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

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Submitted in partial fulfillment of the requirements for the degree of **Master of Education**, Wits School of Education- Faculty of Humanities, University of the Witwatersrand, Johannesburg, July 2009.

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A- Participants Information
B- Institutional Consent
C- GDE approval
D- Wits ethics approval
E - Questionnaires
F - Organisation of Classroom
G- Blank Observation sheet
H- Interview Schedule
I - LTSM Mr Khumalo
J - LTSM Mrs Mosibi
K- LTSM Mrs Mjupe
L- Transcribed interview

Abstract

In-service education and training (INSET) has become a key vehicle for the professional development of educators in the school context. However, its role and impact has yet to be fully comprehended. This study resulted from the realization that educators often attend short training courses without being tracked or monitored afterwards. Using an illuminative approach to evaluation, this study aimed to establish the impact of INSET on educators' ability to effectively implement the Life Orientation (LO) curriculum, after attending national INSET in 2005. It was also important to gauge if educators had gained the knowledge and skills to deal with emergent issues not addressed during the training. The field of adult education offered a particular lens through which I aimed to look at both LO and INSET. The sample selected for this study consisted of three teachers teaching at co-educational government schools in Johannesburg, who attended the 2005 Gauteng provincial training in LO for grade 10. Data collection methods included questionnaires, naturalistic observations, semi-structured interviews and document analysis. The findings of this study suggest that the success of this INSET programme depends heavily on the individuals who attend them and their personal experiences and beliefs. The study concluded that for educators to implement LO effectively they would not only have to develop professionally but they should also be committed to lifelong learning.

Keywords

In-service education and training
Life Orientation
National Curriculum Statement
Professional Development
South Africa

Declaration

I, Zahira Shah, declare that this research report is my own unaided work which is submitted in partial fulfillment of the degree of Master in Education at the University of Witwatersrand, Johannesburg. It is my original work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

8 July 2008

Zahira Shah Date

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List of Abbreviations

INSET- In-service Education and Training
LO- Life Orientation
RNCS- Revised National Curriculum Statement
NCS- National Curriculum Statement
SBST's- School Based Support Teams
IQMS- Integrated Quality Management Systems
SETA- Sector Education and Training Authority
DoE - Department of Education
HEI - Higher Education Institutes
FET - Further Education and Training
OBE- Outcomes Based Education
LTSM- Learning and Teaching Support Material
GDE- Gauteng Department of Education

The National Curriculum Statement has embraced the word educator when referring to what was previously known as a teacher. In this report I have used both the words teacher and educator interchangeably.

Chapter One: Introduction and background to the study

Introduction

In a world where knowledge evolves and is improved upon, remaining abreast with new developments places high demands on individuals in society. In a world where globalisation dictates and technology transforms, many are forced to adapt to new ways of learning, thinking and acting. A developing country like South Africa has had to make many changes in order to keep abreast with new trends and developments in all major spheres, including education.

In South Africa, like elsewhere in the world,

> Multiple and complex demands are often placed on teachers and schools. It is expected that schools, through teachers, ought to respond to the changing socio-political and educational contexts in the country and globally. Government's response has seen a plethora of policy changes, including curriculum transformation, inundating the country's education system in the past decade,
>
> (Moletsane, 2004: 201).

Educators face the challenge of acquiring new knowledge and improving skills to implement this new knowledge and make it more accessible to learners. With the ongoing and ever-changing world of knowledge, educators, like other professionals, are encouraged to develop their skills, knowledge, values and attitudes to succeed in society. In-service education and training (INSET) has become a key vehicle for the professional development for educators in the school context. However, its role and impact have yet to be comprehended fully (Jansen, 1996).

Context

A new curriculum was introduced to South African schools in 1995. The two main reasons for this according to the National Curriculum Statement (NCS) were:

> ...the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa,
>
> (National Department of Education, 2007: 2).

Twenty nine subjects were introduced in the new national curriculum statement; Life Orientation (LO) was one of them. National curriculum documents describe LO as a "unique subject as it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners," (DoE, 2007: 7). This learning area draws from crucial school subjects, taught prior 1994, like guidance, religious education, health education and physical education; it also aims to integrate skills, knowledge and values from disciplines like Sociology, Psychology, Political Science and Human Movement Science (DoE, 2007). The purpose of LO is to provide learners with the necessary skills, knowledge, values and attitudes to live a meaningful, healthy and productive life, contribute to society and make responsible decisions and choices in an increasingly demanding and ever-changing world.

Research problem

In 2005, the National Department of Education, through the provincial education departments, embarked on a national in-service training course for educators in Life Orientation (LO), one of eight learning areas put forward in the National Curriculum Statement (NCS) for implementation in the Further Education and Training Band (FET). This training was out-sourced, and Higher Education Institutions (HEIs) were given the responsibility to train educators in the new curriculum. The duration of the training was one week in the September school holidays. The 2005 training was aimed at enabling educators to implement the NCS for the first time in 2006 at grade 10. Grade 10, according to the policy framework documents, falls into the FET band of the National Qualifications Framework (NQF).

It is important to gauge how the in-service training received in 2005 impacted on educator's teaching of LO in 2006 and 2007. It is important to understand whether this step in the professional development of educators enabled educators to improve their teaching practice and whether it equipped them with the necessary skills to deal with emerging issues not only in the curriculum but in the classroom itself.

Background

The focus of this study is on educators who attended the INSET for LO in Johannesburg, Gauteng, provided by a prominent university with a skilled and knowledgeable team of lecturers and trainers. The educators who form the sample in the study all attended the same week of training and teach at schools in the north east of Johannesburg. I selected three schools because they were in close proximity to each other, making it easier for me to travel between them. It also interested me how these teachers managed LO implementation in their respective school contexts as each of the schools had many different social issues at play, such as overcrowding, bullying, under-resourcing and so on. All three schools are government co-educational schools that are racially integrated. The research was conducted at schools where particular LO lessons were taught.

Rationale

The rationale underpinning this study resulted from the realization that educators often attend short training courses without being tracked or monitored afterwards. The impact of INSET is rarely comprehended as educators are left to implement what they have learnt in one week of intense training. According to Jansen (1996: 16)

> ... there is little evidence that INSET changes and sustains teaching practices. On the other hand, available data does show some impact on overt teaching behaviours at a particular time and in a particular context.

Having observed student teachers for several years at various schools across Johannesburg, I was intrigued as to how their mentor teachers, many of whom were much older than me, managed the implementation of the new curriculum that they had not been trained in. Many a time I found strong student teachers being relied upon to carry their mentor teachers through particular areas of the curriculum. This led to many questions that this study aims to answer.

Research Aims

The aim of this study was to determine the impact of INSET on educators' ability to implement the LO curriculum in grade 10 effectively. Initially it was my intention to observe LO educators teaching grade 10, however this changed as the educators progressed to teaching LO in the higher grades. In 2005 training was undertaken on a large scale by universities which undertook the training of educators from specific provinces. Training boasted a high attendance level. The training, although grade 10 specific, was not repeated the following years for educators teaching LO in grades 11 and 12. Instead educators were trained by district officials, in smaller numbers within their school districts and clusters. I began to question whether the 2005 in-service training had in fact acquainted educators with the generic characteristics of the LO curriculum that enabled them to teach beyond grade 10.

In addition my aim was to explore educators' ability to implement LO in the FET phase. The main thrust of the INSET was to introduce the new LO curriculum to educators, however it was important to understand if the training affected classroom practices. Educators' classroom practices would be compared to the practices advocated in the LO training manual and supporting notes, lesson plans, assessment rubrics and work schedules, thus highlighting whether INSET had influenced their practice. At the same time it was important to gain insight into whether INSET encouraged professional development and growth. The field of adult education offers a particular lens through which I, as the researcher, aim to look at both LO and INSET. This perspective may shed light on alternative approaches to professional development of educators.

Research Questions

Main research question

How did LO INSET in 2005 impact on educators' implementation of the NCS in the FET phase?

In order to answer this question the following sub-questions were developed.

Sub Questions

1. How did the LO INSET presented in 2005 inform educators' practice?

2. How did educators deal with emerging issues not addressed in the training?

The emerging issues in sub-question 2 were unknown at the beginning of this study and could only be identified during observations of lessons or in interviews with educators. Only after analysing the documents relating to the training and observing what teachers actually say and do could emerging issues be identified and dealt with. These emerging issues could include a range of issues such as classroom management, discipline, bullying, demands of Outcomes Based Education (OBE), administrative work, and so on.

As outlined by Lauglo (1990) illuminative evaluation can provide insight into unofficial or hidden issues thereby highlighting the strengths and weaknesses of a particular official design. Following the tradition set by Parlett and Hamilton (1987) an illuminative evaluation was carried out, adopting naturalistic observations, questionnaires and follow-up interviews as data gathering methods. Document analysis was used to identify the content of the training.

Significance of the study

INSET programmes and short courses are a common method to educate teachers on new developments in education and classroom practices. This study, although limited to three educators who attended the2005 LO INSET, proposed to understand the impact on educators of implementing a new curriculum in the FET phase after having attended an INSET course. My intention was that the findings of this study would benefit trainers, facilitators and adult educators involved in INSET programmes, and to inform the planning of future INSET courses.

Organisation of the Report

The aim of chapter one has been to introduce the study and provide the reader with some insight into the context, research problem, rational and aims that guide the study. The

research questions have also been identified so as to situate the study in the field of education.

Chapter two will review the related literature and provide the theoretical framework that guided this study. The theoretical background is shaped by adult education principles put forward by Brookfield (1986) and Beder (1991). Literature on lifelong learning, professional development, INSET, the NCS and LO will also be highlighted.

Chapter three will outline the research design, methodology and data gathering techniques used in the study. This chapter also draws attention to the reliability and validity of the research methods used and the ethical issues regarding the data gathering.

Chapter four will present the research results drawn from the questionnaires, observations and interviews.

Chapter five will offer a discussion of the research results in relation to the theoretical framework and provide a conclusion.

Chapter Two: Literature Review and Theoretical Framework

Review of related literature

This chapter outlines the theoretical context of the study and reviews the relevant literature. The theoretical context is shaped by Brookfield's (1986) principles of effective practice in adult teaching and learning. Beder's (1991) main purposes and philosophies of adult education also offer a lens through which current practices in INSET can be evaluated. Jarvis, Holford and Griffin (1998) as well as Walters (1999; 2000) provide useful insights on lifelong learning which help to contextualize this study.

In the second part of the chapter, the principles of professional development will be explored with an emphasis on education. The notion of continuing professional development (CPD) and continuing education will be explored. Thirdly, a critical review INSET both locally and globally will assess its effectiveness thus far within the South African context. Fourthly, policy documents outline the National Curriculum Statement (NCS) and Life Orientation (LO). Although somewhat limited, studies in LO will also be used to provide insight of this subject in the South African teaching context, current trends and debates.

Theoretical Context

This section provides a theoretical framework for this study. The theoretical context locates this study in the field of adult education by focusing and reflecting on Brookfield's (1986) and Beder's (1991) contribution to the literature.

Adult education, as the term implies, involves educating adults. Gravett (2005: 8) summarised three key characteristics of adult learners, namely; "they are adults by definition, they bring accumulated experience with them into educational events, and adults' readiness to learn is linked to their roles and life tasks". It is essential to understand the characteristics of the adult learner so that the learning environment that is set up for them is most suited to their needs. The educators who form the sample of this study are all adults and it is important to understand how INSET has shaped their learning.

Adult education is defined by Brookfield (1985: 46) as "that activity concerned to assist adults in their quest for a sense of control in their own lives, within their interpersonal relationships and with regard to the social forms and structures within which they live". Brookfield advised against thinking of adult education in the narrow sense of how many learners enroll for which courses but rather as a "multifaceted reality of adult learning itself" (Brookfield, 1986: 5). Adults bring with them a multitude of issues; their lives are influenced by numerous aspects that shape their experiences, particularly their learning experiences.

Brookfield (1986) purposes six principles of adult education.

1. Participation in learning is voluntary; adults engage in learning as a result of their own volition. It may be that the circumstances prompting this learning are external to the learner (job loss, divorce, bereavement) but the decision to learn is the learner's. Hence, excluded are settings in which adults are coerced, bullied or intimidated into learning.

2. Respect for others' self-worth; foreign to adult education are behaviours, practices or statements that belittle others and emotionally or physical abuse them. Criticism should not be absent from educational encounters, but attention should be paid to increasing adults' self worth which is crucial to adult education.

3. Adult education is collaborative; educators and learners are engaged in a cooperative enterprise at different times and for different purposes, different roles are taken on by group members. It is here where needs are diagnosed, objectives are set in curriculum development, methodological aspects, evaluative criteria and indexes. This collaboration is continuous and involves continual renegotiation of activities and priorities where competing themes are explored, discussed and negotiated.

4. Praxis at the heart of adult education; learners and educators are involved in a continual process of activity, reflection on activity, collaborative analysis and so on. Activity can include one's cognitive ability so that learning need not be acted out according to observable acts.

5. Adult education aims to foster a spirit of critical reflection; through education learners come to appreciate that values, beliefs, behaviours and ideologies are culturally transmitted, provisional and relative. The adult learner will begin to consider new ways of thinking and living.

6. The aim of adult education is the nurturing of self-directed, empowered adults; such adults will see themselves as proactive, initiating individuals engaged in a continuous re-creation of their personal relationships, work worlds and social circumstances rather than as reactive individuals, buffeted by uncontrollable forces of circumstance,

(Brookfield, 1986: 9).

These six principles of effective practice put forth by Brookfield (1986) provide a framework through which adult education training programs can be evaluated, particularly when evaluating the extent to which these have been established in programmes like INSET.

Beder (1991) draws attention to the purposes and philosophies of adult education. He argues that "philosophy, for the most part, has developed from purpose, because adult education has been more affected by the social function it serves than by the thought systems associated with it," (Beder, 1991: 38).

Beder (1991) outlines four categories for the purposes of adult education.

1. To facilitate change in a dynamic society
   Adults need to remain current in the wake of rapid change and increasing knowledge on two dimensions; social and material. The social dimension involves changing values, attitudes and beliefs including behaviour. The material dimension is concerned with rapid change in knowledge needed to perform specialised tasks. Hence, fields of knowledge break down into specialities and work becomes organised into specialised functions.

2. To support and maintain good social order
   Here, the major purpose of adult education is to promote the democratic order which is ideally rooted in the conception of the adult education movement. The purpose of adult education in a democracy is to inform and develop critical skills and encourage active participation. The task of adult education is to assist in building groups within communities that identify common problems and participate together in solving them.

3. To promote productivity
   Productivity should be promoted on two levels, the organisational/institutional and the societal level. At the organisational or institutional level, adult education is conducted to enhance individual performance as a means towards increasing organisational institutional effectiveness. Adult education here is typically termed training, staff

development, or "professional development". At the societal level, human capital theory comes to the fore and is used to justify public subsidy of adult education programmes that enhance the productivity of the general economy.

4. To enhance personal growth
   Prevalent ideas in the early adult education movement emphasised the production of 'the whole person' who can think rationally and critically, has a refined aesthetic sense, of high moral character and maintains good physical conditioning. Another prominent idea of personal growth is attributed to Maslow's (1954) concept of self-actualization, of becoming all one is capable of becoming. Knowles (1986) is another theorist who contributed to this idea of personal growth with the concept of learner centeredness,
   (Beder, 1991: 39).

These four categories are useful in understanding how a training programme like INSET, has acknowledged specific purposes and philosophies. Beder's (1991) points on facilitating change in society and promoting productivity are most aligned to what is intended in INSET. Another interesting aspect of these purposes and philosophies is that they draw attention to the core features of how the new curriculum is driven as it aims to create an independent, critical thinker. What is crucial to this particular study is how the learning environment is set up for the adult learner and how the adult learner is afforded a degree of control and responsibility over what is learnt.

Beder (1991) notes the reproductionist arguments of Marxists theorists of creating and reproducing capitalist society through education. An important question asked by Beder (1991) is "what is the role of adult education in a reproductionist framework?". The answer may lie in the concept of empowerment, "central to the thought of Paulo Freire," (Beder, 1991: 47).

In a new democracy, where policies are designed around redress and equality, it would seem fitting to understand "the role of adult education as through dialogue with learners, facilitating the acquisition of critical consciousness. Once learners become conscious of the forces that control their lives, they become empowered, and empowerment leads to action". This is aligned to Paulo Freire's theory of conscientisation (Beder, 1991: 47). Considering that South Africa is making new strides in ensuring that all citizens are on par with each other in society, the above understanding of adult education comes as no

surprise for educators, particularly LO educators. It is essential to ensure that INSET affords educators the opportunity to develop critical consciousness, so that they may feel empowered to guide their learners appropriately. This will be highlighted in chapter four and discussed further in chapter five.

Lifelong Learning at the heart of post modernity

A quick glance at the literature on lifelong learning indicates that with the growth of knowledge in the latter part of the 20th century came the realisation that adults need to understand and create new knowledge to live in an evolving world (Walters, 1999, 2000; Beder, 1991; Moreland, 1999; Jarvis, Holford and Griffin, 1998). According to Moreland (1999: 65) "Kidd and Titmus (1989) claimed that the lifelong education movement developed largely from the preoccupations of adult education".

What is lifelong learning? Longworth (2003) defined lifelong learning as learning from the cradle to the grave. The emergence of lifelong learning has seen a shift in emphasis from education to learning throughout the lifespan. Jarvis, Holford and Griffin (1998: 5) identify these shifts as "childhood to adult to lifelong, teacher-centred to student-centred, theoretical to practical, single-disciplinary knowledge to integrated or multidisciplinary knowledge and so on.

This change is mapped out by the social issues at play in societies globally. As Jarvis et al (1998: 12) indicate it is "the post modern conditions which make lifelong learning possible and even inevitable". It is with the introduction of new and diverse ways of thinking and being that individuals acknowledge the need to continue learning.

Gustavsson (1997: 238) on the other hand argues that "lifelong learning tends to be idealistic, because it is seen to be applicable for any purpose, making it an empty concept filled with content that is no longer able to face the problems in adult education". He proposes instead that lifelong learning be understood in a way that corresponds to the transformation of the world since 1970. The social movements at play in the world, at any time, in time and space, impact directly on the role lifelong learning will have in society.

These debates on lifelong learning raise awareness that it is possible to look at learning as a "mere commodity in the market rather than lifelong learning from the perspective of the individual and democratic citizen" (Walters, 1999: 219).

Taking a closer look

> The imperatives for lifelong learning in South Africa are driven by the country's reinsertion into the global economy and by social and political necessities of equity and redress after the years of apartheid. It is therefore not surprising to find the discourse of lifelong learning infused into new policy documents,
>
> (Walters (1999: 217).

Walters argues that lifelong education is only possible in South Africa when it takes account of all individuals in society and their environments.

South Africa's political past has mapped a way forward particularly for the educational arena. As indicated by Adler and Reed (2002: 7), "curriculum reform currently underway in South Africa is taking place within a context where there are equally pressing needs for redress. Apartheid produced a grossly unequal society and damaged the essential fabric of society".

Curriculum 2005 introduced the concept of lifelong learning in education to adults and out of school youth. The National Qualifications Framework (NQF) was introduced in order to articulate education and training needs. Isaacs (1997: 270) cited in Walters (1999: 221) indicates the NQF is a system "which will make it possible for all learners irrespective of their age to realise the goal of lifelong learning". Ten years later, many question whether the objectives of the NQF in terms of lifelong learning have been achieved.

The crucial aspect here though is that the NQF introduced concepts associated with lifelong learning and adult education to the South African educational context. These include problem-solving, group work, effective communicating, analysing, organising and critically evaluating information (Walters, 1999: 222). It is important to understand how this has impacted on educators.

Professional Development

> There can be little argument that the professions are central to the functioning of society. They teach our children, manage and account for our money, settle our disputes, diagnose our mental and physical ills, guide our businesses and fight our wars. The special place of the professions in society results as much from their symbolic leadership as from the application of their technical knowledge and skills,
>
> (Cervero, 1989: 513).

Professional development has been defined differently by many educational researchers, however, as the words indicate, it is concerned with the improvement and intellectual development of professionals, whether they are doctors, lawyers, engineers or teachers. Many professions, according to Cervero (1989: 514), have "embraced the seriousness of lifelong professional education". Medicine has recognised the importance of continued professional development in the presence of new developments by ensuring that doctors continuously improve their knowledge and skills. Change in expected role behaviour has also been a propelling force behind many continuing professional education programmes in fields of medicine, law and nursing (Beder, 1991). The emphasis of this study, however, is on the professional development of educators.

