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Teachers' emotions towards assessment : what can be learned from taking the emotions seriously?

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Appendices to accompany Doctoral Thesis
Teachers' Emotions towards Assessment:
What can be learned from taking the emotions seriously?
by Carola Steinberg

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Appendix 1: Biographical and demographical data
Ethics Protocol Number: 2008 ECE 204

I asked each participating teacher to fill this in this form and bring to the focus group interviews. It provided me with background information about the teachers' overall feeling about their work, as well as with the social context they work in.

Information about yourself and your school

Please tell me about yourself

1. Name:

2. Gender:

3. Age:

4. Years of experience as a teacher:

5. Which subjects do you teach?

6. Do you enjoy teaching?
   Yes / No / Most of the time / Occasionally
   Why do you say so?

7. Would you recommend that your children become teachers? Yes / No
   Why do you say so?

8. What gives you the energy to continue teaching?

Please tell me about your school

9. What kind of school is it? (e.g. primary / secondary, racially diverse or not, well-resourced or not)

10. About how many children are in the school?

11. About how many children do you have in your classes?

12. What are the socio-economic backgrounds of the children and surrounding community? (e.g. parents are unemployed / employed but poor /middle class / professional / wealthy, children are orphaned / come from single parent / extended / nuclear families, etc.)

13. How would you describe the culture of the school? (e.g. is it authoritarian / strict / easy going; is it collaborative between teachers or individualistic, etc.)

These tables capture all the information that teachers wrote on the biographical forms asking for information about themselves (Table 1), their schools (Table 2) and their commitment to teaching (Table 3), which they filled in prior to the focus group interviews.

Table 1: Participating teachers in their focus groups

Group	Name	Gender	Age	Years of experience	Teaching Subjects
P Group	Theresa	Female	35	13	Accounting, EMS
	Lynn	Female	39	16	Maths, Mathematical Literacy, Computer Applications, Technology
	Charlotte	Female	49	23	English, Life Orientation, Maths
D group	Danielle	Female	49	27	English
	Vicky	Female	49/50	25	Maths
	Cheryl	Female	50	29	English, History
R Group	Cuvanya	Female	37	12	Life Science, Natural Science
	Perusha	Female	33	11	Business Studies, Economics, Accounting
	Josie	Female	23	5 months	Technology and Computer Literacy
S Group	Susanne	Female	53	23	Current: Afrikaans in Gr 9,10; Past: All subjects in Gr 3,4
	Sandy	Female	41	14	Visual Art
	Katarina	Female	54	18	Natural Science and Technology
K Group	Khumbula	Male	41	15	Arts and Culture, English First Additional Language
	Thobile	Female	47	22	Natural Science, Technology, Life Orientation
	Ntokozo	Female	39	7	Zulu, Social Science, EMS
M Group	Hlubi	Male	42	15	EMS, Home Language
	Mathoto	Female	38	10	Mathematics, Technology
	Joyce	Female	49	20	Language (SePedi), Arts and Culture
C Group	Celiwe	Female	32	8	English and Zulu

Table 2: The socio-economic status of the schools where the teachers worked

Group	Kind of school	Number in school	Number in classes	Socio-economic background	Culture of school
P Group: Theresa Charlotte Lynn	Secondary school, racially diverse, well resourced	1050 -1080	25 - 39	Extremely varied, we most certainly have all sorts. Very diverse, combination of all of the above. Mainly middle class.	- The leadership of the school is collaborative. The structure of the school is such that everyone has a role in the authority of the school. The Head is very forward thinking and she takes the staff with her in her thinking. - In certain aspects it is authoritarian and strict. As with any organization there are certain non-negotiables. - I think the staff would like to think they are collaborative, but in reality they are individualistic. I think time is a factor and it is easier just to get on with your own tasks.
D Group Danielle Vicky Cheryl	School 1: Secondary, racially diverse, relatively well resourced.	1100	25 - 35	All of the above - (e.g. parents are unemployed / employed but poor /middle class / professional / wealthy; children are orphaned / come from single parent / extended / nuclear families, etc.)	Prior to 2010: was easy-going, friendly collaborative, relaxed between teachers. But new headmaster in 2010: now chaotic, unfriendly, more subtly authoritarian and run on fear. Previously learner discipline was firm but now seems to be less so.
	School 2: Secondary, religious (i.e. private), not resourced	60	11-14	From unemployed, poor to wealthy	Easy going, community / family type feel, individualistic

Group	Kind of school	Number in school	Number in classes	Socio-economic background	Culture of school
R Group Cuvanya Perusha Josie	Secondary, racially diverse Secondary, racially diverse but majority is black. Fairly well-resourced, good sports fields, labs and classrooms.	About 1100 learners	About 35 learners	Mixed, i.e. all of the above. Some are professionals and recently affluent. Many are single-parent families or families with 1 / no breadwinners.	Strict – semi-authoritarian and semi-collaborative. Teachers help each other but we take our instructions from the principal and SMT.
S Group: Susanne Sandy Katarina	- It is a primary and secondary remedial school. - The school is divided in a Foundation phase grade 1 to 3, Intermediate phase grade 4 to 7 and then the High School.	500 - 620	16-20	- Quite a diversity, rich, poor, etc. - Racially diverse, sort of resourced, have unemployed and employed parents, but poor, middle class. Many children are orphaned or from single parent household, some are in nuclear families, i.e. liquorice allsorts. - Most of our learners have social problems: either language barriers or ADD, with parents divorced or single parents. Most parents are employed, but poor or middle class. Some of the learners are from homes: they have parents but parents can't provide for them or they abuse them. Lots of alcohol abuse. A few have nuclear families and they are very supportive.	- Authoritarian, strict, collaborative between teachers. No (or very little) insight or support from principal. - I would describe the culture of the school as individualistic authoritarian, but with some collaboration between teachers and between teachers and learners. - Racially we are diverse, 60 % black, 20 % white, 15% coloured, 5% Indian and the rest are Asian. More male than females: for every 20 students, only about 4 would be girls. There are many ADD and ADHD people; but ADD and ADHD girls tend to be passive and do not cause any problems in mainstream school so they just pass as below average or average students. The boys are very active and are classified as uncontrollable and have behaviour problems as well as learning problems. - The resources of the school are not enough and I think that a teacher never can have enough resources and helpful equipment, like technology and computers.

Group	Kind of school	Number in school	Number in classes	Socio-economic background	Culture of school
K Group Khumbula Ntokozo Thobile	Primary school, racially diverse, shortage of resources. Primary school, serving a black community, not well resourced.	About 850, 179 in grade 7	57 learners per class in grade 7	- The socio-economic background of our learners is quite poor. Parents are unemployed; some learners are orphaned due to HIV. Some are extremely poor. - Employed but poor, single parent families, extended families - We have a mixture of poor and middle class community. Most children come from the old locations, while others come from the squatter camp nearby.	In my phase it is collaborative between colleagues. We always discuss our learners, their performance in different learning areas. It is mostly easy-going, but not ruling out an element of authoritarian culture in certain instances. Again, when it comes to teachers, there is good collaboration and some individualistic brilliance is accepted and upheld.
M Group Hlubi Mathoto Joyce	Public primary school, which caters for all races but is primarily black. Not a well-resourced school, as it has prefabricated classrooms and offices, made of containers.	1485 in, grades 0-7	50 - 53	Most parents are unemployed and illiterate, depending on social welfare (grant) money. All families are poor, some employed, others with no income. Some learners come from single parents or are under care of a guardian because orphaned through HIV/AIDS and surrounding diseases. They come from shacks. We have different cultures in our school, e.g. SePedi, Zulu, Xhosa, Coloured, Shangaan, etc.	Our culture in this school is a collaborative kind of leadership where communication is good (and sometimes lacking because of many commitments) and hardworking, however transparency sometimes is difficult. The school is very accommodative to every situation and teachers can handle any problem they come across. Sometimes the school is strict so as to discipline unruly learners to show them the ways of behaving good. Teachers are very dedicated as they are willing to show learners that it does not matter where they come from, they can still make it in life.
C Group Celiwe	Secondary school which has a lack of resources	1200	60-70	It is a no-fee school. Parents are unemployed, high rate of illiteracy, children are orphaned and most of them are heading families.	We've had a very authoritarian principal who was also corrupt. His management style was very bad. (He stole the schools' annual money and ended up in hospital when older learners beat him up.)

Table 3: Participating teachers' commitment to the task of teaching

Name	Do you enjoy teaching?	Would you recommend that your children become teachers?	What gives you the energy to continue teaching?
Charlotte	Most of the time	No	No more energy, have resigned. (But she moved to another school and was teaching happily a year later.)
Lynn	Yes. I love the interaction with the learners.	Yes. It is extremely rewarding and fulfilling.	Motivation from learners, ever- changing environment.
Theresa	Yes. I feel I do make a difference and that is very rewarding.	Yes. It is a rewarding and fulfilling career and essential to the future success of our country.	The number of learners who return and thank you for making a difference in their lives. (You only need one or two positive affirmations to make it worthwhile.)
Danielle	Most of the time. I enjoy the actual teaching of pupils, most of the time, but not the insane demands of the GDE such as paper work, etc.	Yes. It's a rewarding profession and there is job security. I do have reservations, though, about salary and the non-teaching demands of the job, in the modern world.	The positive interactions with pupils and colleagues.
Cheryl	Most of the time. Have not had a break in 29 years – I am tired.	Yes, but to think about it very carefully as the salaries are low.	Need the salary.
Vicky	Most of the time. Certain aspects of the job. I enjoy being in the classroom. I do not enjoy the admin / break duty, extra murals / register class / invigilation, etc., etc., ad nauseum.	Only maths or science. Less marking and always in demand.	The school holidays. And the fact that I don't know any other way of life and have accepted that exhaustion is just part of the life.
Perusha	Yes. Contact with learners. Ability to influence them.	No. Lack of parental involvement!	The love of the job.
Cuvanya	Most of the time. I do like interacting with most of the learners. However, the paperwork and record-keeping is too time-consuming and often unnecessary; it gets in the way of the teaching.	No. It is not a profession that pays well. The learners are getting more undisciplined as the years go by and I do not want to subject my son to that kind of abuse.	I need the money! But I also anticipate new developments in education. I feel that if I am given a job to do, then I will not rest until I do it and I do it properly. So that's my energy.
Josie	Yes. I feel it is a rewarding job and I get great satisfaction out of enriching children.	Yes.	The children that are enthusiastic are the one's that make progress due to your influence.

