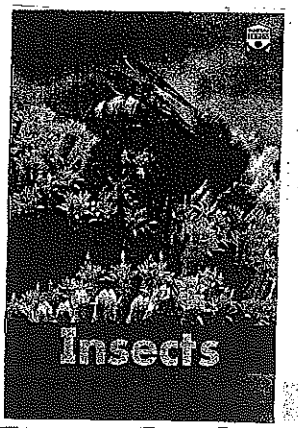
F. Draw a picture of yourself eating fruit salad. Write:
I made fruit salad.
I used ____, ____, ____ and ____.

Page 2

Appendix I.4

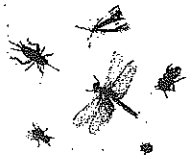
Page 1

A story read by Thato



Appendix

Insects



African Reading Matters.

This is a fly.
A fly has six legs.
It is an insect.





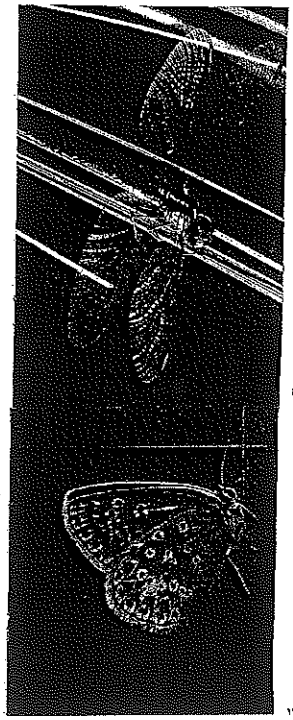
This is a bee.
A bee has six legs.
It is an insect.





This is a dragonfly.
A dragonfly has six legs.
It is an insect.





This is a ladybird.
A ladybird has six legs.
It is an insect.





his is a butterfly.
butterfly has six legs.
is an insect.



This is a cricket.
A cricket has six legs.
It is an insect.

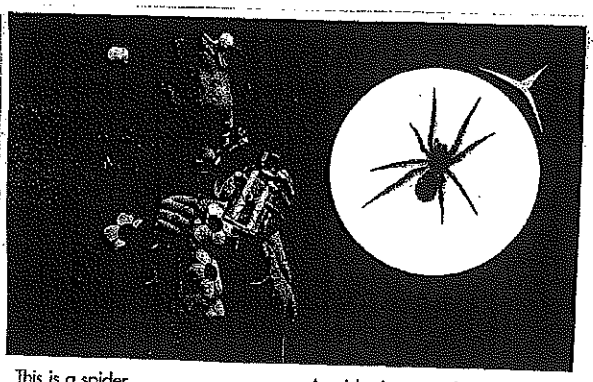


Page 2

This is an ant.
An ant has six legs.
It is an insect.







This is a spider.
A spider has eight legs.

A spider is not an insect!

16

17

Use a letter from the box to complete the words.

i	a	u



dr_gonfly



b_tterfly



cr_cket



_nt

Group Reading Card

1. Choose the right answer.
   The story is about _____
   - insects
   - fruit

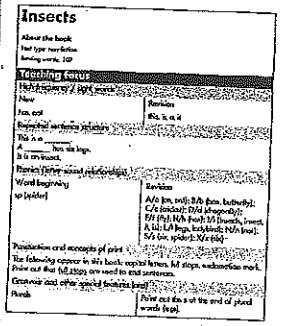
2. Find these words in the book. Write the word and the page number.
   - butterfly - page __
   - spider - page __
   - eight - page __

3. Look in the book and write down one word that begins with **sp**.

Group Reading Card

4. Look in the book and fill in the missing words.
   - A bee _____ six legs.
   - A spider is _____ an insect!

5. Draw a picture of an insect. Write:
   A _____ is an insect.



Insects

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Appendix I.5

A story read by Meme as her introduction

A lost potato

There was this farmer who had a big field in which he ploughed with his tractor

And grew different vegetables. It was time to harvest as all the vegetables were ready to be eaten or sold. The farmer collected all vegetables from the field and put them where the tracks will collect them. As the farmer was driving the tractor which was pulling a wagon full of potatoes that were singing "yum- yum we are going to make best chips and samba chips". One potato fell and was left behind.

The poor potato was afraid to be left behind; it hopped and hopped until it reached the other vegetables. It went to a heap of spinach and asked are you my mother? The spinach shook and said "how can I be your mother when I am green?" The potato went to a heap of fruit and asked "Are you my mother?" The fruit shook and said "How can I be your mother when I am round and clean people eat me without peeling me. Get away, before we give you to the pigs! The poor potato hopped and said "I wonder where my mother is, why she leaved me all alone? The potato saw a heap of beans and asked "Are you my mother? The beans shook and said "How can we be your mother? We are beans and we make soup and we are beautiful not ugly like you! The poor potato. The poor potato began to cry and said "I wonder where my mother is, nobody wants me. They all say I am ugly. Did my mother leave me because I am ugly? Whilst he was wondering a pig approached and said "Here is my lunch". The potato hopped away and met a heap of carrots. He asked "Are you my mother? The carrot said "I am not your mother but we are related because we are all root plants. Come and join us. The potato was happy to find relatives that could look after him.

Appendix J.1 – Foundations for learning lesson plans

WEEK 1	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	LO 1 AS 1, 2, 4 LO 2 AS 1,4,5,7 LO 5 AS 3
MILESTONES	• Listens for the detail in stories and answers open-ended questions • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Interviews people for a particular purpose • Uses interesting words and descriptions when speaking
NOTES	• Daily Morning Oral Work is done every day, with the learners sitting on the carpet. • Listening and Speaking activities are done twice a week, later in the day, for example after break.
RESOURCES	• Day/Month/Birthday chart • Weather chart and symbols

ACTIVITIES

DAILY MORNING ORAL WORK

DAY 1: DAY/MONTH/BIRTHDAY/WEATHER CHART

- Begin the day by greeting everybody and welcoming them back to school. If there are any new children in the class take a few minutes to introduce them to the other learners. Discuss the day/month charts and any special happenings, including birthdays.
- Use the weather chart.
- Talk about the weather. Ask: *What is the weather like today? What was it like yesterday?*
- Have learners select the correct weather symbol for the day and put it on the weather chart.
- Continue to write a 'morning message' on the board for learners. (See Terms 1 and 2.)

DAY 2: HOLIDAY NEWS

- Begin the day by discussing the day/month charts and any special happenings.
- Tell the learners about a special day in your holidays. Model how to do this expressively by varying the tone and pitch of your voice and using interesting and descriptive language.
- Tell the learners they are each going to share 2-4 minutes of news about their holiday or something else they have seen/read/experienced recently. Explain that to make their news interesting it is important to vary the volume and pitch of their voice, make eye contact with the people they are talking to, and use interesting words and descriptions.
- From Day 3 onwards, have 3-4 learners each day share 2-4 minutes of holiday or general news. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 2.**

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short, suitable non-fiction text to the learners. You could choose a text from a picture book, textbook or reader, e.g. a short paragraph about a famous person or people who help others.
- Introduce the text to the learners and draw on their prior knowledge (their worlds). Introduce any new words needed. These can be written onto flashcards and placed on the Word Wall.
- Read the text to the learners in a lively, interactive way.