A definition of professional development of educators provided by Guskey (2000 cited in Moletsane, 2004: 203) highlights the "activities and processes that enhance the professional knowledge, skills and attitudes of educators so that they are able to improve students' learning". Moletsane (2004) provides an even richer understanding of the term by citing the definition provided by Hargreaves (2003: 63) as

> more than the learning of knowledge and skills. Rather, it should include personal development, enabling teachers to build character, maturity and other virtues in themselves and others, making their schools into moral communities,
>
> (Moletsane, 2004: 204).

By developing in this manner educators are thought to cope better with the increasing demands of their work. Moletsane (2004: 204) argues that this type of professional development is crucial in the South African schooling context, as it enables educators to deal more effectively with the "multiple demands made on them, such as HIV, death,

violence, outcomes based education and so on". In addition this insight, it would seem appropriate to consider the context of South Africa and postmodernism to include Jarvis's (1983) notion of continuing professional education (CPE) which is aimed not only at developing appropriate knowledge and skills to inculcate a professional ideology, but most importantly to prompt in the educator an increased sense of awareness of professionalism within their environments.

Writing from the perspective of an educational researcher in California, Little (1993: 129) looks specifically at "teachers' professional development in a climate of educational reform". Little (1993: 129) argues "that the dominant training and coaching model focused on expanding an individual's repertoire of well defined classroom practice is not adequate to the conceptions or requirements of teaching embedded in present reform initiatives". She identifies six principles that can be used as a framework to judge professional development policies and practices.

Although Little (1993) writes about an American context, five of the six principles she identifies relate well to the current South African context and perhaps other educational settings around the world. One of the first principles she highlights is that of *transformation* in the subject matter, curriculum and pedagogy. Change in all these areas impacts directly on professional development. A more integrated approach puts more demand on the teacher to integrate subject matter and organise learning opportunities. Teaching abilities are also questioned as educators have to adopt an integrated pedagogy.

Secondly educators are faced with problems of *equity* in multicultural classrooms. Multiracial and multicultural classrooms in South Africa are very common as schools have become more racially integrated since the abolishment of apartheid. At the same time South Africa has introduced a system of inclusivity where children with special needs are included in the mainstream school system. All of these issues are pertinent to the guiding principles of LO. Professional development for educators in these situations has become taxing as educators have to heed a range of teaching practices in order to provide equal opportunities to all learners.

Assessment continues to be a pressing issue for educators, as it takes on a new role in OBE. Alternative assessment methods that are not tedious are always welcomed by teachers, however, they may "exceed their professed skill and confidence in constructing and evaluating" (Little, 1993: 181). Assessment rubric design still remains a contested issue for many South African school teachers.

The *social organisation* of the school is yet another obstacle in the path of professional development. Reform at this level involves the range of roles that staff members take on, resources and leadership issues. In the face of this dilemma, organising training for educators often doesn't feature on the 'to do' list.

Finally *change in the professionalisation* of teaching places high demands on educators to assist new educators, improve schools and expand their career opportunities.

At the University of Pretoria in South Africa, Lessing and de Witt (2007) undertook a study to ascertain teachers' perceptions about the value of continuous professional development. Teachers attended training for six Saturdays and covered maths, language development and assessment of reading and spelling. An open-ended questionnaire administered to teachers revealed negative attitudes to training as teachers felt they hadn't gained sufficient professional development. Professional development can only be successful if it is a "continuous process" as development cannot take place in "isolated inputs" (Lessing and de Wit, 2007: 85), as this will only result in meaningless activity. With knowledge being developed at an increasingly fast pace, it can only be of benefit to educators to develop continuously.

From the above it is evident that there is a common thread in the principles and purposes of adult education and the ideals of lifelong learning and professional development. One of the most obvious features is the issue of transformation of knowledge in society and remaining informed, up to date and empowered with this new knowledge and ways of thinking to function successfully in a professional role in society. It is also crucial that

survival in an ever-changing world requires professionals to make informed decisions and be more critical of the world and its vast knowledge so as to live a meaningful and productive life.

In-service Education and Training (INSET)

Professional development or CPD used for educators is often presented in workshops identified as INSET in South Africa. As a way of ensuring that educators remain abreast of new knowledge and skills in this ever-changing society, government has continued to provide in-service training to educators. A review of the literature suggests that INSET for educators in SA has for the last twenty years and continues to be one of the most important areas of need (Ashley and Mehl, 1987; Balfour, Buthelezi and Mitchell, 2004; and Moletsane, 2004).

INSET has been interpreted differently within the educational context and may or may not include certain activities, depending on its design. Day (1999) defined INSET as

> a planned event, series of events or extended programme of accredited or non-accredited learning. It is intended to provide intensive learning over a limited period and usually has a designated leader(s) whose role is not only to facilitate but also to actively stimulate learning,
>
> (Day, 1999: 131).

What makes INSET different from PRESET is the fact that it is aimed at qualified teachers who attend these programmes so that they may improve a whole range of areas from classroom management, teaching practice and policy implementation. As the name indicates INSET is for teachers who are in-service and not pre-service teachers. In SA INSET was introduced during the Apartheid era and afforded white teachers with better opportunities than black teachers (Jackson, 1987).

Jansen (1996) argues that millions of rands have been invested in teacher development programmes by Non Governmental Organisations (NGOs) since the mid 1970s with more money being pumped into these programmes in the 1980s; however, it was unclear who benefited from them. He highlighted the important role of evaluation of INSET and uses the term "the post-Boesak era of NGOs", which implies that NGOs are now being

called to account for what they do, as was Boesak. Allan Boesak is a South African Dutch Reform Church cleric, who was a politician and an anti-apartheid activist. He was a member of the United Democratic Front (UDF) in the 1980s and then joined the African National Congress (ANC) in 1991 when he was elected the chairman of the Western Cape region. During the late 1990s Boesak was accused of misappropriating over R400,000 of funds received from Danchurch Aid, the Coca Cola Foundation and singer Paul Simon. The money was meant to be used on developments projects for the Boesak's Foundation for Peace and Justice, but the funds were moved to a private trust fund. Boesak was convicted of fraud in 1999, jailed in 2000 and released in 2001.

The early 1980s saw a move in both the public and private sectors towards providing black and Coloured teachers with INSET and formal upgrading, (Hofmeyer and Pavlich, 1987). Ngcongo's (1987) gives credit to particular in-service education and training programmes like TOPS, sponsored by multinational organisations such as Shell Company and Mobil. These companies were under pressure from their home governments to make some kind of contribution to a post – Apartheid society, which was possible to envisage in South Africa in the 1980s. The companies decided to train black and Coloured teachers because the government of the day would not provide quality PRESET or INSET to black teachers.

Ngcongo (1987: 44) captured teachers' feelings towards attending training sessions in a way that shows that some training went against what training programmes offered to adults should be. "Some teachers may participate in INSET programmes because of an intense drive to do so, some may want or may be forced to abide by some official requirement" (Ngcongo; 1987: 44). An American Weekly Online article, edweek.org (2007) indicates that anecdotal evidence from teachers indicates that professional development opportunities provided by state education departments were uninspiring, boring and demeaning. These teachers also indicated that they felt motivated by collaborating with other teachers in a less formal programme.

Brookfield (1986) notes that CPE is not always voluntary. "When adults are forced to learn against their own inclinations and desires the resulting resentment is likely to

become a major block to any kind of meaningful learning" (Brookfield, 1986: 174). One can understand, taking all the above into consideration, why Jansen (1996) and perhaps many have questioned the impact of INSET. On the other hand Brookfield (1986) suggests that educators should reflect on their experiences so that they won't be abused by their learners. By trading places with learners one is able to identify gaps in ones own practice, hence the need for CPE, development and education.

More recently it has become compulsory for teachers in the Americas to attend INSET as it is state mandated and relates directly to policy and curriculum implementation. As Day (1999: 132) highlights "the context in which INSET now takes place is being irrevocably altered in parallel with government-initiated reforms".

Hopkins (1989), evaluating INSET from a British perspective, highlights studies that contribute to an understanding of effective INSET. Although the context is a European one, it is interesting to note that similar suggestions have been made by American researchers (edweek.org, 2007 and Little, 1993). These studies suggest certain features that make INSET effective, such as collaborative planning with educators, a clear focus on needs, careful preparation, flexibility, and de-briefing after the course.

National Curriculum Statement

The development and implementation of the new school curriculum is hinged upon the South African constitution. 2001 saw the draft statement published for comment and re-worked according to these comments.

The aims of the NCS are meant to articulate with the preamble of the constitution. The NCS aims to

- Heal the divisions of the past and establish a democratic society with values, social justice and fundamental human rights.
- Improve the quality of life to free the potential of all citizens
- Lay foundations for a democratic and open society with a government for the people and laws that protects all equally.
- To build a united and democratic South Africa to take its rightful place as a sovereign state in the family of nations (DoE, 2003).

Curriculum 2005 (C2005), introduced South Africa to outcomes-based educational practice aimed at creating a "prosperous, truly united democratic and internationally competitive country with literate, creative and critical citizens, leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice" (Chisholm, 2002: 3).

The educator envisaged in the NCS (2003) is someone that is qualified, competent, dedicated and caring. Their role is to be a key contributor to the transformation of education in South Africa. The norms and standards for educators set out in the NCS draws attention to the seven roles of the educator. They are;

1. The teacher as learning mediator.
2. The teacher as interpreter and designer of learning programmes and materials.
3. The teacher as learning area/ subject/ discipline/ phase specialist.
4. The teacher as assessor.
5. The teacher as leader, administrator and manager.
6. The teacher's community, citizenship and pastoral role.
7. The teacher as scholar, research and lifelong learner.

Educators are encouraged to demonstrate these roles on three levels, by showing foundational competence, practical competence and reflective competence.

(DoE, 2005: 263).

An outcomes based approach to learning "strives to enable all learners to reach their maximum learning potential by setting the learning outcomes to be achieved by the end of the education process (NCS, 2003: 2). OBE encourages a learner-centred and activity-based approach to education, with emphasis on social transformation, high knowledge and skills, progression, articulation and values indigenous knowledge, social justice and human rights.

Another principle of the OBE approach is integration. By integration I mean subjects are not rigid and separated from each other in boxes. "Knowledge integrates theory, skills and values" (NCS, 2003: 6). Integration "rejects a rigid division between academic and applied knowledge, theory and practice, knowledge and skills, head and hand," (Chisholm, 2002: 4). The challenge for educators is to make teaching and learning relevant to real life situations, it is for this reason that educators are encouraged to network with educators from other learning areas to link their specific learning

outcomes and assessment standards to provide learners with a more holistic experience (NCS, 2005).

Critical perspective on OBE and its implementation

The introduction of OBE in schools brought with it doubts and concerns as many found it lacking subject specificity as more freedom over the content was given to educators. It was for this reason that the curriculum was revised as some felt it didn't provide sufficient content guidelines. OBE has been and continues to be criticized by many who feel that educators are swamped with paperwork and more demanding roles. A problem area for many educators using this approach has been the issue of assessment, as OBE allows for a wide range of methods of assessment to be used. Resistance to OBE is still present due to traditional schooling and the fear of not knowing the facts, what Gildenhuys and Orsmond (1998) term the "expert syndrome". It is much simpler to be provided with notes and the information than being challenged to think outside the box. OBE is comparatively new to South African schools as opposed to other countries and is still in its early stages.

Life Orientation (LO)

Life Orientation (LO) is one of the new subject areas in the NCS and has been described as "guiding and preparing learners for life and its possibilities, it equips learners for meaningful and successful living in a rapidly changing and transforming society" (DoE, 2005: 26).

> LO is the study of the self in relation to others and to society. It addresses knowledge, values, attributes and skills about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and career choices. It equips learners to solve problems to make decisions and choices and to take appropriate actions to enable them to live meaningfully and successfully in a rapid-changing society,
>
> (DoE, 2005: 5).

LO curriculum content is guided by four learning outcomes at the FET level, each of which is then guided by four or five assessment standards accordingly. The four focus areas (learning outcomes- L.O) identified in LO are:

L.O1- Personal Wellbeing	The learner is able to achieve and maintain personal well-being.
L.O2- Citizenship Education	The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship, and enhance social justice and sustainable living.
L.O3- Recreation and Physical Activity	The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.
L.O4- Careers and Career Choices.	The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.

(NCS, 2007: 7)

The learning outcomes are supported further by critical and developmental outcomes that "indicate the desired profile of a learner leaving the school system," (NCS, 2007: 12). These critical outcomes guide the teaching, learning and assessment of LO. They include;

- Problems solving, decision- making and thinking.
- Working with others.
- Managing self and others.
- Working with information.
- Communicating.
- Using Science and Technology.
- Awareness of the world as a set of related systems.

Prior to the introduction of Curriculum 2005 a number of subjects were expected to address what LO covers today. These included Guidance, Religious Education, Health Education and Physical Education. Guidance was usually taught by a school councilor with a major in psychology who gave learners advice about careers, relationships and other important issues. Religious education focused on creating an awareness of different religious practices and belief systems. Personal hygiene and themes related to health and well-being like disease prevention and the effects of substance abuse were the focus of health education. Physical education concentrated mainly on ensuring that learners were kept physically active in a range of sporting activities.

As indicated by Gildenhuys and Orsmond (1998: 2) when introduced "LO was viewed as the dumping ground for any problem subject that could not be rationalized by administrators, principals and educators who were not sure where to place or what to do with it". Many were opposed to implementing LO because it threatened the above mentioned subjects. "Teachers felt they were losing status, losing time, losing identity and they felt threatened by the new integrated package" (Gildenhuys and Orsmond, 1998: 2).

This concern can be understood when looking at the NCS (DoE, 2003: 8) which identifies LO as an "interdisciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as psychology, sociology, political science, human movement science". It is not surprising then when teachers lament over the lack of specificity in terms of their role.

Because LO does not have a recognised body of knowledge that exists in a single subject, as compared with, for example, maths or biology, educators exercise a great degree of control over what is taught and learnt. LO allows the educator to be as creative as possible in order to achieve the desired learning outcomes. LO educators therefore must develop content knowledge, skills, values and attitudes concurrently with attending to learning outcomes, pedagogical issues and other sensitive issues around teaching LO.

Conceptual progression is a key in the design of the NCS. Conceptual progression is when the learner is able to develop more complex and higher levels of knowledge, concepts and skills. This progression is guided by the assessment standards in each grade from 10 to 12 and the mastering of prescribed learning outcomes (DoE, 2003; Chisholm, 2002). The use of Blooms taxonomy also enables educators to trace the progression from grade 10 to 12 in terms of pacing the content and assessing learners' knowledge.

A study undertaken by Tlhabane (2004) looking at the confidence of 50 senior phase LO educators in the Mabopane area, north of Pretoria, found that 74 percent of the teachers who took part in the study, had not received any LO training. Fifty-six percent indicated

a desperate need for training, while thirty percent felt that any previous non-specific training received was inadequate. Interestingly forty percent indicated that the DoE should provide the training, while University allocated training was endorsed by twenty percent, with only 4 percent supporting NGO training. The findings of this study show that these teachers lack confidence in teaching LO content hence the lack of motivation to teach.

With the implementation of the NCS still in its early stages and being continuously reworked, research pertaining to the impact of INSET, particularly in LO, has not been thoroughly addressed. Few studies have been done in this subject area, and not enough emphasis has been placed on INSET. This study hopes to contribute to the literature.

Conclusion

The aim of this chapter was to outline the theoretical context of this study and review the relevant literature that helps to situate the study. The guiding principles of adult education as set out by Brookfield (1986) and Beder (1991) underpin the theoretical framework. The fields of lifelong learning, professional development, INSET, the NCS and LO all contribute to this study.

The following chapter will outline the research design and methods chosen for the study.

Chapter Three: Research Design and Methodology

Research Design

The purpose of this chapter is to set out the approach, methodology and data gathering methods used, and to justify these. The intention of the study is to provide a qualitative account of the impact of a particular INSET programme. An illuminative evaluation approach was selected to illuminate the many contextual influences at play within the learning environment and their impact on the classroom practice.

Methodology

The concept of evaluation is one that exists and is employed by individuals on a day to day basis when confronted with decision making or judgment calls. "Evaluation is a basic form of human behaviour," according to Worthen and Sanders (1987) that can take place in different forms for different purposes. Within the educational sphere evaluation has played a crucial role in determining a range of issues which include improving and monitoring educational programmes, evaluating performance, aiding decision-making processes and much more (Worthen and Sanders, 1987).

Determining value, worth or merit is a fundamental component of evaluation particularly when evaluation is conducted so as to accredit a programme. According to Aspinwall, Simkins, Wilkinson and McAuley (1992: 4) determining the value of an activity "includes setting clear criteria, standards and values against which to measure success". There are many different methods of programme evaluation in existence. Utility focused evaluation (Patton, 1997: 23) "is the systematic collection of information about a potential broad range of topics for a variety of possible judgments and specifies intended use by intended users". Empowerment evaluation (Fetterman, Kaftarian & Wandersman, 1996) studies concepts within programmes related to improvement and self-determination. Connoisseurship evaluation works off the prior adjudication of the good so as to disclose/ reveal it by providing expert judgment of quality, according to Eisner (1975).
Henderson (1978: 80) argued in favour of evaluation of in-service training so as to "measure the changes occurring as result of the training". These changes were in the areas of "knowledge, teaching skills, attitudes and internalised feelings, motives and

aspirations" (Coffey & Golden, 1957, cited in Henderson, 1978: 80). In evaluation of an in-service training programme, judgments are made about the programme to determine its "value, worth and merit" (Worthen & Sanders, 1987: 24). These judgments are usually made at the end of a programme and many involve observation of teachers in their classrooms, follow-up interviews and questionnaires to gauge the impact of the training on teachers' practice in the classroom.

Illuminative Evaluation

An illuminative evaluation approach is appropriate for this study as it aims to "discover and document what it is like to be participating in a scheme, and to discern and discuss the innovation's most significant features, recurring concomitants and critical processes," (Parlett and Hamilton, 1979: 89). Illuminative evaluation was borne out of the limitations of evaluation as measurement of quantifiable data considered by Parlett and Hamilton (1977) as cumbersome and inadequate. The traditional approach, described by Parlett and Dearden (1977) as "agricultural botany" favours a normative method to evaluation. Parlett and Dearden (1977: 3) express the view that it is "a paradigm for plants not people".

Illuminative evaluation is concerned with providing a "naturalistic description of complex social settings" (Nixon, 1992: 5). Parlett and Hamilton (1979: 89) emphasize the primary concern of illuminative evaluation as description and interpretation. Illuminative evaluation is a means of identifying, appreciating, comprehending and understanding the underlying issues, "by paying attention to the context of a programme in order that the reader might understand it within its setting rather abstracting it from reality" (Harland, 1996: 94). The instructional system and the learning milieu are crucial to illuminative evaluation. These concepts have been described by Parlett and Hamilton as follows;

> Educational catalogue, prospectuses and reports characteristically contain a variety of formalized plans and statements which relate to particular teaching arrangements. Each of these summaries can be said to constitute or define an instructional system, including a set of pedagogic assumptions, a new syllabus and details of techniques and equipment. The learning milieu represents a network or nexus of cultural, social, institutional and psychological variables. These interact in a complicated way to produce in each class or course a unique

> pattern of circumstances, pressures, customs, opinions and work styles which suffuse the teaching and learning that occurs there.
>
> (Parlett and Hamilton, 1979: 89).

For the purpose of this study the instructional system will include the documentation that educators received when they attended the LO INSET in 2005, the NCS, LO lesson plans as well as the participating teachers' notes made during the training in the accompanying participants' manual. The learning milieu in the classroom is shaped by each teacher's characteristics, such as "their teaching styles, experience, professional orientation and private goals" (Parlett and Hamilton, 1979: 90). From this it is evident that the learning milieu ensures that illuminative evaluations acknowledges the diverse facets of the contexts in which a programme operates and does not record the programme in isolation.