Name	Do you enjoy teaching?	Would you recommend that your children become teachers?	What gives you the energy to continue teaching?
Sandy	Most of the time. I enjoy working with the children. Admin is a problem, as well as management.	Yes. Right subjects are in demand. Will have to work on salaries if they want to keep teachers.	I love the subject. Working with smaller groups. Have to earn a salary.
Susanne	No. Teachers don't get enough recognition. Too much admin. Discipline in schools very difficult.	No. See previous answer.	Nothing any more. In my early years, I enjoyed sharing knowledge with children.
Katarina	Yes. Children are my passion and I love them to pieces	Yes. If teaching is in your blood, go for it.	The learners and their unconditional love, and interaction are very rewarding.
Ntokozo	Yes. At this point in time I still enjoy teaching, but if I had to change career, I would start a business.	No. I wouldn't unless they insist. In order to be a teacher, you must fall in love with it; otherwise you will never be a good teacher.	Because I am still new in the field, I haven't had difficulties that I could not handle.
Thobile	Occasionally. There is a lot of stress in my work.	No. There is no growth.	My family background.
Khumbula	Yes. Because I love working with kids. I enjoy almost every moment of meaning-making, stimulating interest to learn, being a nation-builder and to be regarded as a professional.	Yes. In fact, the importance of Education and teachers in the development of any nation needs continual emphasis. The future of this country needs future teachers.	
Hlubi	Yes. To assist the South African communities to be improved and develop educationally.	Yes. It is so good to work and assist the community, which you believe they will be well cultured and educated in the future.	It is so lamentable to see the nation struggling and suffering. This however gives me much energy to assist them where I believe I can, to ensure their lives become better every day.
Mathoto	Yes. Talking and interacting with learners gives me joy every day. Listening to me is good. I wholeheartedly enjoy teaching.	Yes. To teach and guide somebody is a good achievement. Seeing people achieving what you have taught in class, some verbally and some formally, it gives you peace. I will encourage my children to be teachers as I am an example to them.	God. And being a learner at all times. I always strive to be the best teacher as I can. I always read to empower and upgrade my knowledge.
Joyce	Yes. To me kids / learners are angels that needs to be helped every step they take. They must be helped by adults.	No. The education system is now politicised. Teachers are not recognised as human beings.	The love of children.

Name	Do you enjoy teaching?	Would you recommend that your children become teachers?	What gives you the energy to continue teaching?
Celiwe	Yes, occasionally. Sometimes I get frustrated due to the paper work.	No. There is too much work yet little / less salary.	The reason is that it's my only source of income & it's where I get my bread & butter.

Appendix 2: Interview schedule for the focus groups
Ethics Protocol Number: 2008 ECE 204

These introductions, questions and prompts were used to guide the focus group interviews. Additional prompts were used depending on how participants responded. Participants also received and read this schedule prior to the interview.

1. The value of assessment, and the feelings

Assessment is so ingrained in the school system that we seldom stop to think about its social and educational purposes. But it can be useful to look at the big picture every now and then, especially in times like now when assessment policy goals have changed and teachers are being asked to do assessment in new ways.

- Why do you think assessment is important?
- What is its value to you as a teacher?
- What do you think is the value of assessment for learners?

Sometimes our feelings about something are slightly different to our beliefs about the same thing, so it is worth thinking about assessment again from the perspective of our emotions.

- What are your feelings when you think about assessment?
- Is there any aspect of assessment that makes you particularly happy?
- Or particularly upset or uncomfortable?

2. Memories of assessment

Experiences that we have had in the past, particularly experiences that were strongly emotional, often influence how we do things in the present. So I want us to explore our emotional memories - of assessing as teachers and of being assessed as children or as adults.

- Was there an incident (or a gradual development) in your life as a teacher when assessing learners caused intense emotion? Can you tell the story?
- What were the emotions involved and how did you deal with them?
- Did the incident and the accompanying emotions generate any changes in your assessment practice? If yes, how?

- What are your memories of being assessed as a learner?
- Think about an incident(s) in your life when being assessed caused intense emotion, be it positive, negative or both? Can you tell the story?
- How did you feel?
- How did you deal with those emotions at the time?
- Do you think this incident and the emotions that came with it might have affected your assessment practice today? If yes, how? If no, how did you deal with it?

3. Issues in your current assessment practice

Assessment policy

Many teachers are confused and frustrated with regards to the assessment policy that is part of the National Curriculum Statement, while others are excited about the new forms of assessment. So I would like to know how you respond emotionally to the NCS.

- Do you work with the assessment policy in the National Curriculum Statement?
- What is your emotional response to the assessment policy?
- How does the assessment policy relate to your ideals about what makes for good teaching in your subject?
- If you could change assessment practice or policy, what would you suggest?
- In what ways would this change make you feel better about assessment?

Learners

Research studies (and your memories) show that students feel intensely about assessment, and that teachers get emotionally involved with their students' results – they want their learners to do well, they identify with their learners and get upset when learners don't do well, etc. I'd like us to talk a bit about how your feel towards your learners with regards to assessment.

- Think back about students of yours who failed. Maybe you expected them to do well, but they didn't. Maybe you knew all along that they would fail. What happened?
- How did you feel about them? About the situation?
- Think back about students who passed well. How did that make you feel?
- How do you think you are supposed to feel about students and their results?
- How does that compare to how you actually feel?

Marking

Marking is as aspect of teaching that never ends. It is supposed to be done objectively, and without emotion, but I know from my own experience that is not the case. So I want to find out what you feel when you are marking. Think back to a time recently when you had a big pile of marking.

- What type of assessment was it? How long did it take you per script and how many scripts did you have?
- How did you feel before you started marking?
- And during marking?
- Were there any scripts that frustrated you? Or surprised you? Or made you feel excited?
- And how did you feel afterwards?
- Did you do anything with all those feelings, e.g. speak to students or colleagues, change the marks?
- Are some forms of marking easier to deal with emotionally than others?
- Do you feel responsible for students' results?

Report writing and accountability

In my experience, there seems to be a general sense of panic about report admin deadlines and despair about students' achievement in the air at the time of year when marks have to be handed in. It's only at prize giving ceremonies that satisfaction or happiness returns.

- Does that concur with your experience?
- What are your feelings about the end of term/year reports you need to prepare for the school?
- And the feelings of your colleagues?
- Do you think there are ways of working that could make this process less stressful?
- Are there any other issues in the school or with the education department that affect how you feel about being accountable for assessment results?

4. Managing emotions

There is no one way of dealing with emotions. We feel them, ignore them, shift them onto others, express them in some environments but not in others, forget about them or change them. But strong emotions related to a particular event or issue have a tendency to come back each time we are reminded of that issue. When these emotions are angry, painful or in other ways difficult, that can make it difficult for us to continue working well.

During this interview, you have talked about happy and upsetting emotions towards assessment issues. My question now is about how you deal with and manage your emotions.

- What do you do when you feel strong, pleasurable emotions?
- What do you do when you feel strong difficult emotions?
- How do you think you are 'supposed to' feel about assessment?
- What do you do when you feel differently?

5. Ending the Interview

- Is there anything else you would like to say about your understanding of assessment and the feelings it generates in you?
- Is there anything you would like to ask me?

Appendix 3:
Letters of Invitation and Information, with Consent Form
Ethics Protocol Number: 2008 ECE 204

Letter of invitation

Dear _____ and colleagues

I am sending this invitation to you as a teacher who might be interested in participating in research on the topic of teachers' emotions in relation to assessment.

My name is Carola Steinberg and I work as a teacher educator at the Wits School of Education. I am also studying towards a doctoral degree in education. This research project is a requirement for the degree and the full title is: Teachers' Emotions towards Assessment: What can be learned from taking the emotions seriously? The aim of the research is to investigate what teachers feel about assessment, so that the ways in which assessment is an emotional, rather than an 'objective' practice, can be better understood. The study will thus be asking questions about how teachers feel about various aspects of assessment - their ideals for assessment, the assessment they do in their classrooms, the reporting procedures of the school, the ways in which teachers are held accountable and their memories of having been assessed.

I am looking for 3 teachers who

- Are interested in the topic and are willing to talk about their emotions about assessment.
- Are employed in a public school.
- Have 6 years or more of teaching experience, so that they been teaching for long enough to be affected by changes in curriculum and assessment policy
- Teach in the senior phase (i.e. grades 7-9), where assessment is more formal than in the foundation and intermediate phases, but is not yet a source of great anxiety as in the FET phase.
- Are employed in schools that are functional and well managed.

Thank you for agreeing to participate to participate in the research study. If you have any further questions, please contact me through one of the numbers below.