ACTIVITY 2: RESPONDING TO THE TEXT

- Ask learners some questions about the text, e.g. *Who/What was the text about? Where was Gandhi born? What did he do in South Africa?*
- Give learners a task that requires them to respond individually to the text, e.g. if the text is about a famous or special person you could ask learners to think about a special person that they know. Learners could tell a partner who the person is and why they think the person is special.

Prepare for the following week's Listening and Speaking activities by explaining to the learners that parents are being invited to visit the class to talk to the learners about the work they do. You will need to:

- Make the arrangements with the parents who are able to come and also with other members of the community.
- Talk to the learners about behaviour when there are visitors to the class and discuss the type of questions they could ask.

ASSESSMENT: Formal recorded Assessment Task 1:

Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestones:

- Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers.
- Uses interesting words and descriptions when speaking

Every learner should be assessed against this milestone by the end of Week 2.

Try to make your Listening and Speaking time fun! Throughout the year you should continue to teach your learners simple songs and motivate them by singing with them.

Appendix J.2 – Foundations for learning lesson plans

Grade 3 **LITERACY:** *Third Term Lesson Plan*

WEEK 4	READING
LO/ASs	LO 3 AS 2, 3, 5 LO 4 AS 5 LO 5 AS 2,4 LO 6 AS 2,3,6
MILESTONES	*Shared reading* • Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot • Expresses whether a story was liked and is able to justify answer • Answers higher order questions based on the passage read *Group, guided reading* • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story *Paired/Independent reading* • Reads aloud to a partner • Reads independently for enjoyment and information from a variety of fiction and non-fiction texts • Builds own word bank and personal dictionary. **(Writing milestone)**
NOTE	• Prepare the Language work/task.
RESOURCES	• A Big Book (published or home-made). It should be a dialogue based on a familiar fable. • Graded group readers or class readers for Guided Reading groups. • Copies of a simple pamphlet for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level Big Book or a text from a class reader. The text should be a dialogue (play) preferably based on a familiar fable. If you do not have such a text, write part of a fable the learners are familiar with as a dialogue.
- Orientate learners to the text as before. Do a picture walk. Talk about the features specific to a dialogue (play), e.g. *the use of bold/underlining/colour for characters names and the colon used to introduce the actual words spoken by each character.*
- Show learners a single page (or double spread) of the text to look at quickly (i.e. scan). Ask learners to name the characters in the dialogue/play.
- Focus on prediction skills: Have a brief class discussion on what the learners think the dialogue will be about.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 5.**
- Guided reading: **Yellow Group**
- Focus for the week: Sight word recognition. Reading aloud with expression, using appropriate stress, pausing and intonation.
- Independent reading: Learners read a page or more of a graded reader and/or newspaper or pamphlet each day. **Use for Assessment Task 2.**

DAY 2:

SHARED READING AND WRITING: MODELLED READING

- Read the text to the learners. If suitable, try to use a slightly different expression for the different characters in the dialogue (play).
- Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who.., where..., what happened..., why..*).
- Have each learner write an individual response to say whether they enjoyed the story or not, giving reasons. Use learners' written responses for **Assessment Task 2.**

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Written task: Sequencing: Write 5 sentences summarising the events in the story. Mix them up so that they are in the wrong sequence. Learners write the sentences in the correct sequence. **Use for Assessment Task 2.**
- Guided reading: **Blue Group;** Independent reading. **Use for Assessment Task 2.**

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading with learners. Afterwards ask some open-ended questions to draw out any cause-effect relations in the story, e.g. e.g. *What happened when _____ did _____? Why do you think _____happened?*

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Written task: learners do a short comprehension based on the shared reading text. It should consist of 2-3 factual questions focusing on understanding main idea, plot and characters. **Use for Assessment Task 2.**
- Language: Draw attention to the verbs in the text. Use a sentence from the shared text. Identify the verb in the sentence. Revise subject-verb agreement, e.g. *The animals sing. The lion sang.*
- Guided reading: **Red Group;** Independent reading. **Use for Assessment Task 2.**

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT

- Re-read the text together with learners. Make your voice softer but still use the pointer.

WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING

- Language: Revise simple present and simple past verb tenses based on the shared text.
- Language task: Provide sentences from the text in the present tense (either directly from the text or based on the theme). Learners re-write them using the past tense.
- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group;** Independent reading. **Use for Assessment Task 2.**

Appendix K- *P4C DVD transcript*

The Whisperer by Nick Butterworth 2005

Teacher: Let's see if the message changes in this book and remember any questions that you might have as we read the story.

Cats fighting I love it. I mean when they are fighting each other they are not coming after me see or my kind. My kind well you can say we are a bit like mice, ok a little bit bigger but we are just as cuddly, I am rat. Hey don't go listen up I've have a story to tell you. Two families of cats, one ginger one black and white , did I say families , they are more like gangs they have been at each other's throats for as long as I can remember, they are rude they spit they call each other terrible names and they fights well like cats all the time so imagine my surprise one night when I came across this two they were weird I mean the way they were looking at each other the way they were talking it wasn't fighting talk ooh Amber your eyes beamed brighter than the stars oh Monty your words are like poetry have some fish , fairest Amber I have feasted on your beauty I could not eat another thing. Stars poetry fish what was that all about what had got into them suddenly I knew it was love oh Amber or Monty this was bad these two were the son and daughter of the rival gang leaders the gangs would have to be to be told ,just one problem how? There was only one way the whisper it's the best better than shouting better than a letter better than anything! Everybody hears the whisper, but they don't see the whisperer its beautiful I began to whisper through drain pipes through thin walls into all the right ears my whisper ran wild it worked the gang leaders call an emergency truce for just one hour they agreed to stop all the fighting so they could deal with this love business the love cats were made to stand before the gangs, old ginger tom spoke first, he was serious, this is a disgrace! He said you have betrayed yourselves and YOUR FAMILIES then up spoke one eyed Flossy I hate to do it she said but I hate to agree with this old fleabag now you must choose to go back to your families see each other no more and we will all forget about this dreadful business! But if you refuse old tom butted in you will be banished you will not be allowed to return unless you promise not to carry on in this shocking way. I was just going to say that Flossy groaned, this is just too hard amber said her voice all wobbly like she was going to cry, we cannot do it said Monty if we must choose we choose to go. Yes oh yes hip, hip hooray goodbye my love friends and good rid dens (that is the rat speaking). Well after that it was business as usual for quite a while things between the gangs were as

good I mean as bad as I could remember lovely. Then one freezing winter night something terrible happened, they came back suddenly the they were at the yards gate pulling an old box behind them, straight away the tow of them were surrounded by cats hissing and murmuring old tom and flossy pushed their way through, we take it Flossy purred we take it you have come back because you realised that you need your families good then she snapped! Now you must separate and go back to your families hang your heads in shame. We do need our families Monty said but before you force us to separate the is something that you should see suddenly a flap on the box moved then out came four of the ugliest cat brats you ever saw, two gingers and two black and white these are our babies Amber said and they need their family too, the gangs gasp (help) Old Tom smiled but he was not laughing this is no problem he said these little beauties will go to their mother's family with her these little black and white monkeys will go with their father to his lot that is easily settled. Not really said Monty the box flap moved again and then! There was another one but another one of what? It was not ginger and it was not black and white or maybe it was both all three kind of stripy, we have five kittens amber said, this is Tiger. It was the first time I have ever seen Flossy or old tom at a loss for word speechless they were amber picked up the one she called tiger and held him close to them both say hello to your grandma and granddad tiger she said. I'm worried they called a truce while they sort out the Tiger business. What if they get used to not fighting or worse what if they come after me or my kind? No those dumb old cats won't change. I will lie low I'll get whispering I will be fine don't you think but what about those cat brats I've got a bad feeling about them if they get on to me hey I'm gone

Thinking game

Teacher whispers: to the children and say what I want you to do is to have your thinking time to think about any questions about the story. I am going to put it on a page where tiger came but you may think about any question on this story.