"Characteristically in illuminative evaluation there are three stages: investigators observe, inquire further and then seek to explain" (Parlett and Hamilton, 1976: 92). Observations require the researcher to take detailed notes of all that takes place in the classroom, like "language conventions, slogans and metaphors," as advised by Parlett and Hamilton (1976: 94), as this gives deeper insight to the learning milieu, that can not necessarily be gauged from conversations or interviews.

Illuminative evaluation has been criticised for being cumbersome and time-consuming. It has been described as a method that is controversial and has a non-specific methodology (Lawton, 1980, cited in Hopkins, 1989). Like any other approach it has its drawbacks however "the emphasis on holistic enquiry has been extremely influential, across a wide range of fields, not just in education," (Nixon, 1992: 5). However as Parlett and Hamilton (1976: 101) conclude, if such studies are not vigorously pursued "there is little hope of ever moving beyond helpless indecision in the conduct of educational affairs". I believe that illuminative evaluation is fitting for South Africa's young democracy, as evaluations like these enable us to understand, transform and progress.

Sampling procedure

The sample selected for this study consisted of three teachers teaching at co-educational government schools in Johannesburg, who attended the 2005 Gauteng provincial training in Life Orientation for grade 10. Co-educational schools were selected rather than single sex schools so as to identify the emerging issues and dynamics at play within a co-educational LO classroom. The sample is purposive in that teachers were selected who all attended the same LO training. A reason for selecting the particular schools was that they are within close proximity of each other and have multicultural classrooms and diverse staff members. Only teachers who attended the training in 2005 and who teach Life Orientation in the FET phase form part of the sample so as to "provide the best information to address the purpose of the research," (McMillan and Schumacher, 2006: 126).

Ethical considerations

"Ethics has to do with the application of moral principles to prevent harming or wronging others, to promote good, to be respectful and to be fair," according to Sieber (1993: 14, cited in Opie, 2004). Researchers have to take ethical considerations into account in order to ensure that their studies do not harm human subjects. The protection of the human subjects in this study was assured in a number of ways. Firstly human subjects were not coerced to participate, they were invited to participate. Informed consent from all participants was obtained prior to data collection, thereby making them more knowledgeable of the study and its aims.

Other ethical considerations included confidentiality and anonymity of all research participants, their locations and the views expressed in the study. McMillan and Schumacher (2006: 335) emphasize the issues of care and fairness as an important aspect of ethics in fieldwork, thus "a sense of caring and fairness will be adopted in the researchers' thinking, actions and personal morality," so as not to humiliate, offend or deceive the research participants. Respect for opinions and feelings expressed in these educational settings will be a watch-word of this study. The location and features of the

setting were disguised as suggested by McMillan and Schumacher (2006: 334). All names of locations and participants were replaced by code names.

Observations of participants were conducted in a manner that was unobtrusive as these observations require no intervention on the part of the researcher. "Illuminative evaluators attempt to be unobtrusive without being secretive, to be supportive without being collusive; and to be non-doctrinaire without appearing unsympathetic," (Parlett & Hamilton, 1976: 97). These principles were upheld at all times as I remained a quiet observer at the back of the classroom.

A number of important issues had to be addressed in order to fulfill the principles set out above. The first and most important issue was gaining written informed consent from all educators who participated in the study. The educators were informed of the proposed research and provided with written information as well as a consent form which required an indication of a willingness to participate in the study and allowed withdrawal from the study if the need arose, (see appendices A and B). In order to conduct research within these schools ethics clearance had to be obtained from the Gauteng Department of Education (see appendix C). An application to the Human Research Ethics Committee at the University of the Witwatersrand was made and approval was granted (see appendix D). All data collected in observations, questionnaires, interviews and documentation will be destroyed when this research report has been assessed and passed.

Data gathering methods

Naturalistic observations, questionnaires and follow up interviews were used in this study. Naturalistic observations were used in order to ascertain what went on in the classroom. Detailed notes were made of the classroom practice of each of the educators. At least 13 lessons (4- 5 per teacher) were observed to provide a deep and rich description of the classroom practice. Questionnaires were designed to probe issues of training, practice and professional development so as to gain better insight into the participating teachers' perceptions, values and attitudes. Follow up interviews with

these teachers allowed them to either corroborate their views or completely dispel them. The success of the data gathering methods employed for this particular type of study required me to refine my skills in more than one way. These will be discussed in more detail in each of the following methods.

Questionnaires

A self administered questionnaire comprising questions relating to biographical information, previous training, LO INSET and professional development was given to all educators participating in the study as well as their respective HOD's (see appendix E). This questionnaire was only given to the participating educators to complete after it had been piloted with three other non-participatory teachers. The aim of the questionnaire was two-fold. It was meant to 'break the ice' by familiarising and orientating the educators to the study. At the same-time the questionnaire probed crucial areas that were used to direct the interviews. The questionnaire consisted of both open-ended and a few close-ended questions. Open-ended questions aimed at probing crucial issues related to the actual LO training and teaching LO in grade 10.

A trial of the questionnaire alerted me to several issues as it forced me to ask myself what I wanted from the questionnaires. I was alerted to what I had forgotten to ask, such as the structure of the curriculum and teachers' perceptions of lifelong learning. I also realised that perhaps prior training had played a part in helping educators to better understand LO-specific training in 2005. At the same time the pilot made it very clear which questions might work better in an interview as they had not been answered in depth in the questionnaire. Grammatical errors and general formatting were also brought to light. The questionnaires was then amended and administered to the educators in a pack, along with information sheets and consent forms. They were collected from educators in the last week of November 2007 and analysed.

The most interesting element that arose from the trial was that it was only from that point onwards that I truly began to comprehend myself as a research instrument. After having gained consent and met the educators to familiarise them with the study, I had already begun to form a relationship in which they could feel free to express themselves.

A sense of confidence made me more aware of my role as an instrument in the study. Maintaining rapport only added to this role.

Naturalistic Observations

Naturalistic observations sometimes referred to as participant observations (Hammersley and Atkinson, 1995 and Spradley, 1980) record participants in a natural setting, taking note of all their actions, words and expressions.

Observations of the teaching and learning environments were conducted to illuminate the many issues at play and compare them with the training that educators received in 2005. The data needed to describe of educators' actual words, feelings, actions, perceptions and attitudes about their work in relation to the training they received. Observations consisted of 'repeat observations' to better understand the learning milieu which is crucial to an illuminative evaluation. 'Repeat observations' meant that I visited schools on more than one occasion to observe lessons. Four to five lessons were observed in each school. By conducting repeat observations the data collected was more trustworthy and credible, as it provided a rich and detailed description of educators in practice.

In order to refine my skills of observation, I decided to use an opportunity to observe postgraduate certificate education students on their teaching experience. I assessed them during one lesson and used another lesson to only make notes of their words, actions, pauses and movements. At the same time I noted the seating arrangement of the classroom and its design. I observed ten students at least once or twice over a period of 6-8 weeks. Assessing LO students for two years has afforded me an opportunity for observing them in action. My initial note taking was a bit imprecise as I had to remind myself not to evaluate their performance and not pass judgments. Being a fulltime student for seven years was an advantage from the note taking perspective.

The organisation of the classroom was noticed and recorded during the observations, from the layout of the tables and chairs, chalkboard, teachers table, cupboard, door, windows including the posters on the wall, (see appendix F).

Observations were scheduled to take place during school hours. Each lesson was estimated at being at least 30-40 minutes long and there were at least five observations per teacher. All that I needed to conduct the observations was blank paper so that notes could be made, (see appendix G).

Interviews, informal questioning and dialogue

Interviews are extremely important to this study since the views of the participants were crucial to assessing the impact of an innovation like INSET. These were semi-structured interviews aimed at following up ideas and probing responses gained from the questionnaires and understanding the opinions and views of the educators. An interview schedule was designed, (see appendix H), but was not used to set a rigid course for the interviewing process. The interview schedule was directed towards educators' perceptions and attitudes about professional development (in-service training) and its effectiveness for classroom practice as well as other emergent issues. The interviews aimed to establish a clear sense of whether the training took cognisance of the guiding principles of adult education. By this I mean that each teacher's experience of the training was probed to better understand how, if at all, the principles and philosophies of adult education were implemented.

There were many instances during the observation of lessons where the educator chose to say or do something that I found intriguing. Once the lesson was over I would ask the educator why, he/she had chosen to say or do that. At one school, while assessing learners bat-handling skills, the teacher placed more emphasis on batting for distance than on the handling techniques which I found most unusual as she spurred learners on to hit further. At the end of the lesson I asked her how she allocated marks for holding the bat when some learners held the bat with one hand in a game that requires both hands. After reviewing the assessment rubric, she responded by saying, "*the most important thing is that they hit the ball*". Had I not asked her this question immediately after the lesson, I might have been unable to interpret her actions accurately.

Documentary or textual analysis

The documents used to collect data included the training manual received by educators when attending training in Life Orientation for grade 10 in 2005; their notes made during the training, if any, as well as lesson plans and schedules that informed their practice, based on the manual. The documents received in the training were compared to the lesson plans and schedules to identify similarities and differences. The documents were also useful in the analysis of the observations as they were intended to guide the actual teaching practice. Different types of assessment practices used by educators also provided information about how effective the implementation of the LO was.

Assessment practices included assessment rubrics, portfolios, class assignments, and so on. These documents were collected from the participating teachers at the end of November 2007 so as to generate questions for interviews. One of the reasons for not conducting the document analysis too early was to avoid making assumptions about teachers' teaching practices. It later came to my attention that the manual is guided by policy related issues that govern the new curriculum; however a substantial amount of time was allocated to developing pedagogical practices, aligned to the policy. These will be discussed further in chapter four.

Analysis and presentation of results

The data from the observations, questionnaires and interviews will be analysed by first looking at the similarities and discrepancies per educator according to their response from questionnaires to their practice in the classroom. These findings will then be carried over to the interviews where the educators may corroborate or oppose certain actions or issues. Since all three educators attended the same INSET programme it will be interesting to compare their responses and the similarities or differences in actions accordingly. The data gathered from this study will be presented in the form of written summaries under the themes that guide this report.

Validity and reliability

Validity and reliability are crucial to all studies as they relate to the credibility of research. Wellington (2000: 201 cited in Opie, 2004: 68) defines validity as "the degree to which a method of research tool measures what it is supposed to measure". In this case the study aims to evaluate the impact of in-service training on the teaching practices in Grade10 LO. Lincoln and Guba (1985) propose 'trustworthiness' as a substitute for validity and reliability within the naturalistic evaluation.

Creswell (1998) offers eight verification procedures to establish the validity of accounts presented in a study. Two of the eight procedures are triangulation and providing a thick description. Triangulation, as described by Creswell (1998: 202) is a "process that involves corroborating evidence from different sources to shed light on them or perspective". Creswell (1998: 201) also highlights the importance of prolonged observation in the field to "build trust with participants and check for misinformation brought in by the researcher or participants". Hence in this study multiple methods of data collection were used. Observations, questions and interviews formed a multi-method of data gathering which triangulated data.

Triangulation is explained by Nixon (1992: 99) as not just cross- checking of evidence gained from various sources, but rather it is an "acknowledgement that these different data gathering methods represent different and complementary ways of seeing". Triangulation is "explaining more fully, the richness and complexity of human behaviour by studying it from more than one standpoint" (Cohen, Manion and Morrison, 2007: 209). Detailed notes and observations as well as interviews provided thick descriptions of participants, practices and events during the study to enhance the validity and reliability of the study.

Generalisation

Because the sample size was so small, the research results cannot be generalised to other contexts. However the schools share some common features such as being co-ed,

government schools within the same district. Each educator has different experiences and backgrounds that shape them and their practices, even though they teach in similar schools. Generalisations cannot be made about the educators without understanding who they are and what they bring with them into their respective roles. With this in mind generalisations must be made judiciously.

Conclusion

This chapter highlighted the approach, methodology and data gathering methods used in the study. An illuminative evaluation was selected to provide an in-depth view of the context and the environments of each of the educators. By using a multi-method approach to collect data was advantageous as it contributed to the triangulation of the data and illuminates the many issues in each environment.

Chapter Four: Research Results

Introduction

The previous chapter outlined the research design for the study, the approach of the study and the methods of data collection. Chapter two highlighted the theoretical framework guiding this study and the relevant literature, while chapter one provided a backdrop to the study outlining the rationale and aims of the study. The following chapter will analyse the relevant documentation and texts. It also aims to illuminate the findings from the observations, interviews and questions.

Document analysis

The documents that were analyzed in this study include the LO INSET educators manual, the LO curriculum for the FET phase, lesson plans, work schedules and other learning and teaching support material (LTSM). The lesson plans, work schedules and LTSM will be discussed with relevance to the specific educator.

LO INSET Manual

The manual designed for the LO INSET is a thick booklet, almost 300 pages and was accompanied by a copy of the NCS for LO in the FET phase. According to the writers of the manual, who have been working in the field of LO since 1997, "it concentrates on the application of theory to practice" (GDE, 2005: 9). Their aim was to "use an OBE teaching and learning approach in both the writing of and the training from the manual" in the hope of assisting teachers to acquire the skills, knowledge, values and attitudes central for the implementation of LO (GDE, 2005: 9).

The manual is divided into an introductory unit followed by fifteen other units that focus on four stages. These include "activity; debate, discuss and facilitate; read and reflect; report and discuss" (GDE: 2005: 9). The fifteen units focus on transforming education; curriculum; schools, LO, learning outcomes, assessment standards, assessment, classroom practice, planning. The first three units are dedicated to the transformation of education in South Africa, as it introduces an overview of FET and NCS, the curriculum, and schools, looking particularly at inclusion, diversity, and multicultural and

multilingual education. Units four, five and six concentrate on LO, its purposes; learning outcomes and assessment standards and the integration across the different disciplines. Assessment is the focus in two consecutive units, where educators are introduced to different types of assessment; designing assessment rubrics, and collecting, collating and recording assessment data. Four of the fifteen units are directed to classroom practice that highlights issues such as learner centeredness, group-work; learning styles; learning and teaching support material and lesson planning. A unit on planning focuses on work schedules, lesson plans and the learning programme. The roles of the teacher is also explored in unit fourteen, before the INSET wraps up with a reflection and suggestions for future training materials (GDE, 2005: 10-11)

One of the writers of the manual, who played a major role in the LO INSET made it clear that the mandate received for the training, was to train teachers to understand the new curriculum. Six weeks prior to the LO INSET trainers had to attend policy training in LO before embarking on the INSET. The design and main thrust behind this course was policy driven. According to the writer the training was not to train educators on the methodology, rather the administration policy. As a former student of hers, she confided to me, "but you know me, I had to make it creative and fun, I couldn't just give them the policy". She aimed to integrate policy with practice so as to leave a lasting effect on teachers' by designing the learning activities aimed at integrating policy and content knowledge. The manual makes mention of this by saying that "the primary objective of this orientation and this material is to unpack and clarify policy issues in the NCS documents of the National Department of Education" (GDE, 2005: 9)

Each unit is given a time frame, further divided into activities which are also allocated a set number of minutes. The activities are interesting, engaging and interactive. They make use of group-work; role play; individual and pair work without deviating from the LO policy documents. This clearly indicated how the trainers aimed to make the policy more accessible to educators and the classroom practice. Every unit consists of between six to twelve activities and concludes with a reflective task of a baseline profile focusing on the content of the course. According to the manual the baseline profile must be completed at the end of each unit to assist educators to "identify their continued growth

and competence in all the specific areas" (GDE, 2005: 117). Educators rate themselves from one to six, with one being "little or no skill or knowledge", six being "outstanding skills and knowledge" (GDE, 2005: 117).

Having looked at the manual, I found it eye-catching and inviting. It is easy to read, well-structured in manageable sections and interesting articles that provide ideas for good learning and teaching support materials.

LO Curriculum in the FET phase

LO is a compulsory subject for learners in grades 10-12 and is required for the National Senior Certificate, for the completion of secondary school. As mentioned in chapter two LO has four learning outcomes in the FET phase. These are personal wellbeing, citizenship education, recreation and physical well being, and careers and career choices. Learners in this phase are in their adolescent phase of life which is described as "challenging and demanding, characterized by confusion, conflict and experimentation," (NCS, 2007: 11). Learners are affected by their socio-economic environments, as well as peer pressure, and have to make decisions about careers, sexual behaviour and moral and social issues. Participation in physical activity is also crucial for sustaining a healthy and enriching life. LO in the FET seeks to provide learners with the knowledge, skills, values and attitudes to live successful and meaningful lives. This is achieved by encouraging learners to investigate, explore, analyse and research specified themes and topics. Learners in the FET phase are encouraged to develop personal portfolios and acquire certificates of accomplishment of short courses and of achievement in their communities.

Case Study 1-Bantigo Park High School

Social Context

Bantigo Park High School is situated in the inner city of Johannesburg's Hillbrow, once 'the' place to be, with its array of high rise apartment blocks and vibrant nightlife. During the Apartheid era Hillbrow was home mainly to the white South Africans, however, over the years it has become more racially diverse. Hillbrow today is also home to many

foreigners and refugees. Sadly, over the years, Hillbrow has become a breeding ground for criminal activity and drug dealing.

First established in 1886 as an all girls school serving a white community, Bantigo Park High School began to cater for learners of all racial backgrounds in 1993. The bulk of its student population is made up of refugees from neighboring African countries, who reside in the surrounding area. Hillbrow is made up of many tall blocks of flats, once very luxurious apartments. Today however these flats have become overcrowded and inefficiently maintained. My initial visit was a very nerve-wrecking experience as I had to drive through the streets of Hillbrow. I got a cold chill as I passed some really run down, dilapidated buildings and littered streets. I was afraid of what the school had in store for me. Fortunately for me, my arrival at the gate settled my fears and uncertainty as I was greeted with smiles from staff and learners and saw a beautiful rose garden. The calmness I experienced once beyond the gate was refreshing as the school's image could be immediately gauged from the neatly trimmed lawn and colourful flower beds. The greenery and general neatness stood in contrast to the chaos beyond the gates. I was eager to get into the school itself.

I was met with a pleasant "please be seated, while I get Mr. Khumalo", from the gentleman behind the glass screen in the front office. This first visit to the school set the tone of what to expect. While I waited for Mr. Khumalo to meet me, I was greeted by every learner who passed me and every educator offered me a smile as well as their assistance. Learners always greeted me "morning or afternoon Miss" while teachers offered a simple hello. This welcoming atmosphere was shown to me during every visit to the school.

After spending some time at the school it became apparent that the school consisted of a highly skilled and committed staff contingent from the administrative staff to the maintenance staff, including the teaching staff. The commitment to the improvement and upkeep of this facility was evident in every staff member I encountered. Educators were always visible during lunch breaks and when learners were moving between classes.

On one visit to the school to collect a completed questionnaire, I was taken to the school staff room, where I met a number of staff members. They all seemed interested in my study and made every effort to help me to feel comfortable by offering to get me coffee, and giving me a taste of lunch on the menu. My attention was drawn to the fact that the teachers mixed well with each other, both young and old, from all racial backgrounds. They didn't seem fazed by me and the colour of my skin while we all chatted about life. This visit to the staff room had provided me with a two-fold advantage. It had firstly calmed me down as I felt at ease in this environment and secondly I felt that it had eliminated a barrier between me as researcher and them as teachers at the school. I was treated as an equal, not an outsider from that day onward.

Thabo Khumalo

Mr Khumalo holds the Head of Department (HOD) post in Life Orientation (LO) at Bantigo Park High School. He is between 25 – 30 years of age and has been teaching Life Orientation for seven years. Mr Khumalo completed his Honours degree in education at Wits and majored in English and History as an undergraduate.

My initial meeting with Mr Khumalo was to discuss my study and his role in it. This first meeting was conducted in a relaxed yet professional manner, as Mr Khumalo remained attentive and willing to share his thoughts. He showed an interest in assisting me with my study by taking note in his diary of all the documents I needed. After having discussed these details Mr Khumalo made arrangements for me to receive a copy of his timetable and set up our next meeting to collect the completed questionnaire and signed documents.