Cell: 083 414 4870
Home: 011 882 2131
Work: 011 717 3192

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Carola.Steinberg@wits.ac.za

Letter to teachers who volunteered for focus group interviews

Dear _____ and colleagues

Thank you for agreeing to participate in the first phase of my PhD research study, entitled: 'Teacher Emotions towards Assessment: What can we learn from taking emotions seriously?'. The aim of the research is to investigate what teachers feel about assessment, so that the ways in which assessment is an emotional, rather than an 'objective' practice, can be better understood. The study will thus be asking questions about how teachers feel about various aspects of assessment - their ideals for assessment, the assessment they do in their classrooms, the reporting procedures of the school, the ways in which teachers are held accountable and their memories of having been assessed.

The first phase of the research will involve about 12 teachers who will come together in focus groups of 3 to discuss what it is about assessment that evokes intense emotions in themselves. Focus groups will meet at a time and venue that is mutually negotiated and appropriate. I estimate that the discussions will last for about 2 hours. The discussions will be recorded on audiotape. Only the transcriber, my PhD supervisors and myself will have access to the tapes. Once the tapes have been transcribed, I will send you a copy of the discussion transcript for your record. That will enable you to check for any inaccuracies, make clarifications, offer additional comments or withdraw some / all of your words. The content of the discussions will be treated as confidential. When your responses are used to support research findings, they will be presented using a pseudonym so that you cannot be identified. The research will be published as a PhD thesis, conference proceedings, journal articles and for other academic purposes. When the project is complete, I will destroy the tapes. If you want, I can burn you a CD, so that you have a copy.

The questions for discussion at the focus group are attached, so you can reflect on what you want to say. If there are any questions you would prefer not to answer, that is totally fine. This focus group is an exploration of how you feel about different aspects of assessment, it is not in any way an assessment of your feelings and beliefs. The questions are not rigid, but are meant as a stimulus for your ideas. So please feel free to not answer questions, to voice your difficulty with any of the questions, or to comment on areas that are not covered by the questions.

You will notice that all of the questions enquire about your feelings in relation to various aspects of assessment. Feelings are generally not talked about outside of our circles of trusted friends and family. So why is this research using feelings as a way of gaining insight into assessment? I am using Martha Nussbaum's (2001) theory of emotions, which defines emotions as a cognitive and evaluative feeling towards something. Emotions are essential elements of human intelligence and motivation, related to our beliefs and goals. They alert us to things or events we consider important and valuable in our lives and how those things impact on our identity. They make us notice which things / events help us to flourish and which do not. Thus emotions should not be ignored when we are trying to understand or deal with a problem. In this research I am trying to understand the impact of assessment policy on teachers. Teachers' emotions towards assessment are thus a crucial focus of enquiry.

When you participate in the focus group discussion, please will you fill in and bring the two attached forms. The first form asks for your consent to me using your opinions and ideas for

my research. The second form requests some basic biographical and demographical information about you and the type of school you work in. I ask for your name so that my records are accurate. The information about the school will be used to check if there are any patterns across different types of schools. But there is no need to mention the name of the school. I assure you that the final research report will treat all the information I receive as confidential.

There is no financial benefit to you for participating in this research. But I hope that reflecting on, listening to other teachers and talking about your emotions around assessment will give you new insights into yourself and your assessment practice. Should you have any negative emotional effects after participating in the discussion, I will refer you to a clinical psychologist and will cover the payment for your first session.

With thanks

Carola Steinberg
PhD student at the Wits School of Education
Tel: 083 414 4870 / 011 882 2131 / 011 717 3192

An interview schedule with the questions for the focus group discussion is attached**.**

Consent Form

Consent to participate in PhD research study on teacher emotions towards assessment, by participating in a focus group discussion

I understand that my participation in the PhD research study "Teacher Emotions towards Assessment" is entirely voluntary and that I can withdraw my participation at any point as I wish, without any repercussions.

I agree to participate in a focus group interview, which will be audio-taped and transcribed, with a few other teachers to discuss my emotions as a teacher who works with assessment in the classroom and school. I understand that the discussion is confidential and that when my responses are used to support research findings, they will be presented under a pseudonym.

I understand that I have the right to check the transcript of the discussion I participated in for any inaccuracies of what I said and to make any clarifications or additional comments. If at that point I do not want certain or all sections of what I said to form part of the study, I have the right to withdraw my words.

I understand that there is no financial benefit to me for participating in this research. But if I experience any negative emotional effects because of my participation in the study, I can contact Carola Steinberg and she will refer me to a clinical psychologist from whom I can receive a free counselling session.

I give consent to my confidential contributions being used as part of the findings towards the above-mentioned study and that this can be published as part of the PhD thesis, conference proceedings, journal articles and other academic purposes.

Name

Signature

Date

Appendix 4: Actual interview questions during the first two interviews

You will notice that I was more nervous with the first group, and asked the questions less directly and forgot some questions.
In the second group, I did much more prompting, to make them feel at ease.

In both groups, I added questions in response to what teachers had said.

In both groups the order is occasionally slightly different to the plan, but I have grouped the questions here to fit with the plan.
For example, in the first group I asked about their memories of assessment as a teacher, but they didn't want to do that, as they had prepared memories of assessment from their days as a learner. In the second interview, I asked the learner question first.

In both groups, the most open answers came towards the end, in particular, after I had answered their questions about why I was doing this research.

Planned questions	**Actual questions in P Group**	**Actual questions in S Group**
		Hello, and thank you very, very much for coming. And, I think I want to start maybe with you (K) talking about what you said just now about the causes of stress for you and where assessment fits into that. And then I will start working through the questions here.
1. The value of assessment, and the feelings Assessment is so ingrained in the school system that we seldom stop to think about its social and educational purposes. But it can be useful to look at the big picture every now and then, especially in times like now when assessment policy goals have changed and teachers are being asked to do	So thank you for coming. Thank you again. And you've seen the questions, but I just want to ask a whole lot of different questions about assessment. And my first question is, what do you think is the value of assessment is in schools? I mean, I've gone through stages where I've just thought its got to get scrapped. So I'm happy with any opinion. I've come to a place where I think maybe it is valuable, so I'm asking you what do you think the value of assessment is in schools?	Thank you, that's really useful to place. Ok, um…my first question is: what do you think is the value of assessment? Why do we do it? Why is it valuable? Do you think schools could do without it? What do you think the value is? I'm interested to explore more what you meant when you said, we now assess the whole child and it's more skill based and more varied than before. Can you elaborate on that?

assessment in new ways. • Why do you think assessment is important? • What is its value to you as a teacher? • What do you think is the value of assessment for learners?	What would you say is correct kind of assessment? So do you think that assessment loses its value if it's not done in a language that kids can understand?	
Sometimes our feelings about something are slightly different to our beliefs about the same thing, so it is worth thinking about assessment again from the perspective of our emotions. • What are your feelings when you think about assessment? • Is there any aspect of assessment that makes you particularly happy? • Or particularly upset or uncomfortable?		Ok. Alright so now what I want to ask is…I mean, for all of you it's clear that assessment has a value. So my next question is: how does assessment make you feel? When you do it…you know, what are your feelings around assessment?
2. Memories of assessment Experiences that we have had in the past, particularly experiences that were strongly emotional, often influence how we do things in the present. So I want us to explore our emotional memories - of assessing as teachers and of being assessed as children or as adults. • Was there an incident (or a gradual development) in your life as a teacher when assessing learners caused intense	Can I change subject? Can I ask about your personal memories of assessment? Were there any events as a teacher that shifted your understanding or your emotional response towards assessment? (But they answered only about learner experiences)	Yeah, I mean I agree with all of you. I also think that the new emphasis on formative assessment rather than only summative assessment is a real improvement. Ok. And is there anything as a teacher, once you were a teacher that you remember, that actually made a shift and a change in your understanding of assessment? And that has influenced you? Any particular memory?

emotion? Can you tell the story? • What were the emotions involved and how did you deal with them? • Did the incident and the accompanying emotions generate any changes in your assessment practice? If yes, how?		
• What are your memories of being assessed as a learner? • Think about an incident(s) in your life when being assessed caused intense emotion, be it positive, negative or both? Can you tell the story? • How did you feel? • How did you deal with those emotions at the time? • Do you think this incident and the emotions that came with it might have affected your assessment practice today? If yes, how? If no, how did you deal with it?	This group started talking about their memories before I had the chance to ask the question.	Ok. So, before I ask about your assessment practices, what you do now and how you feel about it, I want to ask about memories. Is there…because I think that often what we do now in assessment is also shaped by our memories. You were saying that just now S, about what you didn't like about assessment when you were a school child. So I'm asking now, is there any particular incident that you remember from when you were a school child that…that imprinted itself on you, that you carried emotions around, and that has in some way affected maybe how you assess now? Can you put a name to that feeling?
3.Issues in your current assessment practice **Assessment policy** Many teachers are confused and frustrated with regards to the assessment policy that is part of the National Curriculum Statement, while others are excited about the new forms of assessment. So I would like to know how	-Okay. Um. Anything …? That's fine. In terms of the policy, I want to know what's your emotional response to the new assessment policies? -Yes. If you could change things, how would you change things to make you feel better about assessment? -Why are they (the CTAs) a waste of time? Or what is it about them that makes them a waste of time?	Thank you. Ok. Um…alright. Now I'm going to ask some questions about general assessment practice. And I want to start with the policy. What's your feeling about the new assessment policy that's come with the National Curriculum Statements? Just talk a bit more about the CTAs

you respond emotionally to the NCS. • Do you work with the assessment policy in the National Curriculum Statement? • What is your emotional response to the assessment policy? • How does the assessment policy relate to your ideals about what makes for good teaching in your subject? • If you could change assessment practice or policy, what would you suggest? • In what ways would this change make you feel better about assessment?	-Shoo. What you guys are talking about now is the whole problem of accountability. That's what it's called in the literature. The teachers are held accountable for the students' work, but especially teachers in lower socio economic classes and schools, they get completely demoralised because their children can't achieve at the same level as more higher socio economic kids. If you want to talk more about that I'd be really interested. -What are the portfolio frustrations for you, in your school? -Can I ask a clarificatory question. From the outside, the way I understood the portfolios is that they were supposed to be a learning experience. They were supposed to support teachers in creating tasks that enabled learning. So why is that not happening? Why do they not count? Why are they unreasonable?	