Teacher then explains: what we are going to do now is we are going to make a circle in a moment and we are going to write our question on a piece of paper. So if you can stand up as you go you can go prowls back as cats, move back in a circle stretch as cats they search.

Teacher explains again: I am going to quickly pass a piece of paper around and I want you to write a question about our story "the Whisper"

One of the children asks a question, can we write down two questions, the teacher replies that yes you may write down two questions but on a separate piece of paper.

Teacher: you can write down a question with person next to you.

Questions from the kids

Allie: why where the cats fighting?

Victor: Why were there a ginger cat and black and white cat and the ginger cat a tiger cat?

Mike: Why was the rat selfish?

Jason: why did they have babies and why did the cat come back in the wild

Matthew: why was the last baby different?

Billy: why did the Tiger come out of the box?

Naomi: was Tiger a real tiger or a cat

Maggie: Where did the cats go?

Aoutis: Why did the rat follow them around?

Jake: why does the last kitten come out at the last minute?

Jake: Why are the cats so bad?

Why did the black cat and the ginger cat become friends?

Why did the cat wake up?

Shanna: why were the cats send off?

Where did the tiger come from?

Why did the cats fight no more?

Seminah: why did tiger be scared and why did tigers become friends?

Marcel: why is there a stripe one?

Then the teacher asked the kids to vote for question?

The children voted for the question: Where did the cats go?

Discussion by the Kids (P4C)

Teacher to Naomi: why did you ask that question?

Naomi: I asked that question because the book does not tell us where the cats went.

Teacher: Does anybody have any idea where the cats went?

Michael answers and the teacher asks him to speak directly to Naomi.

Michael: Since the book does not tell us they could have gone anywhere like wonderland, America or even out in space.

Teacher: Michael says the cats could have gone anywhere, who supports the statement?

Nathaniel: I agree with Michael because they could have gone anywhere and that is why I think they can go where ever they want.

Teacher: Is there anybody who agrees or disagrees with that?

Jason: I disagree with Michael because they could not be in space because cats don't go into space, they could have gone into the forest or a tree house.

Teacher: Michael do you want to respond back to Jason?

Michael: I disagree because it is just a story so they can go anywhere

Teacher: So Michael your arguments is that because it is just a story they could have gone anywhere?

Michael: Yes

Teacher: Who supports that?

Aoutis: I support what Michael said because a story is a land that can go anywhere but in the world ends, a story can go place to place so I would agree with Michael and disagree with Jason.

Teacher: recap Oatis agrees with Michael because anything can happen in a story where as in real life it ends. Naomi how would you respond to that?

Naomi: I agree with Michael because it's only a story that can go anywhere.

Teacher: Is there anybody at the moment that is going to support Jason?

Jason: If it was not a story we humans go to space and cats don't go into space, but because it is a story they can go into space so I agree with Michael.

Teacher: So you have changed your statement. Is there anybody who has a completely different point of view?

Georgia: You know there was a time I would agree with Michael because cats can go anywhere in real life and in a story as well.

Teacher: seems to me Michael that you have quite a lot of support for the point of view that the cats could have gone anywhere.

Allie: I want to disagree with Michael because they cannot go anywhere because cats don't know how to go into space therefore they went back in the wild.

Teacher: So you mean they cannot go into space because they don't know anything about space so why would they go into space whereas the wild is something that they know. Who could contribute to that point of view?

Martha: I just wanted to say maybe they went away for a reason; they could have gone to the cat hospital because they knew they were pregnant and that is the reason the left.

Nathaniel: I disagree with you ally because like cats can go in the wild, it like sometimes the world is like space anywhere they could go but not comeback because it's the wild.

Teacher: victor who are you going to talk to or are you going to talk to the whole class

Victor: I am going to speak to Maggy

Teacher: Okay off you go

Victor: I want to agree with Maggy because maybe there is a place cats go when they are going to have babies. They also stayed away to keep the babies a secret. Tigers belong to the cat family just like lions and leopards so why would

the granddad be angry with Tiger but are happy with the ginger cats and the black cats.

Teacher: Reminds the children that they need to listen to each other so that they can think of an appropriate response to the statements

Aoutis: I don't know what to do with Victor because I'm not sure if you are agreeing with Maggy or not? Do you agree with Michael or not.

Teacher: Victor agrees with Maggy that cats might want to o to place where cats can have babies like a hospital.

Aoutis: Well at first he said cat could have gone anywhere and knows he is mixing it with reality when he refers to a normal place like the hospitals. A book is a book.

Teacher: Are we challenging reality

Aoutis: Yes because a book is a book and children should use their imagination.

Teacher: Victor do you want to respond or let someone else respond.

Victor: I will respond

Teacher recap: Children should use their imaginations when reading stories therefore this story can go anywhere, Naomi originally said where did the cats go? And we said the can go anywhere because it's a story and we can use our imaginations.

Victor: Maybe they went to a warm place where they could have the baby, cats have cat houses to keep warm and when they are in pain. Maybe they went there when they were close to having the babies and while they were there the hospital is able to change one cat for them and make it tiger cat to add to the cat family as in the story the is a lot of black and white and ginger cats.

Aoutis: Victor is taking the point because he has changed his point of view about the cats, so I agree with him but at the same time I don't agree with him.

Final Round

Teacher: pass the drum around and you get to say what you want.

Victor: I agree with Michael because black cat are a bit mature and they like to roam in the dark. The cat can be transported by an astronaut for a little while.

Michael: I disagree with Georgia because cat cannot go anywhere because if they want to go swimming they can't while dogs can.

Jason: I disagree with Maggy because maybe the cat found a box and there were so many kittens and they took the box to the family. I agree with Maggy that they can go anywhere even space.

I don't think they went to space by flying, I think they use one of the cannon ball machines to go to space and they had buckets on their heads

I disagree with Jason because cats can actually go to space because we have space cats that can get there sometimes even space.

I agree with Billy because cannot go anywhere and go swimming like dogs.

I disagree with Billy dogs and cats cannot swim properly like people, the can even drown

I disagree with Billy because I once saw on the Tele that cats can go swimming and I once I saw a newspaper that the cats' owner took his cat swimming twice a day and the other one has to do with Ally I disagree because cats could have already been in the box.

Aoutis: surprise that Georgia totally copied what I wanted to say, I wanted to agree with Billy in the Story cats can swim but I only saw a cat swim on once.