The first meeting provided me with insight into who Mr Khumalo was; he prided himself on being a professional in the field of education. He conducted himself as a professional and it was evident to me why he was the HOD. I was greeted with enthusiasm and that motivated me to do this study. He also indicated his keen interest in pursuing his Masters degree in education, but indicated that his time was consumed by many other activities and responsibilities. One thing that stood out for me at our first meeting was

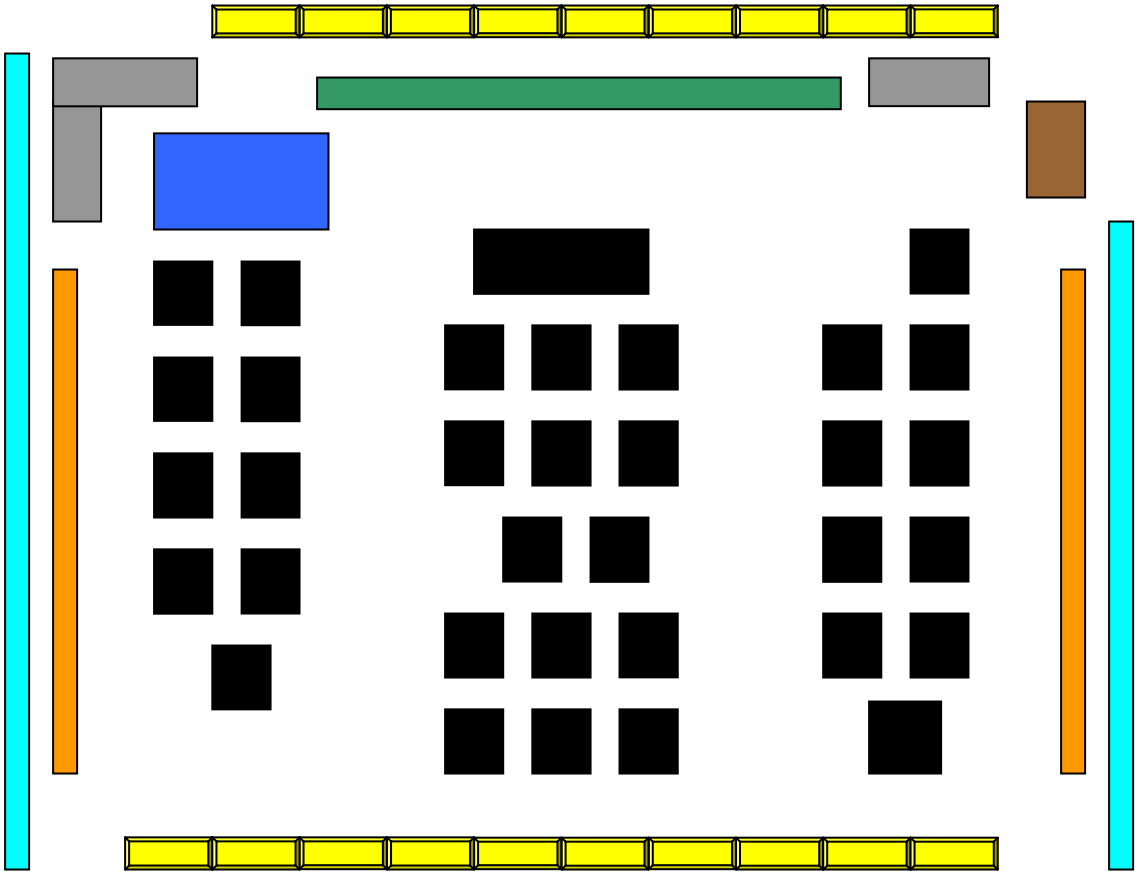
how impeccably neat Mr Khumalo was, not only in his attire, but also in his manner, from his posture to the way he held his diary and noted our next meeting. There was something impressive about Mr Khumalo.

The professional side of him became even more apparent during my observations of his teaching. Observations of lessons taught by Mr Khumalo took place during the third and fourth term of the 2007 school year and the first term of 2008, in grades 10 and 11. The theme in grade 10 classes was career choices with an emphasis on socio –economic and other factors affecting career choices and the influence of self-awareness on career choices. Mr Khumalo selected learning material from newspapers and youth magazines. These materials provided learners with case studies to "help learners understand how to overcome socio-economic factors affecting career choices". Articles were also selected to highlight examples of stereotyping, in particular careers such as, "Women in the work of world". The theme of family relationships was the focus in grade 11 looking specifically at issues of respect, privacy, responsibility and sharing of emotions. Both the grade 10 and 11 classes consisted of 28-36 learners at any given time.

Mr Khumalo's classroom was on the second floor overlooking a large grassy courtyard. Windows along one of the walls provided sufficient light with a view of the tree tops. The classroom consisted of 33 single desks and one large table for learners and 36 chairs. Desks were arranged in pairs, or rows of three all facing the chalkboard. Mr Khumalo's desk was situated in a corner of the classroom next to the chalkboard with a bookshelf on the adjacent wall. The walls were decorated with posters and charts displaying government ministers and premiers, planets, a map of Africa, pictures of animals, poetry and pieces of art. Life Orientation posters focusing on HIV and AIDS, careers and sexual education were among the decorations. I was offered a seat in the left corner at the back of the classroom.

The following diagram shows the arrangement of the classroom during observations. On the page after that there is a transcription of my observation notes of a lesson on careers and career choices in grade 10.

Classroom Plan and Seating Arrangement-Bantigo Park High School



KEY

- Heaters
- Learners' tables
- Posters
- Chalkboard
- Teachers table
- Door
- Cupboard/Bookshelf
- Windows

Name of School:	Bantigo Park High School	Date: 8 October 2007
Lesson time begins:	8:00	Lesson: LO grade 10
Topic:	Careers and career choices	

TEACHER-T	**LEARNER-L**	
8.10-8.15a.m	*Learners are standing around, not sure if its assembly or not. Matrics are writing examinations. It is raining heavily. Learners make their way very slowly to class. T introduces me to the few learners in the class* *Lesson begins* **Teacher talk**	**Teacher action** *Teacher starts with sorting out some admin tasks and starts giving out umpiring certificates.*
8.15a.m	The point of the certificates is to put it as part of your portfolio, your files are here, when you have spare time at break you should come.	
8:17a.m	Let's focus on our topic- careers and career and choices. Do you remember what we said about careers? …. Do you remember what we said about careers? …. Do you remember what we said about careers?	
	What did we say, if you remember, is there anyone who can help us? L do you remember? What did we say? How did we define it?	*Starts writing on board*
	L you said something last week….Yes….Raise your voice… Corruption…. Why did we talk about it?	*Asks a learner*
	We looked at further education. What do you mean by further education? You learn in your workplace. Yes..L…know about your part time job…..what about skills..Yes, also opportunity, opportunity for what L. Qualifications can also determine what kind of job ….	*Asks a learner*
8.22a.m	Girls/Boys you late L … occupation	*A few learners are late for the lesson*
	These are some of the things you mentioned last week our topic today is self-awareness and its influence on subjects, careers and career choices. This is our topic for today which falls under the career and career choices learning outcome. Let me ask you one question? What is self-awareness? ... What does it mean? Where are you going to with self- awareness?... what do you think it is? L responds. … Self-awareness- the way one feels about themselves. An analysis of oneself. The way of understanding and knowing oneself….Isn't it? Others….Anyone else?	*T repeats himself as he waits for responses.*
8.26 a.m	Also includes ones weaknesses and qualities. The question is do you know yourself…..sometimes.	

	These are some of the things you can think about self-awareness.Looking at yourself and describing yourself is difficult, why?...Because you change and adapt to life's situations. Pay attention to who you are. Let's look at the handout on self-awareness. Look at picture on page 134. I want you to talk to the person next to you. This is about 5 people there who are talking; I want you to discuss what you think they are talking about. You have five minutes. The person says "I feel shy….."	*Teacher hands out worksheet* *T walks around the class, pairing learners.*
8.29 a.m	What to do you think these people are saying about themselves.	
8.32 a.m	You are done. What do you think this person is saying? She is shy, she doesn't have confidence around people. Do you think she is shy? Look at the picture. She is shy around strangers. How will you know you are a shy person? You distance yourself. What happens if you say you are shy person and I say you are not. Or you say you are not shy and I say you are?..... "I want to do something hands on" what do you think that person says "I'm working really hard" what do you think he is saying? Thinking abilities, do you only think in Maths and Science. You focus on all subjects. You know engineers, what different types, civil, sound mechanical. Last 2 "soccer is my life" this person is focused on leadership skills. "I love entertaining" what do you think he is saying? One of them is caring; participating in community, maybe there is passion in dancing. Why are people talking in this way? What is the main issue they are trying to analyse the main career choices, ideal choices.	*T moves around to each group explaining and questioning, very discreetly.* *L begin to discuss.* *T selects L.* *T repeats all responses.* *T focuses all attention on the worksheet and learners responses as he makes notes on the board.* *Stays in the front of the classroom, close to the chalkboard*

8.39 a.m	I've got this handout. See how other people see themselves while they are working. This is from LoveLifes…..this article is mainly about Merlene Williams, the main part is the questioning. Read question 2 and the answer. What does she love about what she does? Yes she loves making people look pretty, lending the confidence in her personality. Do you think you can transform people? By doing that you transform yourself, appearance. Your hair. You can't always be happy "and the worst" read that and the answer. What's wrong with that, there are so many things that are difficult? What's wrong with it? Creating a name, working long hours. Do you think you can work long hours? Why work long hours? More money, some people can't work. I wanted to show you this, looking at yourself is a continuous thing. You can read the rest of the questions. The details are all there. Let's go back to the handout. This one you are going to work on alone. Number one on your exam pad. You are going to write factors about yourself. Interests, self-ability, your situation and your community.	*T hands it out.* *T repeats L,* *T reads from text*
8.47 a.m	You are working alone. Write the date, factors and you will look at those three factors. Are you tired? It's Monday. You must write alone, cant share. "My own life and career choices" L how are you? Do you understand what to do? I can see you looking at me… L are you explaining. L what's wrong, I know what you will say there. L what are you wearing?	*T walks around … exam pad handing out paper. (stationery issues)* *T walks around handing out certificates while learners write.*
8.52 a.m	L asks question. You have to write your ideal career, you still undecided. L Are you done?	*T walks around. Explains to L individually .T takes note of L.*
8. 59 a.m	Your situation can be your family background, where and how you live. You will find you are exposed to many things in the family that influenced you. Your community or area you live in. does it make sense? Ok 2 minutes	
9.00a.m	I know that others are not done. You can finish it al home. Next lesson we will look at socio-economic factors that influence your career. Enjoy your day.	*Bell goes.*

During the lesson T writes on the board.

Career and career choices

- Jobs
- Further education
- Knowledge about job
- Opportunity
- Qualification
- Occupation

Self Awareness and its influence on career and career choices

Self-awareness

1. The way one feels about themselves
2. Analysis of oneself
3. The way one understands and knows oneself
4. Also includes ones weaknesses and qualities.

Learners were always greeted by Mr. Khumalo outside his classroom before entering. He was always well-prepared for lessons. Once seated, learners settled in and he continued with the business of the day.

Administrative tasks were dealt with first, such as certificates, copies of birth certificates and portfolio work. Mr. Khumalo wasted no time and got straight into the lesson usually within 3 – 5 minutes of the learners' arrival. He gave every learner an opportunity to express him or herself, never silencing them when discussing sensitive issues like family relationships or personal hygiene, and acknowledging different viewpoints, yet never losing track of where he wanted the lesson to go. The lessons observed were supported by lesson plans that allowed me to follow Mr. Khumalo's intended outcomes and progression.

Mr Khumalo paid attention to detail both in his teaching but also in his attentiveness to his learners. He took note of the completed and incomplete homework of individual learners, incorrect attire and learners who were unwell, never undermining them but always encouraging them to strive for their best. In one particular lesson while engaging learners in a debate, he found a learner very quiet; and inquired about her health. He asked her;

"Are you unwell today? As I see you are not your usual self".

Mr. Khumalo was constantly striving to open his learners' minds by encouraging them to question what they read, what they did and listening to others. Common phrases used and repeated in his lessons were

"what do we mean by/understand by ….."

"what do you think …..? how ……"

The constant probing on his part was an effort to get learners to think independently, creatively and distance themselves from stereotypes.

Mr Khumalo's habit of doing things in a somewhat structured manner didn't seem to deter him from being an independent, creative free thinker who strove for and encouraged excellence and good practice. By structured I mean that his classes were very

organised and he was in control. Not control in a way that he controlled his learner's thoughts but rather in the sense that the lesson proceeded smoothly as planned according to the desired outcomes.

Learners were familiar with Mr Khumalo's way of doing things, and they displayed certain characteristics in his classroom. Learners always paid attention to their attire in his classroom, spat out their gum at the door; homework was completed by most of them. Hands went up when learners wanted to speak, and they displayed respect for each other even if their views differed, without speaking over each other or silencing one another. The atmosphere of 'we agree to disagree' was generated as opinions were respected no matter how diverse they seemed. Learners were always encouraged to speak out, as Mr. Khumalo reminded them 'I don't wish to silence you', thereby affording every learner an opportunity to express his or her opinions.

In the interview we discussed the demands placed on educators, since I had seen Mr Khumalo hard at work in his classroom even during the lunch breaks and with never a moment to spare. He explained that he taught extra lessons during the breaks. As a head of department (HOD) he had to help other teachers with rubrics, attend school management team (SMT) meetings and report back to teachers, walk around the school supervising learners' activities and set cycle tests for both the 10-12 Further Education and Training(FET) and General Education and Training (GET)/intermediate phase, grade 8 and 9. Mr Khumalo clearly showed his enjoyment of teaching LO by stating, 'I'm happy in my environment'.

Apart from having a hectic day at work Mr Khumalo is a parent and family man. His wife is also an educator and they have three children. His wife was pregnant at the time of the study so he took on the cleaning, cooking and caring for the other children while doing marking on his return home. He was often exhausted when he got home but said that 'it's part of life'. Mr Khumalo is actively involved in church activities and serves as the secretary of the church committee.

Mr Khumalo prides himself on being an avid reader who enjoys a good book in his very little free time. His passion for reading has also afforded him the opportunity to select suitable learning and teaching material for both his English and LO lessons.

Participation in LO INSET 2005

Mr Khumalo indicated that he had attended the LO INSET out of a need to "learn more about assessment methods and the classroom practices needed to teach LO in Grade 10". Having attended the training as a junior teacher seemed to inspire his interest in LO. In his view the training "formalized things that existed in the past". By this he meant that the training formalized subjects that had already been addressed in his classes and the manner in which he dealt with them. He indicated to me in the interview that prior to attending the training he didn't know that the learners could be assessed in many different ways, or that assessment could take place during a lesson while teaching. Indeed, I observed many instances of assessment during the lesson, such as peer assessments, self assessment as well as group assessments not all involving Mr Khumalo.

It was through INSET that he learnt how to design lesson plans and select appropriate learning and teaching support materials for Grade 10. Mr Khumalo supplemented most of his lessons with materials from youth magazines and other sources that he believed would capture his learners' attention. In a lesson on self-awareness and its impact on career choices, I noted that Mr Khumalo highlighted the fact that individuals have both strengths and weaknesses. A worksheet drawn from the prescribed LO textbook was used to explain the different qualities that individuals have; these include for example, being shy, hard working and loving soccer. Mr. Khumalo asked learners to identify possible career paths people with these qualities might choose. This lesson was further supplemented with a handout from a local youth magazine focusing on a hairdresser, what she does and the positive and negative aspects of her job.

Choosing suitable learning and teaching support material (LTSM) was not a tedious task for Mr Khumalo as he had lots of material available to him and made use of the school library. However, he did not just select any material, he does his research. He states "in-depth research and education is needed" when selecting appropriate LTSM

(see appendix I). He indicates that the environment is full of resources, not only in written form, but in the form of human beings, as he began to explain a smoking lesson drawing on the experience of a smoker.

Personal and professional benefits of INSET

In the questionnaire Mr Khumalo indicated that he had benefited from INSET both personally and professionally. One of the ways he benefited from INSET was by learning to work with others. The training enabled him to work with others in his community to maintain a "clean environment" and provided him with the skills to be "more active in his own civic organisation". Working with others during the training provided Mr Khumalo with the skills he believes are necessary "for real life".

When asked about the LO learning outcomes he felt confident to teach them after having attended the training. Mr Khumalo chose the citizenship education learning outcome and explained that completing his Honours degree in human rights education had allowed him to read widely about citizenship education. He felt least confident to teach the recreation and physical well-being outcomes as he didn't really enjoy exercise or outdoor exercise. In terms of his teaching, the major obstacle prior to attending INSET was assessment. This had been overcome.

In terms of methodology, Mr Khumalo learnt to be more accommodating of his learners. He explained that he had become more open to their needs and accepting of their differences whatever they may be. He indicated to me, time and again, that this was a valuable aspect he gained from having attended INSET and was practiced time and again when teaching, more so when broaching sensitive topics in LO.

The first time I observed this was when learners were discussing hygiene. He challenged learners who felt that not shaving three times a week was being unhygienic. He asked

> "Does it mean you are not presentable if you don't shave three times a week?"
>
> "What if one is complying with a religious or cultural belief?"

Mr. Khumalo took the opportunity to encourage his learners to be tolerant of others' beliefs and practices and gave them examples of different religious customs and traditions like the Muslim male who is encouraged to grow a beard and therefore will not shave three times a week. This does not make him unhygienic.

The second time was in the Grade 11 lesson when discussing family relationships. A learner began to explain in his first language what irritated his parents. Learners began to complain and requested an English translation. Mr. Khumalo firmly reminded them

> "I tell you time and again, learners mix languages, we all understand. Do we have to exclude him because he speaks that way...No!"

Mr Khumalo dealt in a mature manner with a multitude of issues, including very sensitive ones, like sexuality, hygiene and sexual abuse, thereby providing his learners with the opportunity to openly discuss them.

From spending time in the school during observations, it was evident to me why the concept of accommodating others was encouraged by Mr Khumalo, since many of the learners are refugees in this country and he was trying to ensure that learners learn to be more tolerant of each others' differences.

Emergent Issues

When asked to identify emergent issues in the classroom that were not covered in the LO curriculum, Mr Khumalo indicated issues around pregnancy; diversity and cultural background; and accommodating others. Mr. Khumalo explained in the interview that an emergent issue not dealt with in the LO curriculum was how to broach the subject of sexuality within different cultural backgrounds and beliefs. It became evident that the actual issue for Mr. Khumalo was that of sensitivity around this particular subject matter. He recalled two incidents while teaching LO; once when a learner gave birth in the LO lesson and another when teaching a lesson on rape, having a learner burst into tears, because she had been a rape victim and he was unaware of it. For Mr Khumalo, being sensitive when raising points about a particular topic is crucial so as not to hurt learners. His belief is that by accommodating others, one is able to learn from them. In

his words "accommodating others does not only mean one is referring to the poor or disabled only".

This was an emergent issue in Mr Khumalo's classes as he was aware of his learners and their personal backgrounds, and selecting appropriate content and methods to teach. There were many instances where Mr Khumalo would be discussing certain issues and then hone in a particular learner by saying

"you will understand this" or "you experienced this so you understand".

This indicated to me that his learners have an open relationship with him where they feel comfortable expressing themselves and their problems. This was usually done in a very mature way so as not to embarrass learners or make them feel out of place. It was also an opportunity for Mr Khumalo to encourage his learners to be more tolerant and accepting of each others' experiences and backgrounds.

During the interview, Mr Khumalo explained how he remained aware of his learners' personal backgrounds. He stated that learners talk, they are open and in LO one always talks about life. He later also revealed that he as the LO educator, constantly liaised with the school counselor regarding learners' problems.

Professional development, growth and lifelong learning

From a professional development and growth perspective, Mr Khumalo felt motivated by the training as it enabled him to view LO as an interesting subject that shouldn't be taken for granted. His view of the management of the training was that it encouraged change in a dynamic society and the enhancement of personal growth with the most valuable aspect being the understanding of LO as something that happens every day in everything one does.

Mr Khumalo sees regular professional development courses as necessary because they help to improve teaching practices and approaches. For him interacting with other educators and sharing ideas with them is a means to see teaching from other angles. He made suggestions about how such sessions should be provided, for example by ensuring the facilitators are knowledgeable about the subject matter, thereby making training

programmes more accessible to educators from different backgrounds, beliefs and practices.

Another way, in which educators can develop professionally, according to Mr Khumalo, was by having their progress monitored by LO specialists. He views lifelong learning as "continuous research and having necessary inquisitiveness". He encourages lifelong learning by designing projects for learners to understand the importance of doing research.