Learners Research studies (and your memories) show that students feel intensely about assessment, and that teachers get emotionally involved with their students' results – they want their learners to do well, they identify with their learners and get upset when learners don't do well, etc. I'd like us to talk a bit about how your feel towards your learners with regards to assessment. • Think back about students of yours who failed. Maybe you expected them to do well, but they didn't. Maybe you knew all along that they would fail. What happened? • How did you feel about them? About the situation? • Think back about students who passed well. How did that make you feel? • How do you think you are supposed to feel about students and their results? • How does that compare to how you actually feel?	Talk a bit more about that. How do students' results make you feel? Oooh. (Unclear laughter and interjections) Oh no, I think you guys are heroes. Okay, um, so can we move to learners? Think about learners of yours that failed. What happened and how did you feel about them? Or learners who passed well? What happened and how do you feel about them? So what's your relationship, your emotional relationship to learners in terms of their success and failure? (silence). … That's a complicated one.	- Ok. Learners. There's a lot of research that shows that teachers identify quite strongly with their learners. And they get very happy when the learners do well and they feel very disappointed or frustrated or guilty when the learners don't do so well. So I'm asking you, how do you feel towards your learners in an assessment situation? And maybe, how does that compare to a teaching situation? How do the feelings change from teaching situations to assessment situations in response to learners? - What do you mean 'the marks is the same'? - So you're saying two things. One you're saying…what you were saying is that you reward effort. If the kids are making an effort you (Sus) want to give a higher mark. And the two of you were saying…your current…well you (K) were saying your emotional state in response to what you're marking makes a difference, and you (S) were saying your response to that particular kid makes a difference. Now it's… - Now, do you think that allowing emotions into the process of assessment, given that we're talking about open ended assessments, ok, not correct answers or not, I mean, those are objective and there's no issue there. But the more open ended ones. Do you think it's a problem to bring emotions into the nature of that judgment?
Marking Marking is as aspect of teaching that never ends. It is supposed to be done objectively,	Thank you. Ok. Marking? … I want that on video. How does it (marking) make you *feel*?	Ok. Um…alright, let's look at marking. I mean, you've talked a little bit about marking already but I want to talk a bit more. I mean, my experience of marking is that it's the shadow side of teaching.

and without emotion, but I know from my own experience that is not the case. So I want to find out what you feel when you are marking. Think back to a time recently when you had a big pile of marking. • What type of assessment was it? How long did it take you per script and how many scripts did you have? • How did you feel before you started marking? • And during marking? • Were there any scripts that frustrated you? Or surprised you? Or made you feel excited? • And how did you feel afterwards? • Did you do anything with all those feelings, e.g. speak to students or colleagues, change the marks? • Are some forms of marking easier to deal with emotionally than others? • Do you feel responsible for students' results?	Shoo. Alright, now, I'm going to give you my theory on marking. I think that marking is the shadow side of teaching, because in teaching you have the potential for learning, for growth, for flourishing. And in marking, you're faced with the inevitability of imperfection. So I want to know, do you ever think about your marking afterwards, or are you so pleased that you made it through the pit that you never think about it again? So when they're in tears, what do you do? I find exactly the same thing. I can't remember what people write, so the only way to say is, bring me your piece of paper, let's go through it again together, so that I can remember. So do you give written feedback on the thing and is your feedback: good, bad, try harder? Or is your feedback, hey you didn't understand this? What kind of written feedback do you give? Or don't you because of what you said earlier about, it's like too much and too exhausting and you just want to get it over with?	*Laughs* You thought it was only you? No. And it's interesting that you all went down to…with your heads to the table…um…in agreement. I mean, it's like when I'm teaching it's got potential, it's got growth, it's got excitement. Me and my students are learning and growing. And when I'm marking I'm faced with the inevitability of imperfection. So I want a bit more from you…talk about that, how it is for you and what you feel? And why do you think that is? Just … what kind of emotion? So how does that make you feel? Maybe I can ask one more question about this: when you (Sus) have these feelings of failure, or you (K) have the feeling of a little bit of happiness, because it's interesting, and you (S) have that feeling of…now I've forgotten…

Report writing and accountability In my experience, there seems to be a general sense of panic about report admin deadlines and despair about students' achievement in the air at the time of year when marks have to be handed in. It's only at prize giving ceremonies that satisfaction or happiness returns. • Does that concur with your experience? • What are your feelings about the end of term/year reports you need to prepare for the school? • And the feelings of your colleagues? • Do you think there are ways of working that could make this process less stressful? • Are there any other issues in the school or with the education department that affect how you feel about being accountable for assessment results?	November and report writing time and accountability. What reporting responsibilities do you have? And how you feel about those? Now there's some of the teachers that I teach, from township schools, who complain bitterly about all the information they have to fill in if they want to fail a child. Do you have that problem?	Good, thank you. Ok, report writing and, sort of, accountability demands. I mean, at the university, November time is marking time and there's like this general air of depression. (Yeah) And it changes a bit with graduation when it's all over. So I'm asking, how do you feel during report writing time? What are the things that stand out for you most emotionally? And do you need to report to parents? And the report just has marks or also comments? And do you have any problems or any issues around if you want to fail a child? And the paper work associated with that? What's it, the 403 forms or something the forms that you have to fill in for the department? ? the admin is?
4. Managing emotions There is no one way of dealing with emotions. We feel them, ignore them, shift them onto others, express them in some environments but not in others, forget about them or change them. But strong emotions related to a particular event or issue have a tendency to come back each time we are	Okay, um, last area. Managing your emotions. You've all used the word frustration several times. What do you do to keep yourselves sufficiently happy to carry on teaching? So did she (the principal?) make changes? You're really leaving (teaching)?	Ok, that leads me into my next question: what do you do with these feelings? Ok, how do you get to the place of not taking it personally anymore? What do you do with your feeling of failure? How do you extend your feeling of happiness? So I'm asking, how do you manage and work with and do things with these feelings? Or do you ignore them?

reminded of that issue. When these emotions are angry, painful or in other ways difficult, that can make it difficult for us to continue working well. During this interview, you have talked about happy and upsetting emotions towards assessment issues. My question now is about how you deal with and manage your emotions. • What do you do when you feel strong, pleasurable emotions? • What do you do when you feel strong difficult emotions? • How do you think you are 'supposed to' feel about assessment? • What do you do when you feel differently?	Just tell me what the other side is. What the other side consists of.	Ok. Um…yeah, I do want to ask once more about just managing your emotions in general. Um…it's like we've got lots of ways of dealing with emotions. Sometimes we ignore them, sometimes we deny them, like you said at the beginning you don't have any emotions, and then it changed. *Laughs* Exactly! So that's what I want to know. Ok, so what is it about this time of year that makes life more stressful? Ok, now, why do you think that's happening? Now do you think assessment could have anything to do with it being 'this time of year'? Why was it this time of year that was so stressful? So, just talk a bit more. What are the stress factors? What is it that sets off the pain in your back?
		And my last question is: do you think…I mean, I didn't realise that you were all working in a special school. Do you think that your um, attitudes and feelings around assessment are shaped in any way by being in a special school, that it might be different to a normal school or do you think it's pretty much the same?

		I mean, you haven't talked about that, maybe I should ask. Do you at your school have to write standardised assessments? Like you were talking about the CTA now. And then suddenly you have to do a lot of teaching. Ok. Is it a problem for you, if you have to do standardised assessments, is it a problem for you that your kids have to write the same assessment task compared to all the other kids in other schools? And how does that make you feel? But I mean, alright, if you say it has nothing to do with the emotions, then my question is: well how does it make you feel to have had a support and now the support has been taken away? Ok, so this is my last question: how do you feel when all your kids get 30% in higher grade? What does it do to your morale as a teacher that your kids are compared in the exam with other school kids, other schools' kids, and you end up with a bunch of 30%s?
5. Ending the Interview • Is there anything else you would like to say about your understanding of assessment and the feelings it generates in you? • Is there anything you would like to ask me?	Is there anything else you want to say? Is there anything you want to ask me? You're amazing. All three of you. You've been really amazing. Is there anything that I can offer you that might be supportive?	That's it. Alright, so then, is there anything else that you would like to say about assessment and your feelings, or what makes you happy, what makes you frustrated, what makes you sad? Anything else that wants to be said? Anything that you want to ask me? So that's the one area. That's like emotional

		labour for teachers. It's like, how do you deal with it? And there is an article if you're interested that talks about a functional use of emotions versus dysfunctional use of emotions. Would you be interested? Thank you. Anything you want to add? Is that it? Thank you very much. *Break* Sus: What you guys say ….. Please put that on, it's useful. Just say what you said about it's scary and emotional and say why. Why do you (K) think we judged you? And if you did, you were very brave, because you said lots of things. Ok, so then this is a deal. This was a confidential conversation. When I write about it, I won't use your names and you don't go and tell other teachers. Because that does have to…otherwise the sense of trust just goes. And I mean, you've (S) made a big shift in this hour. You started off saying, I don't have emotions and you ended off saying, I hate this, it's scary, I'm embarrassed. You started using all sorts of emotion words, and giving expression to your feelings. So, you've (K) also been really brave this hour. Why do you think you should get rid of the emotion? *Laughter*

Appendix 5: Letters requesting feedback from teachers

20 February 2011

Dear ……

Attached are drafts of the first 3 chapters describing the data I have collected for my doctoral study on teachers' emotions towards assessment. As you were one of the group discussion participants who contributed to this study, I am sending you these chapters for your interest and in the hope of receiving your comment on the work so far.