Appendix L The First Interview

Six participants (two teachers per school)

Interview 1 – Veza Primary School

1. How long have you been teaching foundation Phase?

Sophie: 38years

Thato: 29years

2. Where you trained as a Foundation Phase teacher?

Sophie: STD

Thato: PTC

3. How do you feel about the in-service training you received when NCS and FFL were introduced?

Sophie: training during holiday *short time.*

Thato: *Short time.*

4. Literacy had six learning outcomes, How did you teach LO5 (thinking and Reasoning)

Sophie: *I have never treated thinking and reasoning as an LO. I thought thinking and reasoning was developed by just asking questions.*

That: *I neglected this LO, because I did not know what to teach when you want to teach thinking and reasoning.*

5. Do you plan lesson purely to teach thinking and reasoning as a learning Outcome?

Sophie: *No. It is easier to teach all other Los. You can plan and teach reading, writing, but not thinking and reasoning.* Thato: No *planning for thinking. It is integrated*

6. In which literacy component do you find it easy to develop thinking and reasoning?

Sophie: *Listening and Speaking.* Thato : Reading. You ask comprehension questions

7. Do you allow learner to ask questions in your class, and how do you respond to them?

Sophie: I prepare questions for every lesson.

Thato: NO. All learning matter questions are from me.

8. How much support and guidance do you get from the school?

Sophie: Thinking and reasoning. No support. It is like it does not exist.

Thato: We are never asked about it and we never talk about it.

9. Do you ever discuss teaching of thinking with your Foundation Phase colleagues?

Sophie: No

Thato: No.

10. How do you know your learner's thinking and reasoning is developing?

Sophie: I have never thought that thinking and reasoning can be taught.

Thato: Children who give correct answers in class, I consider them to be intelligent and that they have good memory. Sophie. That help do you need for you to be sure of what to do when teaching thinking and reasoning?

Sophie: Workshops.

Thato: Examples of thinking and reasoning lessons. Q1&2

Interview 1– Masole Primary School

1. How long have you been teaching foundation Phase?

Meme: 30

Mantsho: 25

2. Where you trained as a Foundation Phase teacher?

Meme: PTC (primary teacher's certificate).

Mantsho: PTC (Primary teacher's certificate).

3. How do you feel about the in-service training you received when NCS and FFL were introduced?

Meme: Facilitation not good. Facilitators did not understand what they where workshoping us on.

Mantsho: It is usually a quick fix. Most of the time we leave the workshop confused.

4. Literacy had six learning outcomes, How did you teach LO5 (thinking and Reasoning)

Meme: Question was asked that develop Thinking and Reasoning. Incidental or integrated.

Mantsho: Incidental. Asking questions develops thinking and reasoning.

5. Do you plan lesson purely to teach thinking and reasoning as a learning Outcome?

Meme: No

Meme: No

6. In which literacy component do you find it easy to develop thinking and reasoning?

Meme: Reading

Mantsho: Writing

7. Do you allow learners to ask questions in your class, and how do you respond to them?

Meme: Learners do ask questions

Mantsho: No. I prepare questions for them.

8. How much support and guidance do you get from the school?

Meme: WE get guidance in teaching other literacy components not LO5

Mantsho: No.

9. Do you ever discuss teaching of thinking with your Foundation Phase colleagues?

Meme: No. It is like it is not there. Mantsho: It has never been an issue. No one talks about that LO.

10. How do you know your learner's thinking and reasoning is developing?

Meme: I don't teach to develop thinking and reasoning. I teach reading, writing, language structures, speaking and listening.

Mantsho: Thinking happens when learners think about the correct answer, then they are clever or they have a good memory. Reasoning; we do not do that in class.

11. What help do you need for you to be sure of what to do when teaching thinking and reasoning?

Meme: Training, workshops.

Mantsho: I need more guidance.

Interview 1 – Lesedi Primary School

1. How long have you been teaching foundation Phase?

Faith: 36 years

Maggie: 33 years

2. Where you trained as a Foundation Phase teacher?

Faith: PTC +secondary

Maggie: PTC +Junior

3. How do you feel about the in-service training you received when NCS and FFL were introduced?

Faith: We struggle after these workshops. Some of us were not trained in FFL. We were given files only.

Maggie: The only good thinking about FFL were the lesson plans.Q2

4. Literacy had six learning outcomes, How did you teach LO5 (thinking and Reasoning)

Faith: I did not teach it but I know the Blooms Taxonomy which I did when I was upgrading.

Maggie: Everything is integrated.

5. Do you plan lesson purely to teach thinking and reasoning as a learning Outcome?

Faith: No.

Maggie: Everything is integrated

6. In which literacy component do you find it easy to develop thinking and reasoning?

Faith: Reading comprehension

Maggie: Writing

7. Do you allow learner to ask questions in your class, and how do you respond to them?

Faith: Learner do ask questions

Maggie: It is rare.

8. How much support and guidance do you get from the school?

Faith: No support specifically for LO5. We talk about reading and writing as our main concern.

Maggie: In literacy meetings we talk about developing reading and writing.

9. Do you ever discuss teaching of thinking with your Foundation Phase colleagues?

Faith: No we never.

Maggie: No.

10. How do you know your learner's thinking and reasoning is developing?

Faith: Thinking and reasoning develops naturally.

Maggie: It develops as we ask them questions.

What help do you need for you to be sure of what to do when teaching thinking and reasoning?

Faith: Training, workshops.

Maggie: Training. Yes!

Appendix M – LESSON OBSERVATIONS

Lesson 1 - Lesedi Primary School

TEACHER: Maggie

A reading lesson

Fruit Salad (See Appendix I.3)

Teacher: Look at the cover. What do you see?

Learner: The girl is in the class

The Teacher opens the next page;

T: What do you call this page?

L: Title page

T: Why do we call it title page?

Children are sitting down, smiling are happy

Next page: Page 2-3

T: What can you tell us about page 2-3?

L; Children are smiling

T: Is there any other thing?

L: The children are smiling

L: The children are in the class

T: What can you tell us about page 4?

L: I can see orange, apples, grapes

T: What do we call all this?

L: Fruits

Page 5

L: I see a bone

T: Stand up and show us that bone

L: No it is a bone

L: Spoon

L: Chopping board

T: Page 6

L: There are children

L: Children are washing their hands

L: There is soup

T: Page 7

L: Children are sitting down

L: The boy is happy

L: The boy is whipping hands with a clean towel

T: Page 8

L: The teachers is smiling

L: Teacher helping the kids

L: Page 9

L: The girl is smiling

L: There are picture

L: The girl is holding the chopping board

L: The boys and girls are in the class

L: Page 10

L: The teacher is happy

L: The teacher is chopping bananas

L: The teacher is talking to the children

Page 11

T: What do you think is happening on the next page?

L: The salad is finish

L: The children are eating

T: Now I am going to read this book

*Teacher reads aloud-pointing

T: Now we are going to read

*The teacher and the children read together (shared reading)

T: Let us read again

T: Who can come and read this book?

*A learner read the big book. The rest of the class was looking and listening.

T: A boy must come and read –I want a boy

*The boy reads.

T: From there we have this sound {dr} as in dried

T: Give me other word with the sound {dr}

L: Dress

T: Give me sentences using the word dress

L: This is my mother's dress

L: My dress is too short.

T: Drop

T: Can you make a sentence with the word drop?

L: I drop my phone

L: I drop my bag

T: Give me another word with the same sound

L: Drive

L: I drive my car

L: My mother is driving my car

L: I drive my bicycle

T: No we don't drive a bicycle

T: We ride on it

T: Another word

L: Drink

T: Let us make sentences

L: I drink my beer

L: I drink water

L: Mother is drinking tea

T: Another word with

L: Draw

L: I am drawing class

L: I am drawing Spiderman

L: I draw my teacher

*Learners were given clean sheets of papers

*They were to find words that begin with the sound dr and make sentences.