During the interview, Mr Khumalo revealed that he had a passion to research interesting topics both professionally (for his lessons) and personally on issues that intrigued him. He showed disappointment at not having sufficient time to conduct his own research. His love of reading had also afforded him a desire to learn more. At the time of the interview, a few days before school holidays, he had ten books stacked on his desk that he intended to read during his break. He described his love of reading as the main resource of lifelong learning.

Reflection on attending the training

An interview with Mr Khumalo in 2008, after observing five lessons, allowed him to express his thoughts and personal feelings. Attending the training was a pleasant experience for Mr Khumalo especially because of the interaction with others. He commented on learning while working with others, which is part of "real life". He reiterated the need to revisit one's style of teaching, welcome learners by giving them a voice and showing them that they are "part of us".

Mr Khumalo's feelings about the training were summed up in the following, "I enjoyed the training". Interacting with others and learning about of LO and new concepts were just some of the things that he enjoyed. When asked about whether he felt the training impacted his teaching or whether it was who he was that impacted his teaching, he responded by saying both training and his personality made him the teacher he was.

When I asked him whether it was policy that drives LO or the educator, Mr Khumalo made some interesting comments. He found the learning outcomes vague, and emphasised the role of the educator and his/her input. His example of citizenship education being called democracy and civic education showed me how his thoughts about it made him rethink possible content related to that outcome. Mr Khumalo's response to whether the Grade 10 LO INSET provided him with the skills to teach beyond Grade 10 in the FET phase was positive. He felt that the Grade 10 training introduced teachers to generic aspects of the LO curriculum that could be used across the FET phase.

The use of Bloom's taxonomy, not only for assessment purposes, had consolidated for Mr Khumalo how the LO content progresses conceptually from Grade 10 through to Grade 12. He didn't attend any other large scale INSET programme after the Grade 10 INSET. He felt that the Grade 10 training equipped him with the necessary skills to teach the LO curriculum in the FET phase from grade 10 to 12.

Mr Khumalo's feelings as an adult learner attending the training were discussed. He attended the training voluntarily and he felt respected as a professional and for contributing to the process. The training was collaborative in every sense; group work and simulations were used frequently. This impacted on Mr Khumalo's ability to be an effective HOD as he learnt not to always tell others what to do, but to listen to them as well. Working with others has also made him aware of belief systems beyond his own. He attributed his critical awareness to his time at university which opened his mind. My impression of Mr Khumalo is of a self-directed empowered adult. The training has definitely nurtured this ideal.

Mr Khumalo's view of his learners reflects his view of the educator. He felt that learners have something to share, hence the learner learns from the teacher and the teacher learns from learners. "A teacher is a senior learner", he said, one who has skills of facilitation, setting activities and channeling the lesson.

Case Study 2- Kennedy Secondary School

Social Context

In the heart of one of Johannesburg's largest residential suburbs lies Kennedy Secondary School. Boasting large sports fields and spacious classrooms, the school can be described at first glance as well resourced. Kennedy Secondary school is made up of two three-storey buildings that provide a clear view of the school and its surroundings. Many articles have appeared in local papers about learners accidentally falling from the tall buildings. Some learners who attend Kennedy Secondary school come from residential suburbs in the surrounding area, but the bulk of the student intake is from local black townships. Many of these learners are bussed in or arrive in taxis and commute quite a distance on a daily basis to attend Kennedy Secondary School. One of the main reasons for them attending the school is that its fee structure makes it slightly more affordable than the other schools in the area. Kennedy Secondary school is one of six high schools in this suburb.

I was unsure what to expect when visiting this school as it had a reputation for high levels of drug abuse and gangsterism and was constantly in the limelight. On my first visit to the school during the lunch break I was met by the Head of Department (HOD) of Life Orientation (LO), who had attended the 2005 INSET for LO. She took the time to introduce me to the principal. Unfortunately the HOD did not teach any LO in the FET phase, but she introduced me to Mrs Puleng Mosibi who attended the training and taught LO in the FET phase.

While walking through the corridors and up the many flights of stairs with Mrs Mosibi, I felt intimidated by the learners who all seemed to stare at me, perhaps because I was an unfamiliar face accompanying a well-known educator who maintained good rapport with all the learners. Graffiti was plastered on most of the wall space, including the bathroom wall which was facing outwards. Doors and staircase rails were also decorated with graffiti. I had a bit of difficulty keeping up with Mrs Mosibi who was obviously an expert at running up the six flights of stairs to get to her classroom. I was so absorbed in the appearance of the school that I remained at least two steps behind and out of breath.

I didn't notice that learners were constantly greeting Mrs Mosibi while she remained vigilant of the learners including those who weren't nearby. As we turned a corner, a learner tried to run into the boys' toilet, which I didn't even notice. She called out for him to come out because she had noticed the eye-ring he was wearing, which she immediately confiscated.

After completing the marathon six flights of stairs to fetch her timetable, I was greeted by the most beautiful view of the northern suburbs of Johannesburg. There was so much to appreciate in that view, from the green hills and koppies, the beautiful parks in the area and the lush plants and trees in the distance, not to mention the many colourful rooftops of the homes.

Yet the atmosphere at Kennedy Secondary School appeared rather dreary and run down. The administrative area was quiet and reminded me of some of the state buildings that one visits to get an identity book or a drivers licence. It was only on the walk from the admin building to the classroom that there was fresh air and colourful views. Time spent in the staffroom on my first visit was interesting as I noted that teachers tended to group together around separate tables, the male teachers on one side of the room and the females on the other.

Not all the teachers came to the staffroom, but it was evident that many of them were very young. As I sat with the HOD, she chatted about her studies at university and her passion for teaching while we waited for other LO teachers, to arrive. Every visit after that took me through the same admin building before I got to the third floor to take in the beautiful view even on the smoggy days. After the first few visits to the school, I had become a familiar face and was met with warm smiles and my presence there didn't appear to upset or threaten those I came into contact with.

Puleng Mosibi

Mrs Puleng Mosibi is a Life Orientation (LO) educator at Kennedy Secondary School. She holds a BA degree with majors in English and Business Economics. She has completed numerous short courses after receiving her degree and has acquired skills in other subjects as well. Mrs Mosibi is in the 30 – 40 years of age group and has been teaching for approximately nine years.

As mentioned earlier I was introduced to Mrs Mosibi by the HOD of LO. Mrs Mosibi was pleasant and open to hearing about my study. As she leaned over the table in the staff room with a baseball bat and ball in hand, clad in jeans and takkies, she eagerly took all the documents I had brought and then led the way up to her classroom to get a copy of her first timetable. This short meeting with Mrs Mosibi confirmed her energetic and vibrant nature. As we climbed up the many flights of stairs in a great hurry, Mrs Mosibi revealed that she suffered from arthritis in her knees. I asked her how she climbed up everyday, to which she just smiled and said "it keeps me fit". She then accompanied me back to the administrative building where she made a copy of her timetable and made sure I got a copy of all the different times and days. After having completed the paperwork, Mrs Mosibi walked me to my car. Every visit to Kennedy Secondary School, whether to conduct observations or to set up suitable appointments, Mrs Mosibi always escorted me I got to my car.

Our walks out of the school were usually full of conversations about life, learners, school and personal experiences. Her vibrant and sociable nature was reassuring to me as I felt safe and began to enjoy my visits to the school. Mrs Mosibi was constantly on the go with me in tow. Almost every visit to the school was turned into an adventure of some sort. On one visit to arrange a suitable meeting time she insisted I come and listen to some learners who were performing at the Valentine's Day concert. I went along at her insistence and listened, but more interesting to me was Mrs Mosibi's reaction and interaction with the girls. In the 15 minutes I was there, she encouraged the girls by standing up and swaying from side to side with them, smiling at them to reassure them, clapping and whistling for them and giving them a few tips when on stage. She had

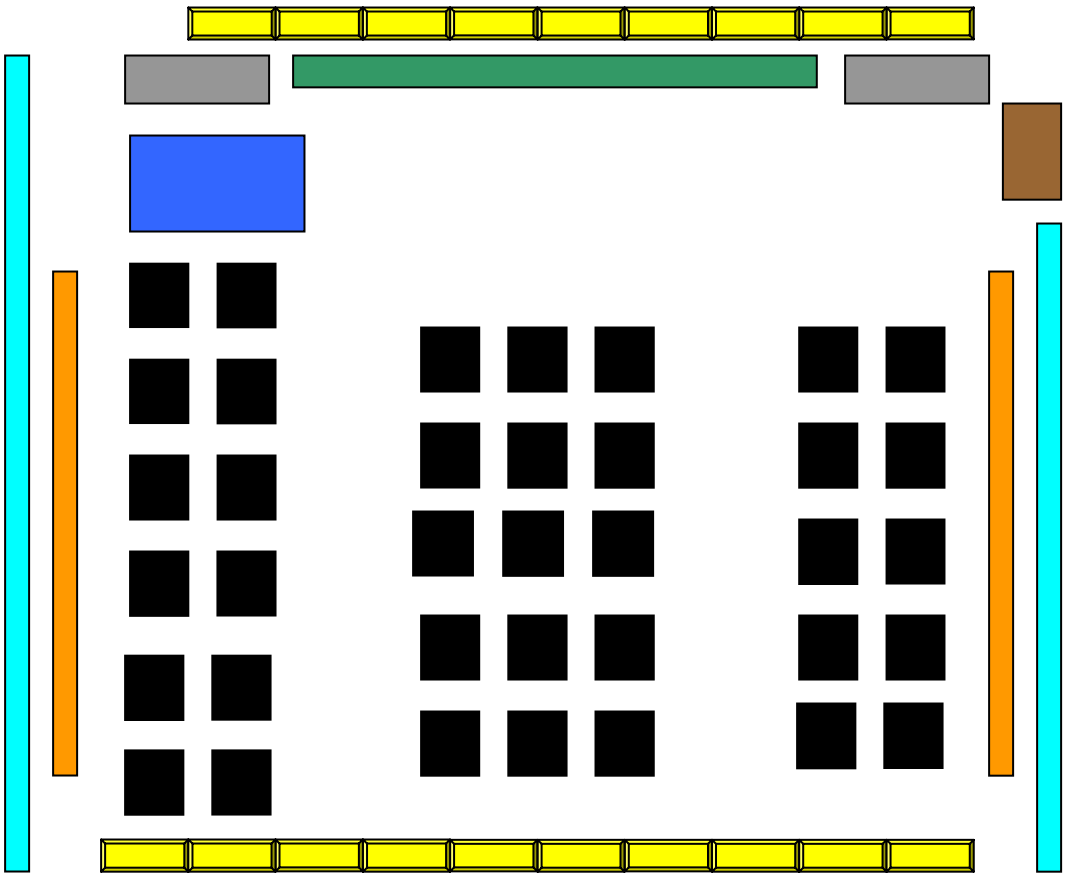
turned to me after they were done and asked "what do you think? They're good aren't they?" I agreed.

Another visit to the school to conduct an observation saw me tagging along to listen to the school choir during the lunch break. Here too Mrs Mosibi got involved and moved around the group encouraging and coaching them. To me it seemed as if she was orchestrating the entire performance, with the learners apparently comfortable and at ease with her. She later explained to me that the choir usually only performed at school functions and not outside of school, but if they did have the opportunity to show off their talent outside, she would be there to support them.

On my arrival at the school to make an appointment for the interview, I walked into a loud, noisy and bustling administration block as the learners were being entertained by a live show from Asia in the school hall situated to the left of the secretaries' office. The music was very loud and I couldn't hear myself or Mrs Mosibi. She met me at the gate and told me about the show, but she looked pale and distraught, not her usual self. She then revealed to me that she had lost her aunt who had been ill and needed to make funeral arrangements. After consoling her for a few minutes, she insisted I watch the last few scenes from the show. She led the way to the school hall where we both clapped and cheered along with the learners to the beat of the music, almost forgetting for a while the tragedy she was facing. It amazed me how emotionally strong she was considering her loss and responsibilities.

My observations of Mrs Mosibi teaching LO took place in grade 10, 11 and 12. The grade 10 and 12 lessons were focused on careers, while grade 11 lessons were centred on personal wellbeing. My initial observations of grade 10 lessons in late October 2007 were held on the sports field where she cheered learners on the sports field while assessing their bat handling skills. As mentioned previously her classroom was on the third floor of the school building providing a scenic view. Her classroom consisted of 37 desks and chairs arranged in pairs along two sides of the room and in rows of three down the centre of the class, all facing the chalkboard. The following diagram shows the arrangement of the classroom.

Classroom Plan and Seating Arrangement- Kennedy Secondary School



KEY

- Heater
- Learners' tables
- Posters
- Chalkboard
- Teachers table
- Door
- Cupboard/Bookshelf
- Windows

Her table, usually full of books and paperwork, was in the left front corner in line with the door. There were north and south facing windows in the class, creating lots of light. The walls were hung with posters arranged in no particular order. The life orientation posters included the bill of rights, different cultures in SA, career advice, HIV/AIDS, labour issues and teenagers. One section of the wall was dedicated to proverbs or famous sayings. On half the back wall, I saw the sectoral, education and training authority (SETA) details provided for learners particularly in grades 11 and 12. These were always being used by learners at the end of lessons as they provided important contact details for the different career paths learners were interested in.

In a lesson on career choices with grade 12 learners, Mrs Mosibi showed her ability at keeping herself and her learners informed of current trends in the world of work, as she told them to take note of the many call-centre vacancies in the papers. Her lesson covered a multitude of issues from money-making to top performing corporate companies as well as encouraging her learners to pursue careers that are usually belittled. She encouraged learners to "apply to study nursing and education" and ignore the stereotyping of these professions. She incorporated current news headlines at the time, namely "retrenchment of mineworkers due to load-shedding" to illustrate issues in the world of work. The role of women in the workplace was also drawn upon, with attention given to Hillary Clinton's presidential campaign, and the likes of Winnie Mandela in the political arena. Mrs Mosibi went further by encouraging learners to seek employment where they find it. She said

> " if you find yourself in a situation of unemployment, don't stay in one place, there are many job vacancies in Mpumalanga, Limpopo and Natal. You can always return to Johannesburg after a while".

Her lesson went further to highlight to learners the effects of unemployment both physical and emotionally, and also the financial repercussions. while she was addressing the homework activities and answering learners' questions, she kept referring to the textbook throughout the lesson.

Mrs Mosibi in the classroom was not very different from Mrs Mosibi outside it. This was revealed in the interview when she said "I'm able to give learners the space to talk to me". During the observations it also became clear to me that she was very aware of her learners and their personal issues. In one lesson she had noticed a learner and asked "how do you feel today, what's wrong? Will you come to me privately?" Mrs Mosibi said that she was always aware of learners; she was always watching them, even during break, while on duty. If she noticed anything unusual she encouraged her learners to talk to her, be it a problem at home, family or personal, not just in the classroom.

Learners in her lessons also tended to mirror her positive attitude and mindset. Sensitive issues were dealt with in a respectful and responsible manner, not demeaning anyone. Mrs Mosibi's openness regarding her own experiences enabled learners to share their views openly as well.

When discussing privacy and family relations with grade 11 learners, the topic of circumcision was touched upon as some African cultures protect the privacy of those who have been circumcised. Learners were asked to share their thoughts, but were also reminded that

> "it's fine if you don't want to disclose it"
> "it's private".

Mrs Mosibi didn't shy away from the topic but shared her knowledge of different religious practices regarding the topic of circumcision. The following lesson on personal wellbeing was observed where these issues were discussed.

Name of School:	Kennedy Secondary School	Date: 27 February 2008
Lesson time begins:	11:15 a.m	Lesson: LO grade 11
Topic:	Personal Well-being	

TEACHER-T	**LEARNER-L**	
11-15a.m	*Learners line up outside the classroom, along the corridors girls on the right boys on the left. Teacher allows learners into classroom. Learners take their seats very quietly.* *Lesson begins.*	**Teacher action**
	Teacher talk	
11:16a.m	Good Morning, thank you. Sit down. Take out your worksheets. There is nothing on the board for you.	*T gets L attention at the front of class, talks in a very relaxed tone, yet holding L attention.* *L take out worksheets and settle in.*
11:23a.m	Number 3, making your own decisions. Number 4, neatness, cleanliness organised you like that. Number 5…..Number 6. How do you feel about this, culture, religion? Yes L tell us. How do you feel today? What's wrong or will you come to me privately.	*T goes through all the questions and discusses the answers with L.* *L responds to question*
11:25 a.m	Yes in that culture, the women go for circumcision in Pedi culture. With women we have different groups, Ndebele and Tsonga, Pedi They have circumcision. The Zulu's don't. It's private. What do you do boys? L can you tell us? Do you remember there was a drama show on TV that showed that (circumcision). There was a debate, a Xhosa man said that it's against their culture, it was directed by a female, in SA we have that.	*T goes through the different African traditional cultures* *T reassures L that it is a sensitive topic that some might not want to talk about. T asks L about religious beliefs.*
11:28a.m	If you don't want to disclose, its fine. Tell you what in some cultures it is a secret. What about in different religions. Let's talk about religious beliefs. Today is Friday, the Catholics this time of the year during Lent people must sacrifice what they like most. Friday is when Lent starts some don't eat meat, its up to the individual. You do an introspection, and you sacrifice what you like most during Lent. Easter Sunday and Monday Catholic Church will go on a picnic. During Lent you don't celebrate your birthday, you don't have big functions. Try to be humble and parents don't shout.	*T moves on. Walks down the aisle and back* *T draws on her own experience to talk about religion when she finds learners reluctant to share their thoughts. stays at the front of class*

11:33a.m	Number seven- lets look at privacy. There is no privacy in my house, just yesterday my daughter took money out of my handbag that was on my bed to buy bread. Do your parents respect your privacy? When you come from the Ndebele culture, when you are circumcised as a boy you are then thought of as a man. Your family build you a special hut and buy you everything; clothes, bedroom suite etc. you now gain your privacy. With the Zulu's "umemono" if you celebrate it, it's similar to a 21st birthday. They buy a bedroom suite, give you money, whatever you want. You are now able to make your own decisions. The Xhosas with their hats and jackets and suits. The clothes you had before are given away and you get a new wardrobe, if you haven't been circumcised though then they discriminate as they feel that "you not a man". It differs from culture to culture.	*T waits for L to respond then gives examples.* *T goes through different traditional customs.*
11:40a.m	Lets look at number 8, relationship with parents. Comparing, some parents are brutal, some say so you think you are a queen, you've got an attitude, you think you clever, you dating, you've had sex. Okay, number 9. Let's talk about respect. Some learners say that hen their parents talk to them, they listen, but when they are quiet their parents suspect they up to something and when they answer their parents say they are disrespectful.	*T reads from text and allows learners to voice their opinions. Learners provide her with examples of parent's remarks. Learners talk.* *T listens as L gives opinions and express their views.*
11:45a.m	okay your lesson is over.	*Bell rings to signal end of lesson.*

In the interview, she remarked that "learners ask questions" and "parents don't talk to their children". That's where she feels that she is able to close the generation gap as her learners constantly ask her to "talk to their parents" on their behalf and make them understand.

Mrs Mosibi is also involved with the children in her community and says, "The kids relate more to me than their own parents". She doesn't see herself as a different person when out of school, where she is committed to improving the conditions in her community. When not involved in school activities Mrs Mosibi spends her time at church as an Anglican counselor. She also serves as a lay minister, who is certified to preach to a congregation, bury a person and marry people. She describes herself as a "spiritual person" whose social life is dominated by her involvement in the church as she emphasised its impact on spiritual growth. As a single parent to a teenage daughter she is constantly striving to improve her own skills so as to motivate and instill commitment to lifelong learning in her daughter and those around her.

Attendance of LO INSET 2005

Mrs Mosibi was selected to attend the LO INSET in 2005 by her HOD as she had shown interest in the subject of Life Orientation. She later indicated to me that she attended the training voluntarily and was not forced. If one was forced to attend, Mrs Mosibi expressed that "the training wouldn't be the same". Mrs Mosibi had made interesting comments during the interview that clearly indicated her commitment to attending the training

> "I'm doing it for nobody but myself".

Her advice to other teachers at the time of the training

> "it will affect you in the future,
> are you doing it for the principal or yourself?
> It can only benefit you".