I would deeply appreciate your comment on the following 4 issues. You can comment on any one or on all of them, as you prefer. If you would like to make an appointment for me to come and listen to your comments (rather than you writing), that would also be fine.

1. Overall comment

Taken overall, does the story of teachers' emotions towards assessment ring true? Do you agree with the emphasis on learner achievement, the description of the difficulties intrinsic to the task of doing assessment and the crescendo of feelings towards the accountability demands of the department? Do you think I have managed to combine all your individual voices in such a way that something truthful about teachers in general is emerging? What are your feelings as you read these chapters?

2. Particular comment

As far as my use of your words goes – have I captured what you wanted to say? Is there any place where I have misrepresented you and you would like to suggest any changes in emphasis or wording? Or are there any additional comments you want to make?

3. Your pseudonym

Are you ok with the pseudonym that I have given you? If not, please give me a different one, as long as it begins with the same letter as your first name.
The names are:
C group: Celiwe
D group: Danielle, Vicky, Celia
K group: Khumbula, Thobile, Ntokozo
M group: Hlubi, Mathoto, Joyce
P group: Theresa, Lynne, Charlotte
R group: Cuvanya, Perusha, Josie
S group: Susanne, Katarina, Sandi

4. Additional data

I'm still writing 2 more chapters on the data to illustrate the implicit emotional rules that shape teachers' emotions and the emotional labour that teachers need to perform. I'll send those when they are done – hopefully in a month or two. So if you think there was something important you said, but it has not appeared here, don't worry, as it might still come. In the meantime, let me know if you feel strongly about an assessment issue that you think needs to be added to these chapters or be dealt with in the case studies.

I want to thank you for participating in this study. I have been working a lot with your words and feelings, and always I like what you say and how you say it. I feel privileged to be spending time with you. It has not been easy for me to describe your pain and confusions – as the emotions of the accountability chapter coursed through my body I got sick before I could write at all – but always I felt surrounded by people of integrity with a teachers' heart. Your learners are lucky to have you.

With best wishes
Carola

Carola Steinberg
011 717 3192
011 882 2131
083 414 4870

18 December 2011

Dear ……

Thank you for the thoughtful feedback you have given so far. In February I sent you three chapters describing teachers' emotions for comment. I have used the comments I received to edit details of those chapters and also to comment on the process of this work in the methodology chapter. Each comment I received was valuable.

I am now sending you two more chapters for comment. These chapters deal with emotional rules and labour, i.e. they analyse your (collective) expressions about what you think you ought to feel about assessment and how you ought to deal with your emotions. These chapters are more analytical than the three I sent previously, and I would really appreciate your feedback on whether I got it right or not – especially from those of you whose ideas I used extensively. I am also attaching a section of my literature review in which I describe what emotional rules and labour are, so that you can get a theoretical background to the concepts.

Some of you gave feedback after the last chapters saying 'yes, that is how it is, but its so depressing and what is the way out?'. Well, these chapters are the beginning of the way out, because they try to understand the mechanisms of how the emotions are generated socially. On the basis of that clearer understanding, it should become possible to begin seeing a way out. But that will only be written up in the last chapter – which I will send to you in about June 2012.

In the meantime, I would deeply appreciate your comment on these two chapters. You can comment in any way you wish – by emailing or by talking to me on the phone (in which case I will take notes furiously). I will phone you in January. If you want to talk face to face, I am happy to come to you.

I thank you again for participating in this study. I have learned a lot from working with your ideas.

With best wishes
Carola

Carola Steinberg
011 717 3192
011 882 2131
083 414 4870

Appendix 6: Feedback from teachers on Chapters 4, 5, 6

Written Comment from PG-Theresa

1. Overall comment

As an overall comment, I think you have very accurately captured the feelings, frustrations and emotions of most teachers. All the teachers in your sample seem to be talking with the same voice and I think you have very successfully combined the opinions of a few to create a truthful reality about teacher's emotions in terms of assessment, learner achievement and accountability.

Teaching has become a very emotional profession (much more so than in the past and I think this is because we are dealing with such diverse and sad stories in the learners we teach – we are human and I think in teachers this caring quality is intrinsic to the profession (teachers are people and this makes dealing with children's sadness very difficult). We therefore have to weigh up the effort we put in vs. what the children are able to do based on their circumstances. I am not making excuses for poor performance or accepting mediocrity but the circumstances of some children are dire and I value effort and good or improved results in the 'weaker' children more than the excellent results of the top children who would get the results without much input from us anyway.

As for the department, they are certainly my biggest frustration as their demands are totally unrealistic and, in many cases, not academically sound. They want improvement and they change things (not least of all the curriculum) and then expect instant results. They have no capacity to provide any worthwhile assistance to teachers who need help and they have no idea what a real classroom environment is like (in most schools i.e. class sizes are too big, no resources, etc.).

They require all this administrative work from us but cannot give any constructive feedback. Most teachers in the survey seemed to express similar views.

Going through these chapters was a bit depressing actually as it highlights a lot of the negative feelings of all the teachers interviewed and as these feelings seem to be so widespread, the future of education in our country looks bleak. Unless something positive happens more teachers are going to leave the profession for 'greener pastures'.

2. Particular comment

I think you have captured my particular comments pretty accurately – in particular my irritation with the department and their unrealistic demands on teachers and their inability to offer any constructive help to teachers.

I personally don't get overly emotional about poor learner performance (this came out very strongly from some of the other teachers) but this may be because I teach in a school where generally learners do perform well most of the time (especially by the time they get to matric). I think this total lack of hope and despair at repeated learner poor performance has a contextual factor to it (I am not sure what schools the other teachers were from) and is also based on the expectations the teachers have on the learners in terms of achievement . We

have very high expectations in terms of achievement, and although not all learners get there at the same time, they eventually do all achieve very well. Having said that we do have to work really hard with the learners right from Grade 8, drumming into them that poor performance and excuses for poor performance are not acceptable, while bearing in mind the contexts and backgrounds they are coming from (we have many learners from poor, disadvantaged backgrounds and even they manage to achieve very well by the time they get to matric as we do not allow them to use this as an excuse.

Nowhere in these chapters do I feel I have been misquoted (I was not quoted a lot, especially in the first two chapters, and I think this is because I do not feel the raw emotion that the others seem to feel). I am not necessarily saying this emotion is wrong or inaccurate as I think it is felt by most teachers – I just don't let it get to me.

3. My pseudonym

I am happy with my name – it does not need to change.

4. Additional data

I can't really think of anything else at this point but should anything else come up I will let you know.

Phone comment from DG-Danielle

It's quite an accurate portrayal; it is portrayed effectively; nothing needs to be changed; it is accurate and it is good that this issue is being looked at.
Interesting to note how different people were saying the same thing.

I found it depressing to see the sadness and disillusionment from dedicated people. I'm hoping it will go to the department. We've been heard – so now what?

The department should just see which people are doing fine – check once, see that the standard is fine, and then leave them alone.

Their antagonistic approach does not help anybody. Like at a subject meeting they tell us: if you choose your own topics for assessment, you must give a suitable standard. If it is not up to standard, we will make you do it again. They are in our face the whole time, lecturing us in such a patronising way. They say that there should be zero tolerance for language errors, but actually, the people lecturing us are making language errors.

We need compassionate truth telling. We need less surveillance and more support. The TED was never this restrictive, so prescriptive. When N.V. was the department facilitator, he used his discretion, he never patronised us, but they made him leave when he turned 65. They need a shift from hierarchical to diversity thinking; they need to accept differences, not expect us to be form-filling clones.

Phone comment from DG-Cheryl

I read it when I first got it – the thing that occurred to me is that it is all very sad. My question is: Will it make a difference? It's pretty valuable but will anybody act on it?

It made me think – I had another incident with the department recently – I would walk out if I had another job. This young person telling me that 'you did not comply' and 'I must report you to the subject advisor for non-compliance' – when in fact I had complied – she was just throwing her weight around. I think if I could get a job in a bookshop that paid enough, I would take it.

Your work is great, it's good writing, but it's sad, yet it's the truth. If it goes anywhere, it will do us a service.

I don't want their 'support' – all they do is check our work and they have a chip on their shoulder. I don't need a 20 year old to moderate the marking of my essays – I've been doing this for 30 years. They just harass you. It would be great if we could lay a complaint whenever they harass us.

I've decided I'm not playing that game of compliance anymore. I can tell my principal – the more cross I get, the more articulate and calm I become.

Normally I am the kind of person who wants to stay under the radar, but now they must stay away. They are just trying to make points, rather than getting on with it. There is also an undertone of racism.

As I work at a small private school, we don't need the GDE. I'm doing 3 jobs, as I am the breadwinner in the family, and each one is in a different system. The IEB is a better alternative, it treats us a little more like professionals. Cambridge is even better, its fantastic, they leave us alone to teach and they just supply the exams, but their standard is much higher and it requires committed learners.

The pseudonym Cheryl is fine.

Phone comment from DG-Vivian

What you wrote sounded accurate.

On p 8, I don't remember saying 'demoted'. (She is correct – she said teachers 'were given' lower grades. In my attempt to make it read easier, I had exaggerated.)
On p 15, I don't remember saying 'undermined' – that is something that Debbie would say. (She is correct – the number of the quote was correct, but the initial had slipped up one utterance – it was C who said those words.)

I felt depressed, despair even, after reading, because it was so accurate.

It's a crappy profession, there is no joy, I can't think of much positive to say about it, even though I enjoy it. It's like an internal gratification. I can't say to a new teacher 'it will get better' – there's no money, praise or reward. If someone's not coping, I can't say it will get

better – unless you feel the internal gratification of doing a good job. And that's hard to achieve, because you need to feel that you are a good teacher.