Lesson 2 - Lesedi Primary school

TEACHER: faith

Listening and speaking

The book - fruit Salad (See Appendix I.3)

T: What type of salad did you eat?

L: Pasta.

L: potatoes

T: What is the story about?

T: What did they do (First sentence)

L: They wash their hands with soap

L: Then the dried their hands with a clean towel

T: What did they do next?

L: They made fruit salad.

T: I want the steps. What did Mrs Khubeka do?

L: she cut the powwow

T: What next

L: Peeled the bananas

T: What did they do with the bananas?

L: They cut the bananas

T: After that what did they do?

L: They cut the pears into pieces

T: What did they do with the pears?

L": Put them in the bowls

T: What did they do with the oranges?

L: They squeezed the oranges

T: Next

L: They washed the grapes and put them in the bowel

T: What did they do finally?

L: Put sugar and we tasted the fruit

T: Go back to your desk take your school bag and put it on the table –take out your homework book do this quietly

*Each learner was given a clean piece of paper

T: I am going to give you the instruction once

T: Draw a square

T: Draw a triangle on top of the square

I: Then you draws two squares which are going to be windows then draw a rectangle 5 minute to do the task we have two minutes left we can colour the house

T: Write your name on your paper

I want to see all these who did not listen to instructions.

(Listening activity)

Lesson 3 - Masole Primary school

TEACHER - MANTSHO

Zola (see Appendix I.2)

WRITING

*The teacher read the story

T: Let's give this story a title

L: Zola's story

T: Zola was his nickname because he was from Zola.

T: Do you have a nickname?

L: Yes mum

T: I will read the story again

T: What made Zola to go jail?

L: Because he stole a car.

T: Look at this picture which is on the picture

T: How is he?

L: He is sad

T: What do you think is happening in the prison?

L: the place smells and dark

L: the place is terrible.

T: Why did Zola steal a car?

L: because the was poor

L: He wanted to have money

T: His father abandoned him

L: He realised that stealing is not good thing

L: Who of you leaves with their mothers and no father?

*Some children raised their hands

T: Who is you role model?

L: my father

L: Nelson Mandela- frees Education Peace between Black and White.

T: Ask me any question about the story

L: Why did Zola steal the car?

T: What have you learnt from this story?

T: When you steal you go to jail

L: It does not mean that when you are poor you have to steal

T: Look at the picture discuss choose a writer and write 3 sentences.

T: Look for a role model in the magazine

T: Who is you role model and tell me why that person is your role model?

T: Complete the sentence under all these pictures

Lesson 4 - Masole Primary School

TEACHER - Meme

The Lost Potato (see Appendix I.5)

T: Why did the carrots allow the potato to join them?

L: Because the carrots are vegetables

T: A tomato, a cabbage did not allow the potato to join them

L: A carrots is a root plant

T: Which other veggies are root plants?

T: Leaf plant

T: Pockets plants

T: Why do we plant veggies?

L: They have vitamins

T: What do they need to grow?

L: Soil

L: Light

L: Water

T: I will quickly show you a word then make a sentence

T: Wash

L: He washes a potato, spinach

T: Which veggies can be sliced?

L: she slices a carrot, potato

T: Cut

L: She cuts a cabbage, carrot

T: I want you to give me veggies that we peal

L: Onion, carrot, potato

T: Don't use pronouns

L: Father washes veggies

L: Mother washes spinach

T: I am a raw plant they fry me. I smile so well. What am I?

L: Onion

L: Potato

T: I am red outside me can be eaten raw/ripe. What am I?

L: You are a green bean

T: I am a root plant. I make good simba chips.

L: potato

T: I am a leaf plant. I can only make salad. What am I?

T: Who are we?

L: We are omnivores

T: Because we eat meat and veggies

T: Let's go back to the plant

-A carrot, potato, onion is a root plant

L: A cabbage, coli flower, spinach, celery is a leaf plant

T: By the way –Why did you say? Why we plant veggies?

T: They have vitamins

*Written activities (group activities)

Group 1: Complete the sentence

Group 2: Plural

Group 3: Name ten veggies. Root, leaf, pocket

Lesson 5 - Veza Primary school

TEACHER -Sophie

Book Title – Tselanes' Basket (See Appendix I.1)

T: What is the colour of the basket?

T: What do you think Tselane is going with the chicken?

L: She is going to sell the chicken

T: What do we call this page?

L: Title

L: No title page

T: Why do we call it page?

L: Because it has a title on it

T: I am going to read and after that I will ask you questions

*Learners joined in to sing Tselane song (refrain)

T: Why was it necessary that Tselane must sell the chicken?

L: The need paraffin

T: why did the paraffin?

L: To keep they warm

T: Who did Tselane meet first?

L: Mrs Moifo

T: Mrs Moyo took the chicken and gave Tselane a packet of soup

T: Whom did she meet second?

L: Mrs Tambo gave Tselane sugar

T: Did Tselane stop to sell?

T: Why did not Tselane stop to sell?

L: Because she needed paraffin

T: Next she met who?

L: Mrs Dhlomo

L: She offered her chicken

T: Was Tselane happy?

T: No

T: Tselane said oh no

T: Whom did she meet next?

L: Palesa

T: What did Palesa offer?

T: Paraffin

T; Did Tselane continue selling?

L: No

T: Why?

L: She got the paraffin

T: How was Tselane mother?

T: Happy

T: The book teachers us something

L: To read

L: To sell

T: When I sell I want what?

L: Money

T: Money –yes we want money

T: What do you want money for?

L: Shoes

L: Chicken

Lesson 6 - Veza Primary School

TEACHER - Thato

Speaking and listening

Insect's – African Reading Matters

T: I am going to read you a short passage

T: Let's read together

*The whole class read a passage on Butterflies.

T: What helps the butterflies to change colour?

T: Do you know butterflies, where do we find them?

L: In flower.

T: Why they like flower?

L: They are bright.

T: Who is bright the flowers or the butterflies

T: When it wants to get bright colours what does it do?

L: It opens up its wings

T: What colour do you like of butterflies?

L: Yellow and black

L: Red and blue

T: Does it have eyes?

L: Yes

T: Does it have legs?

L: No

T: Is the anything that does not have legs?

T: What two thing that are like a butterfly?

T: A bee

T: Bees have legs.

T: What is an insects-give me names of insects

L: Mosquitoes, bug, ants, spider

T: What do you use to kill insects that trouble us?

L: Doom

T: How many antennae do butterflies have?

How many wings do butterflies have?

L: two

T: Why do butterflies sometime close their wings together?

L: to rest them.

Appendix N – The Second Interview

Teachers' response to the new approach, obstacles to P4C and help needed to adopt the approach.

Question 1 - What did you like about this method?
Veza Primary School
Thato: I liked the introduction of the method that made the children concentrate and pay attention to what was going to happen. The introduction was the teacher reading the book and the teacher used various actions to maintain the attention
Cecilia: So the teacher read very well, the children were being attentive, thinking and reasoning. Ma'am what did you like about the DVD?
Sophie: What I liked when the children were talking about the book and its title and they all felt free to express themselves.