For Mrs Mosibi, attending the LO INSET was an enjoyable experience as she found that actively participating as a learner was rewarding. Working in groups, gaining from others and discussing relevant issues were useful learning experiences. Her attendance of

the training provided her with insight into designing lesson plans, as she found that by planning lessons in groups and having to present them enabled her to commit to memory the underlying features of lesson plans and helped consolidate their purpose in the teaching process. She provided me with a few handouts during my observations (see appendix J).

Personal and Professional benefits of INSET

Mrs Mosibi stated that

> "I have gained knowledge and I am able to impart it to the learners, as well as the skills from the practicals".

Her active involvement in the practical activities, particularly those related to recreation and physical education have been beneficial to her teaching of LO. She also indicated that she felt quite confident teaching all four learning outcomes in Life Orientation, never shying away from sensitive topics, such as sexuality education. The interview interestingly revealed that in terms of benefiting her teaching, Mrs Mosibi felt that INSET

> "didn't really change her teaching".

She affirmed that knowledge was gained, but her teaching had remained much the same as before. She likened her teaching of LO to that of English teaching where her style of teaching hadn't changed. However, she emphasised the new teaching methods she used since attending INSET as being "discussions and group work".

When glancing through the notes made while observing Mrs Mosibi teaching, there were many instances where she "opened" topics up for discussion by asking her learners

> "how do you feel about this?"

Learners were given an opportunity to express their opinions as well as discuss different viewpoints. Interestingly she found many ways to get learners talking by bringing up relevant issues related to topics being discussed. For example, when discussing family relationships and the issue of privacy she made interesting links to circumcision

practices in certain cultures that require privacy. This really caught her learners' attention and got them talking and expressing their personal views.

These lessons also showed how open she was with learners about her personal life. She related an anecdote about her daughter taking money from her purse to buy bread as a way of highlighting the issue of no privacy in her home. The point about choosing careers wisely was illustrated by providing an example of a friend's experience of applying at two universities and her parents making choices she didn't agree with.

Mrs Mosibi's fluidity and the ease with which she guided her lessons showed her confidence in her ability to teach effectively, even when an outsider was sitting in on the lesson. Her ability to tap in and out of different issues that related to the lesson was impressive and well managed. She didn't lose sight of the outcomes or her learners' attention.

Emergent Issues

In the questionnaire, Mrs Mosibi identified 'parental involvement' as an emergent issue. Even though the question focused more on issues that emerge within the classroom, not necessarily in LO, I began to understand Mrs Mosibi's response

> "parents do not communicate with their children.
> Parents leave everything to the educator".

According to Mrs Mosibi the learners constantly express their inability to communicate effectively with their parents, who don't seem to understand them. It is usually when parents' day arrives that learners plead for her assistance, saying "talk to my parents".

While observing a lesson on career choices, Mrs Mosibi enquired of a learner what career she would like to pursue. The learner had identified 'forensics' as an area of interest but quickly added that her parents wanted her to become a doctor. Mrs Mosibi immediately encouraged her to talk to her parents but the learner didn't seem confident to do so, after which Mrs Mosibi offered to do so, on her behalf.

Another emergent issue that was evident to me from early in my visits to the school was the matter of teenage pregnancy. Even though I chose not to mention this issue during my initial visits, it was obvious that Kennedy Secondary school was experiencing an alarming number of teenage pregnancies. On my first few visits to the school, I noticed one or two learners with large bellies but ignored it, until sitting in on a lesson where a pregnant learner was present. I asked Mrs Mosibi about the extent of the problem in the school. She revealed to me that she had three learners who were pregnant at the time in her LO classes in grades 9 – 12. Mrs Mosibi also suspected that there was another learner who was pregnant and therefore not at school. Again the issue of parental involvement was highlighted. She showed me a letter she had received from a pregnant learner urging her to assist the student to tell her parents.

This issue of teenage pregnancy gave way to another issue the school seems to be challenged with teenage abortions. Many learners opt to abort their babies and then come to speak to Mrs Mosibi about their feelings. Abortion is not a topic that is dealt with in LO; however, Mrs Mosibi does speak to her learners about it. In the interview, Mrs Mosibi highlighted a particular camp, organized by a youth group that focused on abortions. She felt it was a good place for learners to get information. Pregnancy and abortion definitely appeared to be emergent issues when she commented

> "what do you do when they come to school pregnant,
> It's a real life situation".

She tries to provide as much assistance, guidance and counseling to her learners as possible.

She attributed her ability to deal with a multiplicity of issues to her attendance of various training courses like one on conflict resolution where she learnt to resolve, intervene and act as a mediator in difficult situations. Fortunately there were no violent incidents during my time at the school; however, it was clear to me from her rapport with learners that she could manage well in many different situations, both in and out of the classroom.

Professional development, growth and lifelong learning

Mrs Mosibi was definitely motivated by the LO training. She is open to learning new and exciting things. She found that the training encouraged change in a dynamic society and supported and maintained good social order.

Attending regular professional development courses is necessary and important in Mrs Mosibi's view as it empowers one. She suggested that such courses should be attended at least twice a year; however, with them being held in the school holidays, many teachers find it problematic to attend. Mrs Mosibi highlighted a particular integrated quality management systems (IQMS) training course that she found empowering. Often the staff of the school will indicate that they want to attend but only one or two actually end up going. The problem is that training is usually offered in the holidays or Saturdays which teachers find inconvenient, especially if they have young children at home.

Mrs Mosibi suggested that professional development/in-service training should address current issues in the school environment. As she stated

> "at the moment, drug abuse and violence [is] happening .....In schools, it's the real situation".

She also felt that teachers were losing control and sometimes felt helpless as they couldn't mete out corporal punishment to instill discipline. These training sessions should assist teachers to find solutions for current problems like the high rate of teenage pregnancy and issues around HIV and AIDS.

Educators can develop themselves professionally in other ways, according to Mrs Mosibi, by attending school based support teams (SBST) workshops held quarterly. She explained that the SBSTs are made up of educators from different schools and are open to anyone. These SBSTs enable teachers to network with other teachers and NGOs. She felt that LO teachers should belong to SBSTs as the workshops deal with the emotional, social and academic issues. Mrs Mosibi indicated that she would be attending the SBSTs training course in November 2008 on life skills and was keen on furthering her skills.

Mrs Mosibi sees herself as a lifelong learner who is committed to improving herself. Lifelong learning to her means

> "learning new things everyday…because of changes we need to learn so that we can accept that change".

As an educator Mrs Mosibi encourages lifelong learning by always studying herself. In this way she feels that she encourages her learners who will benefit and further themselves. A few interesting comments made by Mrs Mosibi highlighted her need to see her learners thrive.

> "times are not the same. Because I didn't have the opportunity doesn't mean I must deprive them"
>
> "I want learners to benefit, I'm doing it for learners".

The interview provided deeper insight into her commitment to lifelong learning. She had revealed very early on in our meetings that she was interested in pursuing studies for an Advanced Certificate in Education in Physical Education. At the time of this study she was registered as a part time Honours student at the University of Johannesburg, majoring in leadership and management. As she put it

> "I haven't stopped learning. If there is something [to learn] I'm engaged in that".

She had successfully completed her studies in technology to the extent she could apply for a technology post in schools. Mrs Mosibi expressed a need to complete a computer course and find the time to write the N+ and A+ examinations as she has completed these courses.

As a mother to a teenage daughter she said that she is continuously studying to motivate her daughter to study. Spiritually, she has grown and learnt because of her role as a counselor in the church. Once a month counselors are trained in different skills. At the time of the research she had just completed training on bereavement.

Reflection on attending the training

When reflecting on the LO INSET, Mrs Mosibi identified her experience as a memorable and enjoyable one. What sticks out in her mind is the opportunity she had to actively participate as a learner; she thoroughly enjoyed the physical activity and recreational activities that enabled her to learn while having fun. Being able to learn from others played a major role in Mrs Mosibi's impression of the training, as she highlighted the use of groupwork and discussion as a way of "gaining from each other". Lesson planning was very useful to Mrs Mosibi as she found that working on plans in a group and presenting lesson plans in front of others helped her to remember and understand its purpose.

She described the LO training as; "excellent, they were teaching us what to do in class [so that we will] be able to practice". Time spent with Mrs Mosibi showed that she exuded a strong sense of positivity and this in turn rubbed off on her learners and their manner when in her presence. When reflecting on her experience of the training her facial expression and description indicated that she was enthralled by it as it kept her constantly paying attention and "on her toes" as she displayed a need to get the most out of her time during training.

Asked about whether training during the school holidays was inconvenient for her, she simply stated that "I have no problem with it being in the holidays". Her ability to gain from this training and previous courses had not been overshadowed by losing out on her school holidays. Not being paid to attend or having others accompanying her did not distract her. Attending these training courses was beneficial to her and her ability to be an effective educator.

Attending the LO training for grade 10 provided Mrs Mosibi with the skills to teach LO beyond grade 10. She felt that her style of teaching remained very much the same; however her method of assisting her learners to reach the intended outcomes varied across the FET phase. The conceptual progression could easily be traced when I think back to her lessons, with the grade 10 lessons being much more basic and foundational while the grade 12 lessons always linked to the world beyond school.

When asked whether the training motivated her as an adult learner, Mrs Mosibi responded affirmatively. She also felt that it empowered her to go out and gain more knowledge; hence she is always looking for new challenges and interesting things to learn about,

"if there is something (to learn), I am engaged in it".

Her positive attitude towards learning and gaining knowledge indicated to me that she definitely is a self-directed, empowered adult who is immersed the field of learning. As she put it

"I am doing it for nobody but myself".

Case Study 3-Montglare High School

Social Context

Perched high up on the mountains in a residential area, Montglare High School provides views of the industrial giants hard at work to its right and of mansions and ordinary homes that surround it from below. A drive up a steep incline, past sports fields, netball and tennis courts delivers me to the doorstep of the large brown school building. As I reached the top on my first visit to the school I was completely taken by the magnificent view, but what really made an impression on me was the tiny koi pond, with green water lilies with a bench, and a large oak tree at the top of the incline that provided me with a view overlooking an industrial area in the distance. This was the first sight that greeted me not only on my first visit to the school but every subsequent one. The serenity of this sight always had a calming effect on me.

Unfortunately I was unable to gain any information about the school and its history as there was a degree of distance between the educator I observed and the rest of the school and its staff. While I waited in the corridors of the administrative area I took note of the many accolades the school had received, mostly sports related. The walls were decorated with black and white photographs of successful soccer and hockey teams in the 1970s and early 1980s. It was evident from this that the school had been a whites-only school during the Apartheid era. There were no photographs or accolades since the early 1990s and it seemed to me that everything had somehow come to a halt. At the time of the study the school boasted a large intake of mainly black learners from the surrounding areas and the townships, with a handful of learners from other racial backgrounds. The reason for this I could only attribute to its fee structure being more affordable than the affluent single sex schools down the road.

My initial visit to the school was quite different from previous visits to other schools as I was directed to Mrs Mjupe, the LO HOD's classroom and had to navigate my way there under the eyes of passing learners. I was visibly pregnant at the time, and felt like an intruder being stared at by everyone that passed me. The walk to her classroom was always eerie,I felt unsafe as I walked through a dingy, dark corridor before I finally

arrived. It was very different from the serenity I was greeted with outside the school. What was worse for me was that Mrs Mjupe, the head of LO,was never pleased to see me waiting for her even when we had made arrangements to meet.

My time spent at Montglare High school were neither memorable nor enjoyable, although it was interesting. I did not gain much insight about the school as Mrs Mjupe seemed removed from the daily operations of the school itself. I did have a few encounters with other members of staff who offered their assistance as I waited outside her classroom. The school secretary greeted me if she was at the window when I arrived, but I didn't make it beyond the window. Learners were not friendly and would often walk past me staring and not greeting me. Occasionally one or two would smile. I was intimidated at times especially when there were many learners moving around me; however I tried to keep my composure. In my time there I had learnt that the learners had performed poorly in examinations the previous year, but I was unable to ascertain the reasons for the high failure rate.

Martha Mjupe

Mrs Mjupe is the HOD of LO at Montglare High school and also serves as a career councillor. She holds a Bachelors degree, majoring in psychology and English. Always well dressed and well-groomed, Mrs Mjupe is between 30-40 years of age and has been teaching for more than ten years, teaching LO for six years. My initial meeting with Mrs Mjupe was rather unusual as we met prior to the study to discuss the research and the schools role in it. At this initial meeting she directed me to another teacher who she designated for observation. Unfortunately he hadn't attended the training, leaving me with the next best option of observing Mrs Mjupe. She did not seem very pleased with this plan but agreed reluctantly. This unwelcoming manner set the tone for the rest of my time at the school and was rather unnerving. However I wanted to get to know why things were the way they were.

We had spoken over the phone prior to her agreeing to participate. After a great deal of difficulty getting hold of her she finally agreed on an appropriate time for me to collect a

copy of her timetable. Mrs Mjupe misplaced the first copy of the questionnaire and attached documents I had given her which forced me to wait for her to respond to my questions. She had very little time to talk to me when I was at the school. I found myself at the end of every lesson reminding her to return the completed questionnaire while arranging the next observation.

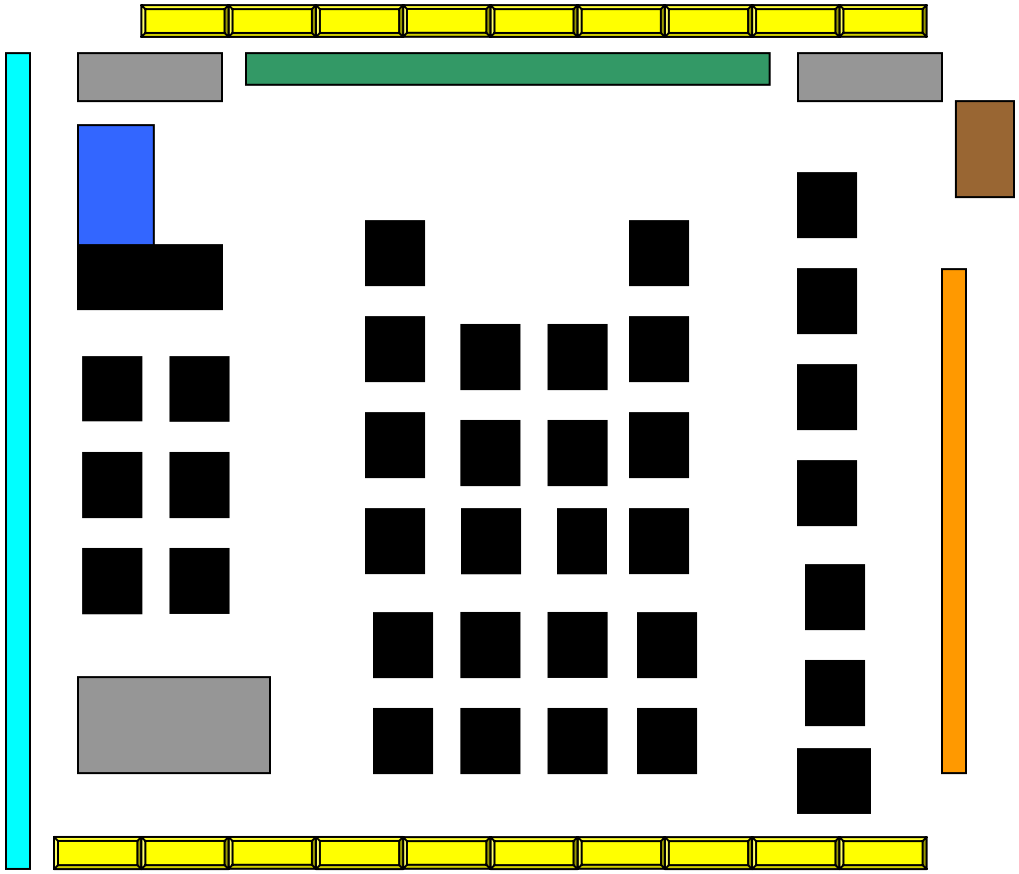
She had made it very clear from the first meeting that I should never visit on a Thursday as she had a full day in which she taught only the physical education and recreation outcomes outdoors and was always in a bad mood. This bad mood was evident not only on a Thursday but on most visits to the school. She was never happy to see me. I was usually met with a greeting from her like "oh you are here", or "you will have to wait outside".

This bad mood was later explained to me on one visit to the school. While I was observing a lesson Mrs Mjupe walked over to me as learners worked on their own. She said that I would often find her in a bad mood because she had too much to do at school and was very tired. I tried to console her by reminding her that the school holidays were not too far away and that seemed to work. She also revealed to me that she had only gotten to school at ten a.m that morning as she needed to get some sleep. Interestingly she said she slept from 3-5 pm every afternoon because she was exhausted when she got home.

I could only attribute this to teacher burn-out. Unfortunately her fatigue negatively impacted on other facets of her role in the school and on my study. Mrs Mjupe had distanced herself from other staff members and rarely visited the staffroom. She ate lunch in her classroom with another educator and rejected my suggestion of leaving the completed questionnaire with the secretary whom she "didn't trust". Her unreceptive attitude left me at a loss as she delayed returning the second copy of my questionnaire till the last day of school, with many questions unanswered. She claimed she did not have the time to give me an interview.

Mrs Mjupe's classroom consisted of 35 desks and chairs, and she taught between 10 and 35 learners at a time. In one grade 12 lesson I observed there were only 10 learners, 8 boys and 2 girls. The desks were arranged singly facing the chalkboard, sometimes they were in straight rows at other times they were curved in a semi circle. The window sill was used to hold files. There was an overhead projector screen next to the chalkboard on the left and a cabinet to the right. There were heaters on the right wall, part of the central heating system and a cupboard at the back of the class. Mrs Mjupe's table was in the front left corner facing the direction of the door, not the learners' desks. The posters on the walls addressed LO themes like religious education in SA, healthy eating, problem-solving, relationships, decision-making and diseases. There were physical education posters on rotation, elevation, target games, gender equality and fitness programmes. Other posters included one on drugs, another on punctuation and one which announced a 1950s-1960s exhibition at the Apartheid Museum. The following diagram shows the classroom arrangement.

Classroom Plan and Seating Arrangement- Montglare High School



KEY

Heater

Learners' tables

Posters

Chalkboard

Teachers table

Door

Cupboards/Bookshelf

Windows

Stylish and well dressed, Mrs Mjupe seemed to hold her learners' attention when in the classroom. It was evident that she captured her learners' attention with ease and fluidity as she conducted her lessons. Her experience as an educator was also apparent to me as she was able to direct her learners effectively through the content making links to real life situations. While observing a lesson on bullying, Mrs Mjupe made useful links between the text that was read and current issues in the news at the time as she picked up a copy of a newspaper that read;

> "schoolgirl gouges out boy's eye".

I was astonished at times at Mrs Mjupe's abruptness when dealing with certain issues. She was very open and frank with her learners especially about sexuality, and HIV and AIDS. She later explained that she did not want to scare them but wanted to be open with them so that they could discuss sensitive issues without shying away from the facts. Mrs Mjupe came across as a headstrong feminist who advocated women's rights, reminding the learners that;

> "this is the 2000s, not the 60s, women don't need men, they can buy their own houses and drive their own cars".
>
> "you not buying a woman to be your slave or doormat".

The following pages show what happened in a lesson on conflict resolution and problem solving conducted by Mrs Mjupe.