There needs to be a positive aspect in what you are writing, because reading it and identifying with the problems, I was saddened.

You should have a workshop with the department and tell them of your findings.

It sounds great.

Written Feedback from RG-Cuvanya

Hi Carola,

Was good to see you again yesterday.

Started reading your chapters. WOW! What a lot of work you have invested into that. The analysis of what we all said could not have been easy. I realise why you said in your letter that you got sick. I guess your topic is also an emotional experience for you! So far I am happy with what you have said about my comments.

The pseudonym is cute, thank you! It feels strange seeing comments you have made under a name that is not your own! I love your writing style - it is easy to read and understand and there is a very pleasant tone used. I would love to see your lit review at a later stage if you don't mind - just to have an idea how you were able to bring other literature into your study.

I received this notification that I'm forwarding to you, maybe you did too? It looks like something that would help your study involving narratives?

Take care, Carola!

Phone feedback from RG-Perusha

I read the first chapter. I never imagined it to look like this, but it made sense of what we told you. It definitely is true – we are very emotional about our own achievement based on our learner achievement. Teachers are accountable as they want learner achievement.

It's interesting – we thought it was the primary school teachers that did not care, but you show that teachers care across the board.

I agree with much of what was written. (When I ask what she did not agree with), she said: I'm in agreement with most, don't have it in front of me now, I can't remember what I would not agree with. (This feedback was given in December 2011, when I phoned about the next chapters. When I had phoned at the beginning of the year, she was nursing a baby and moving town – and later I did not phone again.)

Phone feedback from RG-Josie

I can see that my words were those of a very new teacher. You need to mention that I was a first year teacher. I can see it's the words of a new teacher – it was nice to look back on it. I have learned a lot since then. I feel different, but the sparks I had then are still with me. I enjoyed my naivety.

While reading, I found myself smiling and identifying – not just with what I said, but with what others said. I put smiley faces in spaces. I giggled. It was nice to read about it, nice and refreshing to read. We never read about these things and teachers don't talk about them.

I am happy with my pseudonym.

I would love to read more chapters.

(By chance, Josie has moved to one of the other schools where I interviewed teachers, so I asked her whether she could recognize which of her new colleagues had participated.) She answered: Actually, I can't pinpoint my current colleagues, I couldn't pick it up at all.

Written feedback from KG-Khumbula

Comments on Chapters 4, 5 and 6 of your doctoral study on "Teachers' Emotions Towards Assessment".

I would like to congratulate you for having successfully finished three out of five chapters of your doctoral study. The amount of details in each chapter, with regard to teachers' strongly expressed emotions in relation to learner achievement, to doing assessment and to structures of accountability, shows how dauntless you are.

As one of the group discussion participants who contributed to this study, I feel the sense of honour, pride and encouragement to be associated with such an abstract but also well-grounded study about teachers. I am truly impressed by the coherence in each chapter and between chapters. The manner in which chapters of this study have been organized depicts a careful build-up from bright teacher moments to depressing ones.

Chapter 4 is the better one because we were enticed by your interview questions to verbally show our positive efforts not to lose interest in learner achievement. In this chapter, you have captured and explained the essence of our 'emotional roller coaster rides' that; if learners do badly-we feel like we have done something wrong, or learners pass-we feel happy. One of the sophisticated emotions you were able to decipher was either laughter or a sigh shortly after the spoken words. I could not understand why I had expressions of laughter or sighs in my speeches till I read page 8 of this chapter where the meaning of my laughter is made explicit and more meaningful. Correctly so, the following quotation shows the precision of explaining my laughter after talking about curriculum delivery: "His laughter indicates his surprise and maybe slight embarrassment about the depth of the relationship between the quality of learners he sends out and his own identity (p.8)." I believe every word of this explanation as a true reflection of my emotions. This is something truthful about me and other teachers in general.

Chapter 5 is somehow depressing but there are brighter moments in it. The depressing part is largely on the process of marking and the time it takes to finish doing it. But through the depressing process of marking, the brighter moments in marking emerge as teachers described strategies to make marking enjoyable and getting it done. I could not think that marking can ever be enjoyable. It has always been my worst experience. Now, I know that curiosity about my learners' progress leads to enjoying marking. I think this idea is important for improving my marking experience.

Chapter 6 is the most depressing one as it contains issues that arouse very strong emotions. Accountability to the department involves tension between teachers and officials. The incompetence of many, if not all district officials, in terms of assessment issues frustrates us because we'll drown in assessment confusion for too long without proper support.

In concluding, I like the pseudonym given to me. Your knowledge of Zulu names is really good. Only two pseudonyms disturb my memory each time I read them, that of Celiwe and Celia. I find them too similar in the first four letters to the point that I would think that Celiwe could have been automatically changed by the computer into Celia. I hope something can be done to one of these names.

Thank you for sharing your impressive work with me. And also asking for my comments is a value which I hold dearly in my heart. Now, I'm waiting for the last two chapters which you are still writing. Wishing you rejuvenated energy.

With kind regards

Phone feedback from KG-Ntokozo

I read parts of it.
It was accurate what I said.
It was interesting – I learned from others, as I was new at the school.
I'm busy writing an assignment on multilingualism.

Phone feedback from KG-Thobile

When I read, everything there was my feeling, what I am feeling as an educator. I enjoyed reading it; it lifted up my spirit and encouraged me.

(Why?)
Because I never understood why the government wanted us to assess children like this. Now, reading this, it made me to understand the importance of assessment.

(Would you be interested in reading more chapters?)
Yes, I want to see more.

Phone feedback from MG-Hlubi

Go on writing – to me it is wonderful. You have captured it correctly. When I read it, I was so happy.

The S-group did not give me feedback, no matter how often I phoned (Katarina and Sandy) or emailed (Susanne, who has left the country).

Appendix 7: Feedback from Teachers on Chapters 7 and 8

Written Feedback from Khumbula, K Group

Feedback on Chapters 7 & 8

I liked everything which the two chapters touched on, especially the logical and enticing sequence of sub-headings. The sub-headings where you have made comments or summarized the discussions have provided illuminating and deeper understanding of Teachers' Emotional Rules and Labour when dealing with assessment. However, on page 30 of Chapter 7, the paragraph starting with: 'There is a triple bind here...' The sixth line below, starting with 'Thirdly...' suggests that 'Firstly and Secondly should have been used earlier.

In concluding, I would like to say; 'Congratulations for completing these two chapters!

Written feedback from Cuvanya, R Group

Hi Carola,

So sorry for not getting back to you sooner as I promised but you cannot imagine what a crazy week this has been with schools re-opening. I did manage to look at what you have written so far and once again it is most impressive. I cannot believe that you took so much time to analyse what we said. You have hit the nail on the head with your analysis. I did not even think that I meant my comments like the way you analysed them but after reading them it does sound true. Sometimes we say things that just come to mind and only after realise that we meant something else. Other times we realise that we said quite the right thing and feel quite pleased about it. I must say that now that I am in management (I was not when you did the interview) I look at learner assessment slightly differently. Now I am able to see the bigger picture - that of the whole school and how we fare compared to provincial or national results. Also I am able to look ahead into how my assessments will help the learner in the future in terms of problem solving. I don't just look at a task as a means for giving the learners marks. I think I have also become a lot more compassionate than I was and I take more trouble and time to ensure that my class understands what I am teaching. It still hurts when they don't perform well because I feel that my teaching was lacking. However, I then use their errors to improve my teaching and to give appropriate feedback once the task is marked.

That is all I have to comment on at the moment. If anything else comes up I will certainly drop you another mail.

Good luck and I hope that you meet your submission deadline as intended!

Written feedback from Theresa, P Group

CHAPTER 7

Overall comment

As an overall comment, I think you have accurately captured the emotions (emotional rules and labour) around assessment in education. There are many conflicts between department policy and what is practically and emotionally possible in the classroom.

7.2.1 Professional norms for assessment in general

The problem with working within the professional norms is that the supervisors (district officials) of those professional norms o not necessarily have the qualifications or know-how to do the job adequately and this causes much frustration amongst teachers. They just want to tick boxes and teachers tend to be more creative than that. These supervisors cannot give good advice on our assessment practises.

7.2.2.1 Belief 1: Assessment is essential

I believe that assessment is essential but I don't believe that 'assessment is the key to education' – **learning is the key to education** and I think this part of the problem in the classroom – there is too much assessment and not enough learning. Setting good assessments, marking them and then giving feedback is very time-consuming and this causes major emotional stress. You don't have to assess unless it is absolutely essential and serves a purpose; only then is it valuable and then you can do it properly and give the necessary feedback. Too much assessment = no real learning.

Assessment can be useful but in order for assessment to be a truly good indicator of achievement, learners also have to do their part in being diligent in preparing for their assessments (after being well-taught).

Children should not be encouraged to measure themselves against other children in the class - they should be encouraged to work against themselves (all children are different and learn at a different pace).

7.2.2.2 Belief 2: Marks are an indicator of achievement, but an incomplete one

Because our school system is still so focussed on marks, teachers tend to 'teach to the test' in order to get good marks (teachers are unfortunately judged on marks – this is wrong but a fact). This creates conflict and does not result in real learning.

Many teachers don't even understand that marks are not the only test of real learning.

Often learners with 7A's in matric do not cope in the world indicating that they have not really grown as people. We need to create people with social skills, personality and academic ability (not only academic ability).

7.2.2.3 Belief 3: Assessment has value only when it is done correctly

Assessment can be done correctly but if the learners don't do their part (i.e. prepare), the assessment still does not necessarily give an accurate indication of progress.