Thato: Also liked that the teacher knew the book before she read it out to the children, which allowed the teacher to be free to be to explain and express. She was thoroughly prepared for the lesson

Question 1 - What did you like about this method?
Masole Primary School
Mantsho: It involves all the learners.
Cecilia: How ma'am?
Mantsho: They are able to take part by responding to questions. You can see that they were thinking.

Cecilia: Who asked the questions?
Meme: Some were asked by the educator. And she went as far giving the learners a chance to write.
Mantsho: What I like about this is that gives the learners time to think on their own, using their own language to describe the book, or what they feel, if they agree or disagree cause they were reasoning.
Meme: Learners formulated their own questions, and as a result, the questions were answered randomly by anyone of the children who wanted to answer. And they were given ample time. We as teachers have a tendency to stop children. We want the children to talk fast and if they cannot, we stop them. It ends there. But in the DVD the learners were given ample time to answer anyhow they felt best.

Lesedi Primary School

Question 1 - What did you like about this method?

Maggie: I liked that every learner was participating and had their own questions.
Faith: I like the same thing. We are in the same boat. What I liked the most is that all the learners were participating and no one was playing around, they concentrated.

Question 2 - Do you think it does what it is meant to do? (Developing thinking and reasoning skills) If it does, how?
Masole Primary School
Cecilia: Does it really? Do you think it is a method that is relevant or that can be used to develop thinking and reasoning?
Meme: Yes. I think it is a method that one can use. Because when we look at the video, learners are given an opportunity of saying thing on their own. They were not lead by the teacher telling them what she wants them to say. She said no, let's hear about you. If you were that cat, they were arguing about a situation involving the cat and arguing about whether cats can swim or not. Others were saying that they could swim, which demonstrates that they were answering from their own minds, they were thinking. Others referred to newspapers and others would respond that they had seen otherwise on TV. So it demonstrates that the learners were thinking broadly.

Cecilia: Whatever they were saying they were backing it up with reasoning, they gave out their reasons.
Meme: Your question said is that the right method? Yes it is, but there are various other methods that can be used to arouse thinking and reasoning, but to their level, we still feel it was still suitable. Moreover what I like about it, the learners were the one's writing the questions. We saw them writing the questions. We as teachers like posing the questions to the learners. We don't give them time to really think about constructing the questions themselves. So I like that skill.

Cecilia: Most of the time we don't think that the learners have their own questions about the story. We always give them the prepared questions.
Mantsho: And they all wrote the questions down. Each one was given a chance to write it down and mount it on the board.

Cecilia: And if the question was not understood, the teacher gave them an opportunity to say the question as the learner intended it to be. Some children came up to speak and the teacher pointed out where the question mark should be and how to answer. Did you see that?
Mantsho: Yes
Meme: Yes

Question 2 – Do you think it does what it is meant to do? (Developing thinking and reasoning skills) If it does, how?
Lesedi Primary School
Faith: I think so. The type of questions that the learners came up with, lead them to think and reason, because most of the questions were "why" questions, whereby the learners had to think before they answer.

Cecilia: "Why" questions meaning they had to give reasons for their opinions?
Faith: Yes.
Maggie: Yes it's more or less the same. Learners have to think about the story and write down their own questions.

Cecilia: Ok so they had to listen to the story and think about it, and ask themselves questions about the story and put those questions down so that they could get answers to the questions. So you think it does develop thinking?
Maggie: Yes

Question 2 - Do you think it does what it is meant to do? (Developing thinking and reasoning skills) If it does, how?

Veza Primary School
Thato: Yes. By telling the learners to write the questions about the story, everyone was involved, thinking, reasoning and thinking back to what

Cecilia: Yes you'd also not need to move furniture as that would take time, which would prevent possible accidents too. You don't think that there would be noise or disturbance?
Faith: Yes

Cecilia: So which part did you like, or which part would you adopt immediately or better yet, which part would you implement next year as your methodology?
Maggie: I'm not going to ask learners questions, I would like them to ask those questions like it happen in the DVD.

Cecilia: So what you are saying to me is, sometimes you'll have your predetermined questions, but mostly from now on, you want to hear questions from the learners. So how are you going to deal with that? Are you going to ask each learner like the teacher did in the DVD to write the question, or are you going to ask them as we already do, asking each child what is their question and getting the children to vote for the question that they will explore? So how are you going to do that?
Faith: I'm also going to do as I saw in the DVD as it was very interesting.

Question 3 - Which part did you think would work well in your class?

Veza Primary School

Sophie: The whispering game due to the size of the class.

Thato: It's a lovely game.

Cecilia: No, you see we can divide the learners into four and have each group with their own message. At the end, the owner of the message can tell you what it was and we can write it down. Then at the end we can check and see if the message is still the same.

Thato: It is a lovely activity as those who are shy get a chance to participate and helps open up communication.

Question 3 – Which part did you think would work well in your class?

Mantsho: Yes for me there is one in particular. The part where the learners write their own questions, because most of the time I read the story, and I impose questions on them. So I don't think I'll be using the method that I have been using, I'm going to use the method which I saw where the children were writing the questions. It's a change.
Cecilia: Writing is safer than saying them out loud, however they can still give you the questions orally, but all the best if it is written down. Even if it is not answered during the specified time, it can be dealt with next time.
Meme: I also like the part where they debated. We normally think our kids are too young to debate so we don't give them a chance to debate. So if those kids can do it, I believe that my learners can do it too, given time, and all we have to is to get to know it. I like it.
Mantsho: And the involvement of every learner in the classroom. Let each child have a chance to speak.

Cecilia: Because all the questions were there and at the same time, it was the whole class that agreed on a specific question, they chose it themselves, that "we think this would be of interest for us today to discuss", so that's what they did. Did you notice that?
Mantsho: Yes
Meme: Yes

Cecilia: And if the question was not understood, the teacher gave them an opportunity to say the question as the learner intended it to be. Some children came up to speak and the teacher pointed out where the question mark should be and how to answer. Did you see that?
Mantsho: Yes. And most of them were talking about the cat. Others were speaking sense, others were speaking otherwise. But what was interesting is that each child was able to speak in the classroom, they were listening to each other, sharing. It was also interesting.

Cecilia: The way this question was treated, one question and each child saying their own opinions and reasons behind that... Usually we don't do that, we ask five questions and that's it. We never say, "what do you think of so and so's statements?" I like it or I don't like it because of a, b, c, d. So it teaches children

not to be personal, when you disagree, it's like you are attacking me now, I liked it for that.
Meme: I'm worried about the time they took on this, the one hour and four minutes. With us it is different. I don't know if it deviates from the plan. We are given so much by the department and they expect so much from us, and as a result, that is why we summarise when we do things. We don't reach that depth. Because by then I'm worried that I should have done this, when the department comes, and they look at the books, I should have covered this and covered that. Therefore when you are busy with your GPLS, kindly consider this, what the department is only interested in, is seeing the books, the amount of writing in those books.

Cecilia: So the written work is evidence of teaching.
Meme: Yes, the writing. How far you are with the books, the amount of work that appears in those books, and as a result, we give the children so little time to speak.