Name of School:	Montglare High School	Date: 27 February 2008
Lesson time begins:	11:50a.m	Lesson: LO grade 11
Topic:	Bullying	

TEACHER-T	LEARNER-L	Teacher action
11:50- 11:55a.m	*Learners wait outside the classroom until Mrs Mjupe allows them in.*	*T talks to L as they walk in. T gets her notes in order then starts the lesson.*
	Teacher talk	*T hands out textbooks and starts reading from it.*
11:55a.m	Did you write exams on Friday? Now we are doing conflict management and problem solving? Did you write the steps down? Take one and pass it on, turn to page 22. What is conflict... Let's say for example, you have a disagreement with friends. Your friends want to bunk and you don't want to, how do you resolve it? It's Friday and there is a bash at the local park, down the road from the school. What are you going to do?	*Asks question and waits for response then provides explanation. She moves around constantly in front and down the aisles. T waits for L to answer and listens to two responses.*
12:00p.m	Beat him up- why are you going do that?...to make him understand, don't you think that's bullying? Remember we agree to disagree, don't let other people force you to do what you don't want to do. Bullies always choose the weaker person. Some learners choose bigger learners as friends, so that they may have someone to protect them from being bullied by others….	*T listens to learners views on bullying and challenges them to think about what they are saying.* *T responds to a learner*
12:03p.m	you are expressing anger, this *(bullying)* is abuse, you can find yourself being arrested. Did you read the Sowetan newspaper the other day? There was a headline "Schoolgirl gouges out boy's eye". If you have a problem, solve the problem. look at the seven steps to deal with a bully. If you have a problem with your girlfriend don't just go beat the person up. If you have a problem don't just go beat the person up. Ask yourself are you willing to stay with your problem or are you willing to compromise- till you get to the solution.	*T gives a dramatic explanation of the headline. T focuses on a chart on the wall.* *talking to all learners* *T directs comments mainly to the boys* *T starts reading "common conflicts". T talks about conflicts with parents.*
12:08p.m	I know this is happening, you want to go to a party but your parents say no, what do you do? Is a waste of time? You already know your	*T stresses this point and adopts a serious tone with L*

	punishment if you do go. You will be grounded or maybe you have a curfew, especially for the girls. Say that you come home at 3am don't you think that disrespectful? Did you solve the problem? You did enjoy yourself. I am going to underline (stress) this point. You always undermine/ overrule your parents ruling, (you) not willing to compromise. One day you're going to be parents. Ok dating and romantic relationships. I don't encourage romantic relationships right now; you don't know what you are doing. You should be playing soccer outside (*directed to the boys*).	*T strays a bit to make her point* *T moves to Conflicts about relationship*
12:12p.m	you should complete high school and university and then start dating. Abstain from sex, if you don't you will have to bear the consequences, pregnancy, HIV. When we (girls) say no you (boys) say yes. Let's move on. Bullying comes in different ways. Like you said if a person won't come to a party you hit him. When you teasing a person, they won't do anything, to the extent that they will feel humiliated. If you continue (teasing them), you are hurting them. You didnt look at yourself. No one is perfect. I know its happening. If there is a fat girl at Montglare, not everyone has high self-esteem. You are unique, born alone, die alone. Bullies will look for someone who can stand ground and defend themselves.	*Learners look at each other smiling. T sides with the girls against boys.* *T talks in an abrupt manner to get her points across.*
12:17p.m	its time for you to stand up and tell them where to get off. If it happens again you tell me. It's not right to make someone feel worthless, don't humiliate or embarrass people. Don't take advantage. If you think you have muscles go to the gym. If it happens to you, you have the right to report it. "What to do if you are bullied" I want those being bullied to take this into consideration.	*T lets L knows that they must come to her for help. I gather that there is a bully in the class as I watch her body movements and her tone towards some of the boys.*
12:21p.m	"General guidelines for conflict resolution". Don't wait for too long before you express yourself. Don't be bought girls; don't fall for the beautiful rose after being bullied. Guys today it's your girlfriend tomorrow it's your wife; you have to be responsible enough. Breathe in and out, calm down. Compromise, say to yourself "I want to go to the party, be home by 11, I will mow the lawn, wash the dishes," Don't retaliate.	*T reads from textbook* *T continues to read from the textbook* *T continues to read out tips from textbook*
12:30p.m	Don't forget your PE clothes for Thursday, you will have 5 minutes to change.	*Bell rings, end of lesson*

Mrs Mjupe's ability as an educator was evident from her ability to juggle the many responsibilities that her job required, however it was overshadowed by the fact that she came across as unhappy in her environment. Because she could not give me an interview it was difficult to probe these issues further, and I had to rely on the limited responses to the questionnaire and the informal discussions we had in passing to ascertain the impact of the LO INSET on her teaching.

I know very little about Mrs Mjupe outside of school except that she is married and is a mother of two, a young adult son and an almost teenage daughter. She is involved in a rehabilitation centre in Vereeniging, south of Johannesburg, doing some form of therapy, and attends church regularly.

Attendance of LO INSET 2005

Mrs Mjupe indicated in the questionnaire that she attended the training because it was compulsory. She did not say who had insisted on her attending the course. She found that the content of the training was dealt with in a policy driven way. It seems that Mrs Mjupe misunderstood the concept of content organisation in the training as she stated that;

> "I don't see the difference. I still have to explain the content to the learners".

Watching her in the classroom proved interesting as I found she provided clear explanations of core concepts and issues. For example when discussing bullying she went through seven useful steps to deal with bullies explaining each one as she went along. Most of the time, however, I found that Mrs Mjupe was doing all the talking or explaining. I can barely recall hearing the learners' voices.

Mrs Mjupe works out of a set LO textbook and supplements it from other sources if necessary. During a grade 12 lesson on problem solving, learners were given a text on rock climbing to read and answer questions. At the end of the lesson I enquired where the text came from as it had no reference to the source, except a tiny snippet that read "chapter 1 Wellness: A way of life" (see appendix K). Mrs Mjupe then told me that she selects suitable LTSM's from the rehab centre she is involved in over weekends.

Personal and professional benefits of INSET

In response to the questions on personal and professional benefits, Mrs Mjupe indicated that personally she benefited from the training by participating in a rehabilitation centre and providing therapy there. Unfortunately she chose not to elaborate on the type of therapy or the exact benefit the training gave her. She was very clear when she stated that the training had enabled her to be "very objective about life". She also indicated that the training had allowed her to tackle issues of HIV and AIDS, which I can say, from having observed her, that she does successfully. She did not respond to questions in the questionnaire about the benefits of attending the LO INSET.

It was evident in the lesson on problem-solving that Mrs Mjupe encouraged her learners to be more objective about life by urging them to move away from stereotypical behaviour towards being open to adventure and new challenges. She told them in the lesson;

> "us black people we scared of water and snakes,.....have you been out camping?.....go walking with friends in the bush. This holiday go out there! Don't just stay in Joburg".

She also used this lesson to reminisce with learners about their experiences at a camp where they took part in physical challenges and had fun doing so. In a short space of time Mrs Mjupe had got her learners excited and believing that they were able to overcome any challenge.

In terms of her confidence in teaching the LO outcomes Mrs Mjupe felt most confident to teach personal wellbeing, citizenship education and career and career choices. Although she didn't indicate that she was less confident to teach recreation and physical wellbeing, she definitely indicated to me the hindrance Thursdays were for her as she spent the day outdoors doing physical activities which left her in a bad mood.

Emergent issues

When asked to identify emergent issues in the classroom not covered in the curriculum, Mrs Mjupe stated that there were none. However having sat in on some of her lessons I believe there were very salient issues at play, unrelated to the curriculum, that stood out to me at times. Learners were very silent in this classroom where their opinions and views mattered most. I remain unsure as to why this was the case.

When issues around gender equality were being discussed the male learners chose not to explain or defend themselves but instead sat back and allowed Mrs Mjupe to have her say. The male learners made up the majority in the classes I observed and I initially thought that perhaps Mrs Mjupe wanted to lend the girls support by defending them and giving them some leverage against the many boys. This idea disappeared as I got the impression that the boys chose not to go against a head-strong Mrs Mjupe.

Sexuality issues were always being brought into the lesson, but it seemed to me that Mrs Mjupe addressed the boys on the issues of teenage pregnancies and the responsibilities of being sexually active while the girls were constantly being sheltered from her comments. My limited time spent at the school didn't afford me with the opportunity to pick this up early enough to probe deeper by asking Mrs Mjupe about it. Without an interview it was impossible to comprehend Mrs Mjupe's attitude towards this emergent issue.

Professional development, growth and lifelong learning

Mrs Mjupe indicated that she felt motivated by LO training but neglected to provide reasons or explanations for her response. The bulk of the questions pertaining to professional development and growth in the questionnaire were unanswered by Mrs Mjupe. She left many gaps in understanding her thoughts and perceptions about professional development. When asked to suggest other ways LO educators could develop professionally she simply stated that '

> "They cannot stay being educators forever".

She had mentioned in one of our conversations that she felt by being an LO educator she had the skills to succeed beyond the school environment. She expressed her need to

move out of teaching into something more fulfilling. Lifelong learning to Mrs Mjupe meant "progression to another level", she provided an example of lifelong learning as getting ahead in life by moving out of teaching and psychotherapy. I did not understand her example of psychotherapy, however I assumed from the other example that Mrs Mjupe was not satisfied in her current situation and would definitely leave the teaching profession as soon as she could. She also indicated that she was not involved in lifelong learning nor did she encourage it as an educator. Her response remained unclear. I am unsure if she understood the question. I also gathered that she answered the questionnaire hastily so as to get it out of the way.

Reflection on attending the training

Due to her carelessness in responding to the questionnaire and Mrs Mjupe's negative attitude towards me, the opportunity for reflection on the training was not taken up. She indicated that she found the training manuals useful for her teaching, and described the training as "ok". Although she indicated in the questionnaire that she felt motivated by the training, her reluctance to give reasons or explanations left a lot said. When I collected the partially completed questionnaire, I noted that Mrs Mjupe had contradicted herself revealing in the questionnaire that she had learnt nothing from the training and still did things the way she always did. She said that after attending the training she continued to teach using the same style and methods as she always did. To put it in a nutshell, Mrs Mjupe found the training irrelevant. She said that; "the training had no impact on my teaching", as she handed me the questionnaire and got me out of her classroom as fast as possible.

Conclusion

The findings from the observations, questionnaires and interviews highlight the teachers' contexts and their personal principles and philosophies concerning LO, INSET, professional development and lifelong learning. These will be analysed compared and with reference to the theoretical framework and related literature that contributes to the following discussion in chapter 5.

Chapter 5: Discussion and conclusion

Introduction

The purpose of this chapter was to evaluate the impact of the 2005 LO INSET on educators teaching LO in the FET phase. This chapter attempts to answer the main and sub- research questions and to discuss the research results in the light of the literature reviewed in Chapter 2. The main research question posed in this study was: How did LO INSET in 2005 impact on educators' implementation of the NCS in the FET phase?
The sub-questions were:

1. How did the LO INSET presented in 2005 inform educators' practice?
2. How have educators' dealt with emerging issues not addressed in the training?

I felt that it was necessary to be aware of how the LO INSET informed teachers' practice and how educators' dealt with emerging issues not addressed in the training. It was for this reason that I chose illuminative evaluation as an approach for this study.

How has LO INSET informed educators practice?

Only two of the three educators who participated in the study indicated that the INSET informed their practice in the classroom. Mr Khumalo noted that the LO training influenced his assessment practices as he has always had a problem with conducting assessment prior to attending the training. I noted the multiple methods he adopted to assess learners continuously in class. Mr Khumalo assessed learners individually in one on one discussions, self-assessments, peer-assessments and group-work sessions.

At the time of attending the training Mr Khumalo held a junior teaching post at Bantigo High School, and his passion for LO saw him being selected as the HOD for LO. He displayed a calm and confident approach to the content and his learners. His believed LO was part and parcel of everyday life and fundamental to successful living. He instilled the principles of LO while teaching. One of the valuable aspects Mr Khumalo stressed was tolerance. He reminded learners of the importance of being tolerant in each of the

lessons I observed, especially with respect to their diverse cultural practices, beliefs and languages. Having observed his interactions with learners and his teaching practices I found that he was familiar with the salient features of the LO curriculum and its implementation.

Mrs Mosibi's felt that the training increased her knowledge about LO and provided her with the skills to impart LO to her learners, with emphasis on the recreation and physical education outcomes. However she indicated in the interview that her teaching in the classroom is not very different to the way she taught prior to attending the INSET.

INSET afforded Mrs Mosibi the theoretical and practical skills necessary to teach LO. She approached sensitive issues head on in the lessons I observed while never offending learners. Learners assumed a relaxed demeanor with her and yet were respectful. She afforded every learner an opportunity to talk, sing, cry and confide in her. Mrs Mosibi highlighted group-work and discussions as an important benefit of participating in the INSET. I watched in awe as learners were given the opportunity to debate, disagree and discuss the topics and voice their views openly. Mrs Mosibi's teaching practices were not entirely shaped by the skills gained from INSET but drew on her personality and beliefs.

Mrs Mjupe's evasive attitude towards the study and her role in it made it difficult to understand how, if at all, the INSET informed her practice. She stated in response to the questionnaire that training had enabled her to be more "objective about life and helped her to tackle issues related to HIV and AIDS". Yet when I asked her if the training informed her practice, her response was, "the training did nothing for my teaching; I have always been teaching this way and will continue to [do so]". Her abrupt response contradicted the responses she had given in the questionnaire. During classroom observations I noted that the boys were often silenced. Their views and their gender were sharply criticized. Interestingly the boys did not defend themselves. I got the feeling that this was normal practice with her. She seemed undisturbed by my presence in her class and taught the few lessons I observed in a very hasty and authoritarian manner.

I believe that the LO INSET did inform Mrs Mjupe from a theoretical point of view. She was able to make sense of and implement the new curriculum, yet her practical implementation of it was haphazard at best.

The LO INSET appeared to provide an orientation to LO at the FET level to all three participants. Although the main objective of the LO INSET was to introduce the new LO curriculum to educators for implementation, it did have different benefits for each educator's practice. For Mr Khumalo the benefit of attending the INSET was understanding the different modes of assessment. Mrs Mosibi found that the LO INSET enhanced her subject knowledge of physical education and the role of group discussions and debates in the LO classroom while Mrs Mjupe found that it furnished her with LO subject knowledge and theory.

How did educators' deal with emerging issues not addressed in the training?
Illuminative evaluations seek to shed light on the issues at play within the context of the study in order to make sense of it. An INSET course like the one attended by the all three educators can not predict issues that may emerge in any particular LO classroom or context. Observing educators in their respective contexts gave me the opportunity to identify the emergent issues and the ways in which educators chose to deal with them.

Teaching at a school that is situated in the heart of Hillbrow, is home to many learners from beyond South Africa's borders, Mr Khumalo highlighted the emergent issue of diversity and cultural backgrounds. It was important to him to instill in learners a sense of acceptance and understanding of others and their differences. Learners were encouraged to respect each others' cultural beliefs and practices and their language differences by becoming more accommodating. Another emergent issue was that of pregnancy and teaching sexuality education in a manner that was not offensive to learners. Mr Khumalo was not afraid to teach sexuality but he did say that there were many other educators who were unable to broach the topic with learners. He believed that it needed to be taught in a responsible and mature manner.

An emergent issue highlighted by Mrs Mosibi was that of parental involvement in their childrens' education. She believed that she too often had to take on the role of both the educator and the parent. Parents did not communicate effectively with their children. Learners talked to her more freely than they did with their parents, confided in her and saw her as a vehicle to help them to get their parents to become more pro-active. An emergent issue for me while observing lessons was the many pregnant learners in class. Mrs Mosibi told me that teenage pregnancy was on the increase and there was nothing she could do to prevent it, apart from educate learners on sexuality. She told me that many of the learners came to her and seek her assistance in breaking the news of their pregnancy to their parents. A second emergent issue was that of bullying and fighting amongst learners. Mrs Mosibi attempted to resolve conflict by acting as a mediator. Mrs Mosibi attributed her conflict resolution skills and communication skills to training programmes other that LO INSET that she attended over the years.

Another emerging issue I noted was that of the high failure rates at Montglare High school and this was a concern of Mrs Mjupe's from the outset of the study. There were two occasions when Mrs Mjupe left her classroom to attend to other problems that were not discussed with me. Often I got the impression from Mrs Mjupe that there was too much to do and not enough time.

Looking across all three educators in their schools it is obvious that each faced different emergent issues and had different ways of handling them. The way each managed to overcome emergent issues and deal with them was at least partly dependant on the skills gained or learnt beyond the LO INSET.

How did LO INSET in 2005 impact on educators' implementation of the NCS in the FET phase?

This was the question I asked at the outset of this study. After having discussed the above two questions it is evident that the success of a training course of this nature lies heavily on the person attending. I will answer this question by reflecting on the theory and literature discussed in chapter two.

Reflections on the theory and literature discussed in chapter two

From a theoretical perspective, the principles of adult education highlight factors which impact on educators' ability to implement the new curriculum. Firstly both Mr Khumalo and Mrs Mosibi indicated that they attended the LO INSET on a voluntary basis and were not compelled to do so. Brookfield (1985) highlighted this as an essential principle of adult education. Mrs Mjupe made it very clear that she had no choice but to attend, as she said it was "compulsory"

The principle of collaborative enterprise was practiced and encouraged during training and implemented by Mr Khumalo and Mrs Mosibi. Mrs Mjupe stated that she learnt about group-work and discussions and their role in the LO classroom after having engaged in these activities during INSET. All three teachers used activities that encourage collaborative effort among learners.

Brookfield's (1985) principles of adult education were upheld in the LO INSET as Mr Khumalo and Mrs Mosibi indicated. The INSET encouraged respect for self-worth, and a continual process of activity and reflection on activity. This was also clear from my analysis of the LO training manual, which encouraged all of the above in its many collaborative activities. In that way it can be said that INSET did foster a spirit of critical reflection which is embedded in the South African curriculum.

Linked to this is Beder's (1991) first principle of adult education as facilitating change in a dynamic society, as educators from different cultural backgrounds, beliefs and attitudes came together to share with and learn from one another. Beder (1991: 39) also mentions adult education as promoting productivity, which the LO INSET did seek to do from a professional development point of view as this was meant to "enhance individual performance and to increase organisational/institutional effectiveness". It was after attending the LO INSET that Mr Khumalo received the HOD position and Mrs Mosibi began teaching LO in the FET phase. Both Mr Khumalo and Mrs Mosibi indicated that they felt enhanced personal growth after having attended the training.

Professional development, growth and lifelong learning

The five principles identified by Little (1993) for judging professional developmental policies and practices were all relevant to the educators. *Transformation* is most pertinent to this study as the LO INSET programme was firstly meant to introduce a change from old to new curriculum policy. It also introduced educators to a more integrated approach to teaching and learning. The notion of transformation encouraging integration implies that if educators want to implement the curriculum they must adapt their pedagogical practices. Therefore one cannot think of transformation in education as separate from pedagogy. All three educators understood the role of integration in their lessons. Even though the LO INSET focused on introducing the new curriculum, it also encouraged change in pedagogical practices of the educators. The training manual made an effort to address the classroom practices that educators would have to implement in teaching LO. Four of the fifteen units were dedicated to classroom practice, with a total of 13 hours allocated to it.

INSET also emphasised the principle of *equity*. From observing Mr Khumalo's and Mrs Mosibi's lessons, I found that the LO INSET afforded them with the skills to uphold this principle. I didn't note equity being upheld in Mrs Mjupe's lessons, particular in her critical remarks to the male learners.

Assessment was an obstacle for Mr Khumalo prior to the LO INSET. He found that the training addressed his insecurities about assessment, its role and provided many examples of methods. The *social organisation* was evident in both Mr. Khumalo's and Mrs Mosibi's schools. Mr. Khumalo took up the LO HOD post and Mrs Mosibi began teaching LO across the FET phase. Mrs Mjupe found her job far too demanding and I doubt she found the time to encourage professional development as an HOD, unless it was compulsory to attend. The *change in professionalisation* of teaching was evident in the networking of teachers in Bantigo Park and Kennedy Secondary. Mr. Khumalo provided support to the other LO teachers by assisting them with their work schedules and developing assessment for LO in both the GET and FET phases. Mrs Mosibi gets support from the LO HOD and is not challenged by changes in professionalisation as she

continues to improve her skills by attending relevant courses. The demands on Mrs Mjupe as the LO HOD seem to be taxing on her and that is perhaps why she feels less motivated to attend professional development programmes.

From the above it can be said that the LO INSET did make a concerted effort to align the actual training of educators to the principles of transformation that the policy encourages. It could be argued that this was so because LO encourages some of the principles highlighted by Little (1993).

As mentioned earlier, professional development can only be successful if it is a "continuous process" as development does not take place in "isolated inputs" (Lessing and de Wit, 2007, 85). Mr Khumalo observed that for INSET courses to be more effective, teachers should be monitored by subject specialists who could advise and mentor them after training.