Our system fails as it is practically impossible to allow all learners to be assessed in their home language. These second language English speakers can prepare for assessments and still do badly as they are not proficient in the language of learning – they cannot express themselves correctly. Is this fair? I don't think so but I am not sure what the solution is. This also becomes emotionally difficult for teachers as these learners often try hard.

7.3.1.2 Teacher's beliefs: Feedback should not humiliate learners and needs to be constructive

You have captured my feelings on constructive feedback quite accurately in this section.

Constructive criticism of a general nature can be given in front of the class, otherwise no-one would ever learn anything; the key is not to humiliate individual children.

7.3.1.3 The emotional rules:

Children must, however, understand that making mistakes is how they learn.

7.3.2 The emotional labour of giving feedback

Good feedback is very time consuming - there is always a dilemma in how much time to spend before carrying on as the curriculum is too long.

The conflict with feedback is that the department wants it written which is practically impossible.

7.4 Summative Assessment: The emotional rules and labour of dealing with failure

This section is well-written

7.4.1.2 Teacher's belief:
A fail is a fail and covering up the failure is not doing learners a favour

I feel very strongly about this – learners should not progress if they are not competent as it just compounds the problem higher up.

7.4.1.4 Summary

Passing learners who have actually failed and then saying they should get more support in the next grade is wishful thinking.

7.4.2 The emotional labour of dealing with failure

Maintaining fairness is one thing, but we also need to maintain standards.

7.4.2.1 Covering up failure does not enable learner achievement

The progression policy results in a drop in standards.

I agree with the fact that the department does not understand.

This progression policy has an affect all the way up to Grade 12 as the learners 'learn' that effort is not a prerequisite for success and this undermines the efforts of the teachers.

The department are 'saying' that 'mediocre is OK'. This does not bode well for the future of our country.

7.4.2.2 Failure feels worse in low socio-economic schools

The socio-economic problem is huge. I can understand how it causes major problems in really poor schools but the problem should not be underestimated in more well-resourced schools. We have learners from both ends of the scale which is sometimes very difficult to deal with as some have and others don't have. This creates its own problems (i.e. jealousy etc.).

Parents also need to play their part in their children's education – they are conveniently left out of most conversations about learners and their schooling.

7.4.2.2.1 The container-classroom primary school …

The department has instituted necessary but unrealistic demands (creates a lot of tension).

The department must take some responsibility for providing functioning schools.
The school curriculum is good but in many cases it is unrealistic.

They talk about going at the right pace for the learners to grasp the content, which means they can't finish the curriculum.
Even I do this in grade 11 and 12 in a well-resourced school – there is no point in rushing the content if the learners have not grasped it (this does cause problems as in many cases we can't finish the curriculum which is unrealistically long).

Disciplining children has become difficult but corporal punishment is not the answer.
Children want teachers to take an interest in them and then they respond positively to you. It takes time and energy (often emotional) but it is worth it.

CHAPTER 8

Overall comment

I think this chapter accurately reflects the fact that teaching is an emotional job, in its very nature, and that teachers bring their own emotions into the equation, which can result in a serious conflict.

The emotions of teachers go beyond just the emotions of teaching and assessment – so many of our learners come to us as 'burdened' due to socio-economic circumstances, broken homes, hunger, etc. and teachers, who are generally caring people (otherwise they would not be in this profession) feel obliged to try and help them. This is an impossible task and causes great conflict within teachers in general. This problem is becoming worse by the year and I don't see a solution to this in the foreseeable future.

In addition to that, teaching is hard work and dedicated teachers spend a lot of time preparing their learners for assessment etc. When the learners don't perform it is disappointing (our job is to get them to perform). However, I think learners, parents and the education department need to take more responsibility for the learners learning - if they put in the effort they will perform (in most cases) and teachers need to realise that they can only do so much. As long as a teacher is doing everything they possibly can, they have nothing to feel guilty about. They are only one spoke in the wheel (as I have said, the learners, parents and the education department also need to play their part).

The education department is totally ineffective at present and they are responsible for selling the teachers short.

Sitting on your emotions is really not healthy, but taking them out on the learners and/or colleagues and/or your family is also not fair. We have to find ways to self-regulate and release this energy in a positive way and I think that exercise is one of the most effective ways of doing this. Finding the time to exercise is another matter.

Schools (in particular principals) need to ensure that teachers are happy at school (it should be a place that teachers love coming to, and there needs to be processes in place to ensure teachers are happy. In this way there will a lot of positive emotion to counter the negative. Schools also need to be places that the learners enjoy coming to – many of them have totally dysfunctional home lives and school needs to be a structured environment where they feel they can be effective.

Teachers also cannot afford to become too emotionally involved with the learners – they need to understand what their responsibilities are and stick to those.

Teachers cannot afford to become over-emotional in front of the learners or their colleagues as you tend to lose credibility and the learners will take advantage of this – know what your triggers are and work on avoiding those triggers or learn how to manage them effectively.

As teachers we have to be very careful not to lower our expectations of our learners (just to avoid being disappointed). Children respond to expectations - if we expect a lot from them and show we believe in them they will deliver (first you have to have built up a good relationship with them through showing them you are prepared to put in the effort, being prepared for class etc.). Our job is to get the best out of them and lowering our expectations is not professional and not what we are paid to do.

Teaching is a stressful job (that is not going to change) and we do have to learn to manage the stress.

Written feedback from Vicky, D Group (17. 01. 2012)

I've read part of it, but have not finished. It is really interesting, but I worked through it slowly.

It gave me food for thought about myself and about how I give feedback. It made me wonder why I feel it is a waste of time to go through a maths test when I hand it back after marking. I do give learners feedback on their homework. But when it comes to tests I feel it is a waste of time because that section of work was done thoroughly and I stopped because kids were not learning and listening but were often disruptive during that feedback. So I just give them the memo and they go through the memo fishing for marks and then they come to me and ask for more marks on specific questions and then we can have a discussion.

It was interesting to re-examine the way I do things. Like giving feedback on homework – my policy is: they do homework, I ask if they had any problems, the person with a problem writes up their answer and then the whole class interacts. I emphasise that mistakes are a wonderful opportunity to learn. I also make sure that we are pulling apart the work, not the person.

P9 – the remedy is 'Biral'

I am a slow reader, even with a novel, I only read 2-3 pages a night. I might even continue reading and then I'll phone if I think of anything.
Comparing the policy / belief / emotional rule made sense to me.

Telephone feedback from Hlubi, M Group (29. 01. 2012)
(Hlubi has become the principal of the school.)

It's too interesting, especially what you wrote about policy and how teachers struggle with it. It makes sense, it's a true reflection of what teachers are going through. Maybe if the policy makers could really feel it, they would make changes.

For example, this year they introduced the GPLS, a new way of teaching for the Foundation Phase (last year it was Foundations for Learning FFL for intermediate phase). The educators have gone to workshops, which reduces their classroom time. This GPLS gives more workload to teachers and learners – instead of 1 book per learning area for the year in Grade 2, there are 4 books for each of the 3 learning areas.

On Friday, the inspectors came to our school to see how we were working with the GPLS, but we have not yet received the manuals that we are supposed to follow. I haven't seen the inside of one of the books yet. The manuals tell teachers what to do day by day. The school year started two weeks ago, so now our learners are already two weeks behind. They won't be able to catch up. It's really difficult.

It's a problem – the planners plan, but they don't look at what is happening in the schools. If they could see what teachers are feeling, maybe they could do something.

Really, what you have written is good. For us, to keep on trying is the best.

Telephone feedback from Perusha, R group (25.02. 2012)

I found the research very interesting, easy to read and very valuable.

I enjoyed the theory of emotional rules – it make me realize that we are expected to show a reaction to situations; so if we don't live up to those expectations as a teacher, then it would be like shooting in the dark, we would become more fraught with emotions, but no one cares.

The theory married very nicely with the description and it is crucial for us to understand that you might repress emotions, but then they come out towards the next person and in other places. What you wrote is amazingly, shockingly true.

Certain schools are more emotional than others, but I find it valuable to accept that we have emotions. We just need to understand it and then we could do things better. It would help if you could give feedback to our school.

The entire experience is emotional, for all. If we don't understand our emotions, then …. (I couldn't write fast enough). Our approach changes when we learn that our worldview is an emotional view and that even when we are marking, we do it in accordance with our emotions. Normally we just label the judgement as favouritism, because no one acknowledges their emotions. Now I know it is not favouritism, it is an emotional experience – so that makes it more human, rather than seeing it as favouritism from a non-emotional teacher. I had never seen it as an emotional experience before. Where were you when I needed you 10 years ago?

It is very hard for a teacher to express their emotions – they are not expected to be human, to eat, smile, drink, have friends. Kids still have an idea of the teacher as unemotional, not being human. And we took that expectation on. My 2008 group, I was fond of them. So I talked to them more openly – but still with the idea in the back of my mind that it will come back to bite me. I never cried in front of the class – they don't accept that we are emotional as teachers.

So this was an epiphany. It would be helpful to offer workshops. But it must be a non-threatening approach, no telling teachers what to do.

I was an emotional teacher, but I didn't understand it. If I had, I could have gone from being a tyrant in the class to being a softi 'mam. We have to get to the point of trusting that in front of them all you can show affection – we are scared to praise learners as we can get accused of favouritism. We tend to shut the kids up, not acknowledging that I am an emotional being. So we act like I'm just here to do the job, just have to survive, and if we don't keep discipline then we are judged in the classroom – all because we don't have the emotional tools to understand and do that.