Cecilia: So they don't test the thinking and reasoning of learners?
Mantsho: No they don't.
Meme: That is why we want you to put in black and white that sometimes when they come and do the class visits, let them consider the lesson that I've done already and let them test the kids on that. Let them not only dwell on this.
Mantsho: Because the problem is that they want writing to happen daily. And if you are going to be writing daily, they'll be time that you'll take from reading and use it for writing, because they will say if
Mantsho: Because the problem is that they want writing to happen daily. And if you are going to be writing daily, they'll be time that you'll take from reading and use it for writing, because they will say if they read, "Where is the evidence?" Because we can read the story, we can do that for two hours, so that we can give each other a chance. Because in the video there is evidence of other learners struggling, and they ask to be reminded about so and so's question. You see. And if we are going to do that, we cannot write on that day, we can do story telling. And then the next day, they'll be time for us to write anything about the story. So with the department, it does not work like that, you must write things down, so it will affect the reading time.

Cecilia: Thank you. It is important what you are saying. However, from the very video, there are sections you could shorten, maybe for that day, that period. Like reading all the questions from the learners, maybe you take five and you work on the five and the learners decide to choose one. That could be an idea for our situation.
Mantsho: And then the following day? Do we continue?
Cecilia: Then the next time maybe you can continue with the other questions...

Question 3 - Which part did you think would work well in your class?
Lesedi Primary School

Faith: I think the part where the learners sit down in a circle with the teacher and discuss their questions. Learners listen well when they are together, than when they are sitting on their chairs. Sometimes you can't see them well when they are playing in the back rows. Therefore when they are seated in a circle, you can see all of them and they concentrate better than when they are sitting on chairs.

Cecilia: Ok I understand. I did not think of that. Learners when they sit in pairs, they are just pairs. But now when they form a circle, they form a whole.

Faith: And they are closer to you.

Question 3 - Which part did you think would work well in your class?
Lesedi Primary School

Faith: The part in which the teacher asks each and every learner to bring the question that he or she wrote, and paste all the questions on the board. If I am to be working outside, it will be very difficult to take all the questions from the learners as they are too many.

Cecilia: Ok, no. That you can modify. You can decide to take five questions from the learners today and they choose one of them and then next time you do the rest. That one you can modify. It definitely did take a lot of time because the teacher had to read it and where she didn't understand she had to call the learner to explain him or herself.

Question 4 - Is your method for developing thinking skills different from this approach? and how?
Veza Primary School

Cecilia: Because we have been teaching thinking and reasoning since curriculum 2005 NCS and now CAPS, we are still integrating it with whatever we are teaching, so how do you go about teaching thinking and reasoning in your class?

Thato: We never had a chance, that thinking and reasoning, it just happened. We never had time to teach it. We thought it would just come as we teach and as questions, only the teacher asking the question.

Cecilia: But did you check what type of questions would develop thinking and reasoning, as some questions are just recall and memory.
Thato: Yes we did. We ask them to give reasons.
Cecilia: Was it a planned move?
Sophie: It just comes.

Cecilia: So you wouldn't plan a lesson and say this specifically is going to be my question for thinking and reasoning? It's just why, where, how and when.
Sophie: Yes
Cecilia: Do you ask questions like; "Do you like it and why? Did you enjoy it and why?"
Sophie: Yes, and they give reasons.

Question 5 -Did you learn anything new about teaching thinking and reasoning? Elaborate.
Veza Primary School
Thato: Yes a lot. The learners are discussing and the teacher gave herself time. Her attitude and relationship with the learners was good, calling of attention, correction of manners. She is also well prepared.

Cecilia: Is it possible to copy her and be like her?
Sophie: Yes, if we are given time. Every now and then we are being called for courses and we get interrupted not only by the school, officials want this and this and this. So when you have an idea of what you want to teach, then you get side tracked by what you learnt in the course

Question 5 – Did you learn anything new about teaching thinking and reasoning? Elaborate.
Masole Primary School
Cecilia: You have been teaching thinking and reasoning for some time now, since the new curriculum. Did this DVD show you some other ways of teaching thinking and reasoning?
Mantsho: The part where the learners were warming up in the DVD, was interesting because sometimes they lose concentration, so where they were yawning and stretching hands, it was also interesting because after that she continued the story.

Cecilia: So she went on refreshing them by doing games and all that. So that is usually lacking in our teaching?
Meme: Yes

Cecilia: Anything else that you learnt as a new skill?
Mantsho: The whispering game. The one in which the message is sent and is 'lost'.
Cecilia: Yes, we usually call it The Broken Telephone. You remember when we were doing training, we did that. I gave you a message and it was distorted at the end and it was like a joke. And it is a lesson for teaching and listening, and speaking. Because that child is listening to the message which is being whispered and the child has to convey that message, that exact message. But because of our lack of a trained ear to listen perfectly and the ability to relay the message as it is meant to

Question 5 – Did you learn anything new about teaching thinking and reasoning? Elaborate.
Lesedi Primary School
Faith: Yes I learnt a lot, and I think I'm going to adopt this style because usually we have this L.O. in language, but I didn't know how to apply the method of making the learners to do the thinking and reasoning so it was very difficult for me to accommodate this L.O. in my teaching. So I think I'm going to adopt this style.

Cecilia: While talking about L.O.'s. You were aware that thinking and reasoning was an L.O. and it was a standalone and it had assessment standards and even then it was difficult to prepare a lesson on thinking and reasoning. So it means that even the assessment standards were not much of a guide.
Maggie: Yes I am also going to adopt the method as I saw how it stimulated thinking and reasoning skills.
Cecilia: So it taught you the style of asking questions and the type of questions to ask and giving almost every child a chance to speak their mind. So I was going to say then, about this thinking and reasoning, as part of the language programme, you are aware that in CAPS, it is not a standalone component. We are now supposed to integrate it when we do other language components. Therefore when you do reading, you will include language structures which is grammar, you'll include thinking and reasoning, when you do writing, same,

when you do listening and speaking, same. You need to do that. So this method, when you look at it, where can use it among the components that we are talking about? We spoke about reading which goes hand in hand with phonics, we talked about writing and we talked about listening and speaking. Where would you use this method? Under which component would you place it?
Faith: I think it goes through all of them.

Cecilia: Ok, it goes through all of them because learners wrote and then they discussed. And whatever they discussed they can write about it and then it stems from reading, the whole thing, the teacher read, and there is writing involved there.
Faith: And there is writing involved. Because when they construct their questions they have to use language.
Cecilia: Yes, definitely. And the teacher was even correcting the question marks and all that. That is language structures now.

Question 6 - Is it possible that you can apply this approach in your class? (If yes, when and how?
Veza Primary School
Thato: Yes. During reading time, it can be done. We can give them an opportunity to ask questions, select one question and discuss the one question that they all chose.
Thato: Spelling, language and grammar.

Cecilia: Who's speaking?
Thato: The learners and the teacher.

Cecilia: Who's listening?
Sophie: Also the teacher can listen to what the learners answer, also the teacher can speak to the learners while the learners are listening.

Cecilia: But do you think it develops thinking and reasoning because now it is questions from the teacher that come ready made?
Thato: No we can do it in drama. When we dramatise, because the one will be speaking and the other will be listening, waiting for their turn. And then we will be communicating about the action that is being done in the drama.

Cecilia: But in this method, do you see that just from a simple question a whole period can be completed if every child is given a chance to say their opinion and mind.
Thato: Yes.