Both Mr Khumalo and Mrs Mosibi were committed to lifelong learning. Mr Khumalo felt the need to learn more and wanted to gain insight into other disciplines that interested him. He battled to find the time due to the pressures of his job and other commitments. Mrs Mosibi on the other hand was so committed to lifelong learning that she couldn't wait to complete her studies to pursue new ones. She was constantly studying to remain up to date and motivated and encouraged everyone in her company, be it personally or professionally. Mrs Mosibi's commitment to learning and self improvement enabled her to look beyond the many issues that usually affect the attendance of such programmes. I doubt that Mrs Mjupe found the time to attend further professional development courses as she seemed overloaded.

The findings of this study suggest that both Mr. Khumalo and Mrs Mosibi mostly fulfill the seven roles of an educator as described in chapter two. Mrs Mjupe however did not demonstrate the attributes of these roles.

I saw demonstrations of respect for learners; respect for the diversity for learners, facilitation and group discussion; a dialogical approach; attempts to make learning

relevant; problem posing; and encouraging awareness through critical reflection from both Mr Khumalo and Mrs Mosibi. All of these concepts were highlighted in Brookfield's (1986) critical perspective of adult education which clearly shows that his theory provided invaluable insight in assisting to gauge the impact of the LO INSET.

I saw some of the contrary in Mrs Mjupe's teaching. At times I found her modeling the principles of LO, but often her actions and opinions were contrary to the principles embedded in LO. Based on the evidence, LO and adult education have much in common, and the LO INSET had a supportive, enriching effect on two of the three educators who took part in the study. Hence Brookfield's (1986) theory is appropriate for evaluation professional development programmes like this particular INSET programme,

Reflections on the research design

Using an illuminative evaluation to understand the LO INSET enabled me to go beyond surface issues about the impact of the training on teachers practices in the classroom. Even though my experiences with Mrs Mjupe were limited, the insight I received from the other two teachers was remarkable. Illuminative evaluations are shaped by the instructional system and the learning milieu as set out by Parlett and Hamilton (1979). The instructional system in this regard consisted of the training manual, lesson plans, work schedules and the LTSM. The learning milieu focuses on the teaching style, experience, professional orientation and goals.

The instructional system of the LO INSET manual was analysed in chapter four showing the effort put into making it informative, engaging and a continuing reliable resource for educators even after the training. Looking at Mr Khumalo's lesson plans and work schedules it was evident that he not only attended the training but he put into practice what he was trained in. His lessons stipulate the learning outcomes and assessment standards, a plan of work and a conceptual progression. These are all featured in the LO manual which encouraged educators to develop lesson plans in that format.

Conclusion

My time spent in Mr Khumalo's and Mrs Mosibi's classes made me understand that training could not possibly prepare an educator for every type of classroom environment he/she might teach LO in. By this I mean the training did, to a certain extent prepare educators for the classroom from a theoretical perspective, however the specific dynamics at play within a classroom, including the learners, their experiences, beliefs and backgrounds and dealing with emergent issues, all influenced how the LO lessons would proceed. These could only be tackled according to the dynamics which existed or were developed, between the learner and teacher. An educator would have to be aware of and sympathetic to these issues in order to implement the content effectively. Although the intention of the INSET was mainly policy driven, it can be said that it influenced the pedagogical approach of the educators as they taught the different aspects of LO.

I believe that for educators to implement LO effectively they would not only have to develop professionally but they should also be committed to lifelong learning.

Suggestions for further research

Future research on the impact of INSET programmes could use the same illuminative evaluation design with more educators and more schools. The same design could be used to gauge the impact of INSET in other subject areas of the NCS. Future research should continue in the subject area of LO using different models of impact assessment to contribute to this new subject area.

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Appendices

APPENDIX A

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

Participant Information

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

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

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

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

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

Thank you for your time.
Zahira Shah

APPENDIX B

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

Institutional Consent Form

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

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

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

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

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

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

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

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

Signature of Participant School Principal/HOD Date

APPENDIX C

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries : Shadrack Phele (MRMSA)

Tel. no. : (011) 355 0285

2 October 2007

Ms Shah Zahira
[redacted]
Kensington
2094

Dear Ms Shah Zahira

PERMISSION TO CONDUCT RESEARCH

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

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

Degree : Master of Education

Name of university : University of the Witwatersrand

Participating schools are:

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

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

Wish you success in your academic pursuit.

Sincerely,

p.p. Shadrack Phele (MRMSA)
TOM WASPE
CHIEF INFORMATION OFFICER
Gauteng Department of Education

Office of the DDG:IS & KM (CIO)
Room 1807, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-1514/1507 Fax: (011) 355-0734/0833 E-mail: tomw@gpg.gov.za or elindam@gpg.gov.za

APPENDIX D

Wits School of Education

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

STUDENT NUMBER:
Protocol: 2007ECE103

Mrs. Zahira Shah

27-Sep-07

Dear Mrs Shah

Application for Ethics Clearance: Masters in Education

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

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

Recommendation:

Ethics clearance is granted

Yours sincerely

Maitsie Mabeta
Wits School of Education

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

APPENDIX I

Teacher ID Code-

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

Educator Questionnaire October 2007

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

Zahira Shah

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

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

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

_____

_____

b) What are your qualifications?

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

_____

_____

c) Please indicate which age category you are in?

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

□ 50-60 yrs

□ 60-70 yrs

d) How many years have you been teaching?

□ 0-4

□ 5-9

□ 10-14

□ 15-20

□ 20 years +

e) What were your major subjects?

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

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

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

2. INSET 2005- Life Orientation (LO)

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

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

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

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

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

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

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

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

□ Learning Outcome 1- Personal Wellbeing

□ Learning Outcome 2- Citizenship Education

□ Learning Outcome 3- Recreation and Physical Wellbeing

□ Learning Outcome 4- Careers and Career Choices

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

□ Learning Outcome 1- Personal Wellbeing

□ Learning Outcome 2- Citizenship Education

□ Learning Outcome 3- Recreation and Physical Wellbeing

□ Learning Outcome 4- Careers and Career Choices

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

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

□ Yes

□ No

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

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

3. Professional development and growth

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

□ Yes

□ No

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

□ facilitate change in a dynamic society

□ support and maintain the good social order

□ promote productivity; and

□ enhance personal growth.

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

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

□ Yes

□ No

Why? Please justify your answer by providing reasons.

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

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

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

h) What does lifelong learning mean to you?

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

Thank you very much for your time.

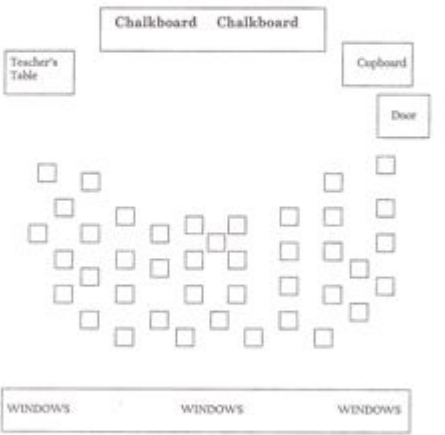
APPENDIX F

Appendix F

Classroom Plan and Seating Arrangement

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

E.g



APPENDIX G

Observation Sheet

Date
School
Theme/ Topic

Time
Grade

Time	Teachers words	Actions

APPENDIX II

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

Proposed Interview Schedule

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

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

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

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

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

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

APPENDIX 1

LIFE ORIENTATION GRADE 10 TERM 3 WEEK 2

Lesson Plan

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

LO 1: Career and [illegible]

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

Resources [illegible]

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

Introduction

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

Giving answers (Homework)

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

Activity 1

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

Activity 2 : Pairs

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

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

Activity 3 : Whole class discussion

[redacted] career choices

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

Activity 4 : Group work

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

Conclusion:

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

LIFE ORIENTATION

WOMEN

IN THE WORLD OF WORK

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

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

If South Africa is ever to reach improved economic efficiency and productivity, more women will have to start working. Women are often the poorest of the poor of our people and if they work to earn a living, the living standard of our people will raise and it will ultimately have an influence on their welfare and health and the crime rate. According to the Central Statistical Service 36 % of all women were working in 1990, while 43,6 % of women were working in the beginning of 1997. Although this figure reflects an increase of women in the labour market, there is still much room for improvement.

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

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

LIFE ORIENTATION GRADE 10 Term 3 WEEK 2

Lesson Plan

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

LO 4: Career and Career choices

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

Resources required:

1. Handout A: Self-awareness and Socio-economic factors in career choices.
2. Handout B: 'Stylin' it' – taken from Learner's Digest, issue 61, October 2007
3. chalkboard

Introduction

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

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

Body

Activity 1: Individual work and Pairs

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

Activity 2: Pairs

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

Activity 3: Whole class discussion

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

Activity 4: Individual work / Homework

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

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

Conclusion

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

Lovelife's UNCUT, ISSUE 61, October 2007

Stylin' it

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



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

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

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

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

PARENTS' INVOLVEMENT REGARDING THE LEARNING OF THEIR CHILDREN

The parents will be expected to do the following:

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

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

TERM 1

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

TERM 3

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

TERM 4

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

LTMS

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

TASK REQUIRED

1. **Two tests**: 2 cycle tests (terms 2 and 3)
2. **One practical assessment task**: Practical demonstration (field work (term 3)
3. **Two other tasks**: Design fitness programme, Research assignment (policy for fair sport practice), a survey ("ready to have sex" or "sex before marriage")
4. **Two external certificate tasks:**

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

APPENDIX J

Self-Esteem, Values & Goals

LEARNER PORTFOLIO ACTIVITIES



Activities:

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

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

(10)

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

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

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

(20)

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

(10)

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

(10)

Assessment Rubric:

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

Total: _____
50

RUBRIC FOR PAT 3: BALL HANDLING SKILLS [50]

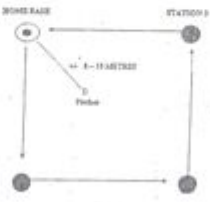
CRITERIA	INDICATOR	MARK ALLOCATION	POSSIBLE MARK	MARK OBTAINED
Batting Skills	Is the learner able to bat?	• Excellent (6-9) • Average (3-5) • Poor (0-2)	9	
Pitching Skills	Is the learner able to pitch the ball?	• Excellent (6-9) • Average (3-5) • Poor (0-2)	9	
Catching Skills	Are catching skills acceptable?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

PRACTICAL ASSESSMENT TASK 3: (1st) TERM

BALL HANDLING SKILLS IN ROUNDERS

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

ROUNDERS (Playground lay-out)



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

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

Volleyball

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





The serve

Underarm serve

The underarm serve is the most reliable and accurate serve.

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



Overarm serve

The second serve we will practise is the overarm serve.

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



Practice Time!

Now practise three serves a couple of times and see how many times your are on target.

The dig shot

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

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









The set shot

The shot puts the ball over the net in such a way that it can be 1 dowa into the opponents court for a hard-hitting shot called a spike.

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



Advanced skills

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

The spike

This is the attacking shot in volleyball. To be able to spike you must be able to jump above the net height and then coordinate a smooth arm action while in mid-air.

1. Run in with three steps and then jump vertically with a two-foot takeoff.
2. While a second serve action, swing with a firm, open hand. Hit the ball above net height, snapping your wrist over the top as the ball is powered downwards.





The block

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

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





Part Activity 8 A typical volleyball rally

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

Task 7 you can identify the different skills. Match the words from the box with the numbered drawing.



Now get some friends and practise. Once you have practised the skills have some fun with friends on the court.

Family relationships

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

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

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

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



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

LO1, Personal wellbeing, AO2

Activity 11 Family relationships

Discuss the following questions in a small group.

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

Family crises

Most families go through difficult patches and usually these bad times pass. But sometimes they cause permanent change. This can make you feel your secure base has gone. Bad value these reactions have on you:



Family relationships

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

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

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

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



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

Straight **Activity 12 Family relationships**

Discuss the following questions in a small group.

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

Family crises

Most families go through difficult patches and usually these bad times pass. But sometimes things cause permanent changes. Think how death and divorce can affect families and how they change.



Unit 4

Relationships and how they change

Different types of relationships

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

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

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







LO1: Personal well-being, AC1

Pair

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

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

Changing relationships

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











Pair

Activity 11 Changing relationships in your life

LO1: Personal well-being, AC2

Discuss the following with a partner.

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

APPENDIX K

Weighing Risks

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

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

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

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

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

PAUSE AND CONSIDER

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

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

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

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

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

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

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

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

DECIDE AND REVIEW

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

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

WORKING WITH OTHERS

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

CONNECTING TO...

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

USING VOCABULARY

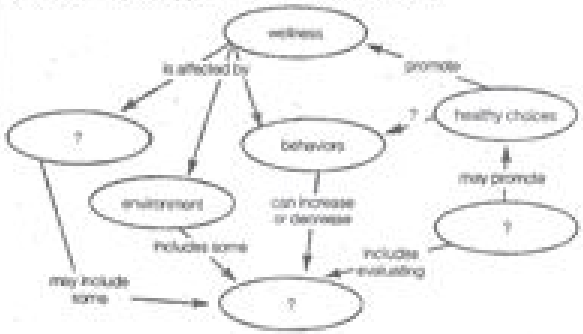
advertising	health	risk
chronic	health fraud	self-concept
consumer health	heredity	self-esteem
epidemiology	life expectancy	services
evaluate	peers	values
gender	quackery	wellness

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

__[1]__ is a state of being that encompasses physical, intellectual social, and emotional __[2]__. Wellness depends on many factors including healthy choices, environment, and __[3]__. The way yo see yourself can affect your personal health. A healthy __[4]__ ca help you develop a realistic attitude about achieving better healt By recognizing your own __[5]__ and by assessing the __[6]__ involved with all activities, you can hope to live a long, healthy life. In fact, the __[7]__ of a person living in the 1900s has greatly increased since the turn of the century, due to better health practices, better living conditions, and medical advances. Another important area of concern for maintaining a healthy life is to be wary of __[8]__ that may promote health products that may be "to good to be true." A wise health consumer will __[9]__ the risks involved with using a product.

CONCEPT MAPPING

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



APPENDIX I.

Date : 12 June 2008

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

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

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

T (I've got this manual)

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

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

R. Right I asked you to name the benefits that the training gave to your teaching, so How it benefited you personally as an educator? I understand that answer and that it's really nice. You didn't answer the question about, How it enhanced your teaching?

I know that personally you feel that it enriched your knowledge and gave you a better understanding of what was going on, but for your teaching, I have watched your teaching but I did not watch you before you went for the training What do you think it has done for your teaching?

T Do you think it has changed your teaching or.....

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

Life orientation in my English teaching

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

T Yes, it did.

R. (okay that all was understood)

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

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

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

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

T Recently we went for that course course.

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

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

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

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

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

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

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

R. Oh okay already

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

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

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

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

R Lets talk about the training, I know that it was got to specific but do you feel that it's given you the skills or the knowledge to handle to understand and implement even after got it?

T Yes.

R Did it give you that?

T Yes it did.

R The whole idea of progression and from got it like progress, do you feel that it's done that for you? Because I know that after goos there was no in goos it was not such a big training like this, then I think training was to always the goos it. So what I want to know is do you think that after having attended the training it kind of puts that bar to motivate for you to still be able to train goos and is without having goos to another big intensive training like this?

T The fortunate part I went to all those trainings.

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

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

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

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

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

R. You know what it felt like.

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

R. Also to understand.

T Understanding what is needed from you.

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

T Say you being forced to go.

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

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

T No I did not mind that, that's the fortunate part about me. It was two trainings that I was supposed to attend: The 5th and the 6th for grd 8 and 9 and in the same July holidays I had to go for another training so I had 1 week holiday.

R Because of the 3 weeks.

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

R Yes of course.

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

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

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

T Yes it did.

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

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

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

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

R. So you think that teachers should be attending?

T Yes they need to.

R. How often? So you think they should go once a year, once in

T Maybe twice a year.

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

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

R. Some teachers wait for their school holidays.

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

R But you think it's necessary?

T Yes it's necessary even now for the workshops for 10hrs it said we needed to be empowered and there was a list of things that they said we needed. Yet when we discussed what we needed last year, but now they implementing them, teachers are not going. I remember one for the conflict resolution with the whole staff and yet but no teachers from this school went. The next workshop, the whole staff said we wanted to go but only one teacher went with me only. The only thing that they were interested in was the computer. Most of the teachers went for that but the whole staff said it wanted to go but not everybody was there, only a majority. Some didn't go because it was a saturday.

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

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

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

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

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

T Give us solutions to use.

R To deal with current problems and situations

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

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

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

T Not even 10 years, 2 years time

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

T This is what is happening.

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

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

R. Who attends the workshop?

T Anyone who is part of the SBST comunity

R. Is it only from 1 school?

T Different schools

R From the cluster?

T Yes

R Teachers at the same cluster networking

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

T. Other teachers networking?

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

R What's the time?

8:00 - 16:00

R It's a whole day.
T Yes.
R That is another way of professional development for educators.
T Yes it is another way of Professional development but as long as you teach Life orientation you should be in that Comm. Hte Community best deals with learners emotionally, physically and academically, we should be aware of those things that we teach.
R Okaure.
T I'm with that Coming, Hte community to Activate Ac we live on both sides.
R How do you ensure that you encourage Life long learning as an educator, I know I phrased it in different terms or everybody answered it the same way and you all said something about encouraging your learners, I want to know about you, how do you make sure you are a life long learner? And you committed to inspiring yourself?
You have told me about your attendance to other workshops and Tech meetings and you told me about doing your PGCE in ...
T There is going to be one already At the moment I'm registered at Univ. (UCT), left with one course for my Honours Leadership and management Course
R Good. What an accomplishment
T So the Activate part I am a bookworm
R You have not stopped?
T I haven't stopped learning. Everytime there is something new I engage in that Even if it is not Life orientation based for instance there is a 2 day training for Technology, I am attending and have a certificate and PGCE in Technology.
R It can help with your teaching.
T Even if I'm not teaching technology at the moment.
R It makes you also a viable candidate because there is somebody that can't

basic technology somewhere you know you can assist because of your qualification.

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

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

T No I have not stuck to those subjects only.

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

T Yes.

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

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

R. The second half of the year?

T Yes July till November.

R When do you attend lectures?

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

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

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

R It's who you are?

Even with technology, I passed it at and N1 even if I didn't write the exams but I did that course and achieved a certificate, to show I've done Networking and Computer technician. Yes my majors were English and Business studies but I'm not only involved in that I'm involved in the science department more than anything. The only thing I would like to do is

write the exams.

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

T It does get to me.

R You do a lot of paper work.

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

R How do you manage?

T I enjoy it. I'm happy. I can't deny, it only for myself but I want those learners to benefit and to go out there and remember me, and that I made a difference in their lives. What made me sad this year, I was [redacted] grd 12's and I was not familiar with the [redacted]. Actually for me, with the current grd 12's I taught them from grd 8.

R So you've seen them through?

T I know them and I want the best for them. Last year there were so many learners who got good results, but they are at home, those learners who got 70's and 80's because they didn't apply on time, no one encouraged them on what to do, they don't have money to go to universities, they were not informed well. I don't want to see this happening with these children. Even for the grd 11's I don't want it to happen. I want them to be informed and aware of what they are doing. I have no problem if they call me because I'm not doing it for me. Take a girl child to work, two of our learners got a bursary from the Human Rights commission, I organized them to go there and participate. Times are not the same, because I didn't have those opportunities doesn't mean, I must deprive the kids.

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

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

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

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

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

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

R In your own church community.

T I am a lay minister.

R So you can stand up and talk?

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

R Can you marry somebody?

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

R Does it happen on the weekends?

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

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

T Yes

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

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

R Your mind is ready to take it all in.

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

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

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

R Thank you Masibi.

T Thank you, it was a pleasure.

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Faculty of Humanities: Education Campus

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Ms Z Shah
6 Hawke
Kensington
2094

PERSON NUMBER 0006973M

22 October 2009

Dear Ms Shah

AWARD OF DEGREE

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

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

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

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

Please contact your supervisors for assistance with the corrections.

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

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

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

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

Yours sincerely

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

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

ASSESSOR'S REPORT

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

RECOMMENDATION

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

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

RESEARCH COMPETENCE OF THE CANDIDATE

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

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

Faculty of Humanities:Education

University of the Witwatersrand

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

Date: Thursday 17th September 2009

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

Mark: 62%

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

Description of report

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

Analysis of the research report

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

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

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

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

Bantigo High School,

Kennedy Secondary School and

Montglare High School,

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

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

Appraisal of the report

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

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

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

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

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

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

Corrections

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

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

Sarah Key