Question 6 - Is it possible that you can apply this approach in your class? (If yes, when and how?
Masole Primary School
Meme: It is possible for me to apply it but overcrowding is a problem, it is also time consuming because you are expected to write.
Cecilia: What is the problem with writing?
Meme: People want to see evidence when they come. They don't even come to the class and see how much the learners know. They just take books. We want them instead to come to our classrooms to do the presentation on their own but they don't.

Cecilia: Do your children take too long to write?
Meme: Yes they do! They don't finish quick enough. The problems arise from the children being under age. Most of them, three quarters of the class, in fact are under age. That is why they don't finish on time, it takes an effort for them to finish.

Question 7 - What is your opinion about learners asking questions?
Lesedi Primary School

Cecilia: Questions by learners. We have spoken about that already, that it is a neglected area. A teacher wouldn't think of stopping after telling a story or reading a story to say what do you think of the story, the first question or did you like the story and why. And while the one child says I like it because of this and that, we never go on from that to say do you?

Faith: I think it is good for learners to ask questions sometimes, and go away from this method of the teacher being the centre.

Cecilia: The teacher leads the lessons, you listen to my story and I'm the one who's going to ask questions.
Maggie: It's good because you can see that learners are with you and they are concentrating.

Cecilia: I think you do it twice and the third time, every child will know that the teacher will require my opinion and my questions about this, so they think and they listen, and they're involved.

Question 7 - What is your opinion about learners asking questions?
Veza Primary School
Cecilia: Do you think your lesson will go well, if you just read a story, or tell a story and ask the children to ask any question, which obviously is not going to be answered by you, would you say that your lesson has gone well?
Thato: No.

Cecilia: What does that mean? It means you have to ask the questions?
Thato: Yes the first question. Like children asking the questions, and discussing the question. The children will be answering that question, because they would've been listening to the lesson being taught, not the teacher answering them.

Cecilia: I thought you were saying when you said the first one that the teacher should ask the first one.
Thato: No I wasn't saying that. I would give the learners a chance to ask the questions, and I can handle that.

Cecilia: Ok from what we have learnt today from the DVD, what is the rationale behind learners asking questions? What do you think the opportunity for learners to ask questions, what would the learners get from that?
Thato: They would get debating skills between each other, even in meetings, they'll know how to discuss when a question is raised, and handle situations even when they are adults. It'll also give them confidence and the ability to share ideas and opinions.

Question 7 - What is your opinion about learners asking questions?
Masole Primary School
Mantsho: Some have sense, some are vague, some are challenging.
Cecilia: Ok vague but it is important to that child. There is something that this child wants to know. Maybe vague due to lack of good knowledge, but the child can be given a chance to explain him or herself.
Meme: And when the learners ask the questions on their own, it becomes so interesting to them.

Question 8 - Is listening and speaking developed by this approach? And how?

Veza Primary School

Thato: It is developed.

Cecilia: When were the children listening?

Sophie: When the teacher was reading the story and when other learners were talking. They were listening attentively, that is why they could say whether they agree or disagree.

Thato: It also gives other learners the confidence and motivation to speak. When one learner sees another learner answering, he/she will admire and want to copy that child.

Cecilia: When we do language, we have time allocated for developing listening and speaking. So my question is, does this method help the educator develop to listening and speaking skills within the learners?

Question 8 - Is listening and speaking developed by this approach? And how?

Masole Primary School

Meme: Yes it does. Especially with the first activity that was given to them, whereby they have to whisper some question in each other's ears to rotate that message. It gives the learner a chance to listen attentively, and then to be able again to say what they have heard, whether it is correct or not, cause you find that somewhere somehow the message distorted.

Cecilia: And still they agree and disagree. You cannot agree or disagree with someone if you did not listen.

Meme: That is why some of them wanted to be reminded, "what did you say about the..."

Cecilia: Yes. I liked it. I liked that girl, "who can refresh my mind?"

Mantsho: What about when they were asked to close their eyes and think of any interesting...

Cecilia: Oh ok. It was at the beginning when the teacher wanted them to say any message that they wanted to pass in the classroom. Then while they were about to do that, she interrupted them and said, I have an idea. We are going to pass around three messages. So now just imagine, if you're going to get three messages during the same period. It will be mixed up somewhere, and you've got to pass them on to the next person so it was also challenging their listening and speaking at the same time.

Question 8 - Is listening and speaking developed by this approach? And how?

Lesedi Primary School

Cecilia: Do you think if you use this methodology during your listening and speaking time, it will develop the listening and speaking skills of your learners?
Faith: Yes.
Cecilia: Elaborate. When do they listen? Where is listening in the approach?
Faith: They listen to other children's questions. And then they speak about the question that has been chosen for the day. They bring out their opinions about the chosen question, whilst the other children listen, and they are given a chance to speak.
Cecilia: So their opinions are informed by what other learners are saying. So while other children are speaking, they are listening attentively, so if you agree with the third learner from the beginning and the tenth one, it means you have been listening.

Faith: I remember in the DVD the teacher encouraged the learners to listen to each other, because when some of the learners were speaking, some of them were raising their hands up and the teacher explained

Question 9 - What help do you think you need for you to be able to develop your learners thinking and reasoning skills?

Veza Primary School

Thato: I think reading material such as books, TV's, and DVD's. After reading the books they will discuss the story and disagree. Then they will discuss further until they reach a certain consensus.

Sophie: I think us as teachers must watch more DVD's, like in service training to see what other teachers do in their classrooms. We would also attend courses if they were there and available.

Question 9 - - What help do you think you need for you to be able to develop your learners thinking and reasoning skills?

Masole Primary School

Cecilia: CAPS requires us to integrate thinking and reasoning and language structures, which is grammar into all the other language components. When you teach phonics and reading, integrate it with those. When you teach reading, integrate it with thinking and reasoning. Those are no longer the standalone components of the language structure. Do you think you are ready for that? What help do you need for you to have confidence, for you to be sure that you know what to do when it comes to developing thinking and reasoning, you know what to do when you are now doing thinking and reasoning with your learners.

Meme: I'm sure we are used to taking thinking and reasoning in isolation, and seeing as they are going to merge, we need to be reminded about those things. I'm sure after a workshop or two, we'll be used to it. It is not that hard. But an old habit is always a problem. It's going to take time to adjust but eventually, we don't have any doubt we will get it.

Cecilia: I don't know but I think it is unfortunate that the NCS when it introduced thinking and reasoning, it didn't do a good job of training teachers, because that is a new component in language in South Africa. We didn't do it well while it was a learning outcome, what now when we are going to integrate it now. As a standalone it had its own assessment standards, but we were not good in delivering that.

Mantsho: We were ignoring it in fact. We'd LO 1,2,3,4...and 6?

Question 9 - - What help do you think you need for you to be able to develop your learners thinking and reasoning skills?

Lesedi Primary School

Cecilia: I should think the DVD in itself has really helped you and shed a light into what the development of thinking and reasoning could be.

Faith: I think so because I was blank as to how to teach thinking and reasoning. When I prepared my lessons I usually wrote down some AS's from the L.O. but I don't remember myself concentrating much on thinking and reasoning.

Mantsho: Yes for me there is one in particular. The part where the learners write their own questions, because most of the time I read the story, and I impose questions on them. So I don't think I'll be using the method that I have been using, I'm going to use the method which I saw where the children were writing the questions. It's a change.