Appendix 8: Final list of codes generated by Atlas.ti

Code-Filter: All

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Date/Time: 2013/01/07 11:46:13 AM

***Attributions**
***SEE - Doing Assessment**
***SEE - Learner Achievement**
***strongly expressed emotions**
***Structural Vulnerability**
about emotions
assertion-anger
assessment tasks
attribution- learners
attribution- self
attribution- system
attribution-problem
aversion-fear
cluster meetings
Co-occur attribution- self and attribution-system
Co-occur attribution- self and attribution learners
Co-occur attribution- system and attribution learners
Co-occur department and reporting demands
Co-occur personal history and feedback
Co-occur personal history and judgement - being judged
Co-occur personal history and strongly expressed emotions
Co-occur SEE-department - anger
Co-occur SEE-department - fear
Co-occur SEE-department - happiness
Co-occur SEE-department - sadness
Co-occur SEE-policy - anger
Co-occur SEE-policy - fear
Co-occur SEE-policy - happiness
Co-occur SEE-policy - sadness
Co-occur SEE-reporting demands - anger
Co-occur SEE-reporting demands - fear
Co-occur SEE-reporting demands - happiness
Co-occur SEE-reporting demands - sadness
Co-occur SEE - LA and about emotions
Co-occur SEE - LA and assessment tasks
Co-occur SEE - LA and cluster meetings
Co-occur SEE - LA and colleagues
Co-occur SEE - LA and comparison with pre-OBE assessment
Co-occur SEE - LA and department
Co-occur SEE - LA and enabling learner achievements
Co-occur SEE - LA and feedback
Co-occur SEE - LA and image of the profession
Co-occur SEE - LA and judgement - being judged
Co-occur SEE - LA and judgement - making it
Co-occur SEE - LA and language
Co-occur SEE - LA and learner characteristics
Co-occur SEE - LA and marking
Co-occur SEE - LA and personal history
Co-occur SEE - LA and policy
Co-occur SEE - LA and portfolios
Co-occur SEE - LA and purpose and value

Co-occur SEE - LA and reporting demands
Co-occur SEE - LA and self-image
Co-occur SEE - LA and self-image and learner characteristics
Co-occur SEE - LA and teaching
Co-occur SEE - LA and working conditions
colleagues
comparison with pre-OBE assessment
dealing with failure
department
disappointment-sadness
enabling learner achievement
feedback
image of profession
judgement - being judged
judgement - making it
language
learner characteristics
marking
Methodology
my research purposes
parents
personal history
policy
portfolios
principal
purpose and value
reporting demands
satisfaction-happiness
SEE - about emotions
SEE - department
SEE - feedback
SEE - image of profession
SEE - judgement
SEE - learner achievement
SEE - marking
SEE - policy
SEE - purpose and value
SEE - reporting demands
SEE - working conditions
self-image
striking metaphor
strongly expressed emotions
SV-access threatened
SV-access to internal goods
teaching
working conditions

CODES-PRIMARY-DOCUMENTS-TABLE (CELL=Q-FREQ)
Report created by Super - 2013/01/07 10:44:50 AM
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PD-Filter: All [7]
Quotation-Filter: All [530]

	PRIMARY DOCS							
CODES	1	2	3	4	5	6	7	Totals
*Attributions	12	14	20	8	18	12	4	88
*SEE - Doing Assessm	18	16	14	13	12	6	8	87
*SEE - Learner Achie	6	18	12	12	15	12	6	81
*strongly expressed	56	63	41	40	44	40	15	299
*Structural Vulnerab	25	19	35	17	27	13	10	146
about emotions	4	4	21	19	9	11	1	69
assertion-anger	16	22	9	7	11	7	0	72
assessment tasks	0	7	5	2	2	4	2	22
attribution- learner	5	8	9	6	3	5	1	37
attribution- self	3	10	12	3	9	3	3	43
attribution- system	8	1	7	2	9	7	1	35
attribution-problem	0	2	1	1	1	0	0	5
aversion-fear	6	4	11	1	10	5	2	39
cluster meetings	1	0	1	1	1	0	2	6
Co-occur attribution	0	0	2	0	1	0	0	3
Co-occur attribution	3	7	6	3	2	2	1	24
Co-occur attribution	1	0	1	1	1	1	0	5
Co-occur department	7	9	5	3	6	1	0	31
Co-occur personal hi	1	0	6	1	4	0	2	14
Co-occur personal hi	3	3	5	3	4	3	1	22
Co-occur personal hi	3	5	6	5	5	3	1	28
Co-occur SEE-departm	9	10	7	2	8	3	0	39
Co-occur SEE-departm	3	1	5	1	7	1	1	19
Co-occur SEE-departm	0	0	0	0	0	0	0	0
Co-occur SEE-departm	5	5	5	0	4	2	0	21
Co-occur SEE-policy	2	0	1	1	3	4	0	11
Co-occur SEE-policy	0	0	4	0	2	0	1	7
Co-occur SEE-policy	0	0	2	0	0	1	0	3
Co-occur SEE-policy	0	0	0	2	0	2	0	4
Co-occur SEE-reporti	6	14	0	2	1	0	0	23
Co-occur SEE-reporti	4	3	1	0	1	4	0	13
Co-occur SEE-reporti	0	0	0	0	0	0	0	0
Co-occur SEE-reporti	2	0	0	0	1	0	0	3
Co-occur SEE - LA an	1	0	4	2	2	0	0	9
Co-occur SEE - LA an	0	2	2	1	0	1	0	6
Co-occur SEE - LA an	0	0	0	1	0	0	0	1
Co-occur SEE - LA an	0	0	1	0	4	0	0	5
Co-occur SEE - LA an	0	0	2	5	0	2	0	9
Co-occur SEE - LA an	0	2	1	2	0	0	0	5
Co-occur SEE - LA an	0	3	1	1	5	8	0	18
Co-occur SEE - LA an	0	0	1	1	1	1	2	6
Co-occur SEE - LA an	0	0	2	0	2	0	0	4
Co-occur SEE - LA an	0	2	1	3	0	0	1	7
Co-occur SEE - LA an	0	0	1	0	4	1	2	8
Co-occur SEE - LA an	1	0	0	0	0	0	0	1
Co-occur SEE - LA an	2	0	4	1	2	2	4	15
Co-occur SEE - LA an	0	5	4	4	1	1	0	15
Co-occur SEE - LA an	0	4	1	2	1	1	0	9
Co-occur SEE - LA an	0	0	2	0	2	2	0	6

Co-occur SEE - LA an	1	0	1	2	0	0	0	4
Co-occur SEE - LA an	0	0	4	0	0	3	1	8
Co-occur SEE - LA an	0	0	0	1	0	0	0	1
Co-occur SEE - LA an	5	8	5	5	9	4	2	38
Co-occur SEE - LA an	1	0	1	0	0	2	2	6
Co-occur SEE - LA an	0	0	2	1	1	0	0	4
Co-occur SEE - LA an	1	1	0	0	0	0	0	2
colleagues	0	3	11	7	8	2	2	33
comparison with pre-	4	2	9	13	5	7	2	42
dealing with failure	9	4	13	10	16	12	4	68
department	12	23	11	7	24	6	1	84
disappointment-sadne	6	5	6	2	5	4	0	28
enabling learner ach	2	5	7	4	15	13	2	48
feedback	13	1	6	1	7	1	5	34
image of profession	6	9	7	2	3	2	2	31
judgement - being ju	3	6	5	4	6	3	2	29
judgement - making i	1	0	5	5	21	2	8	42
language	5	0	0	1	5	0	2	13
learner characterist	23	0	26	14	15	5	8	91
marking	10	18	13	15	4	3	4	67
Methodology	0	0	2	0	0	0	0	2
my research purposes	1	2	6	4	2	3	0	18
parents	2	1	1	1	7	3	0	15
personal history	3	5	12	7	5	6	4	42
policy	4	6	17	6	16	10	4	63
portfolios	11	0	2	6	0	0	3	22
principal	0	3	2	5	2	0	0	12
purpose and value	13	2	15	6	3	3	3	45
reporting demands	16	17	7	8	13	5	1	67
satisfaction-happine	0	0	2	0	0	1	0	3
SEE - about emotions	0	0	3	6	0	0	0	9
SEE - department	11	14	9	3	16	4	1	58
SEE - feedback	8	3	2	1	1	1	2	18
SEE - image of profe	6	5	0	4	0	1	0	16
SEE - judgement	4	0	4	4	9	2	3	26
SEE - learner achiev	6	18	12	12	15	12	6	81
SEE - marking	7	14	9	8	2	3	3	46
SEE - policy	2	0	7	3	5	6	1	24
SEE - purpose and va	3	0	1	0	1	0	2	7
SEE - reporting dema	8	16	1	2	3	4	0	34
SEE - working condit	6	4	1	0	0	2	0	13
self-image	19	15	17	11	11	6	8	87
striking metaphor	5	1	11	0	15	3	3	38
strongly expressed e	56	63	41	40	44	40	15	299
SV-access threatened	19	14	15	13	22	9	8	100
SV-access to interna	6	5	20	4	5	4	2	46
teaching	2	1	6	2	2	0	2	15
working conditions	24	11	1	6	2	2	0	46
Totals	557	568	639	435	590	370	189	3348

Appendix 10:
Exploring the meaning of the physical emotional pain

What do you, my body, have to say about the emotional journey of teachers in relation to the department?

Lips:
It's totally depressing. There are only 3 quotes about policy that express any positive emotion. All the other quotes of strongly expressed emotion deal with disappointment, stress, fear and anger. Fear often occurred in the first part of the interview and was then overtaken by anger. But I think back wants to talk.

Back:
I am in pain because I do not want to go there. I feel so unsupported, just like the teachers. I lack warmth in the present and the promise of a better future. How will it ever get better if the department does not support us? We, the muscles in your back, cannot constantly keep holding up the heavy spine without a warm cushion to support us, in the same way as the teachers cannot keep on holding the learners to produce good results, unless they are warmly supported by the department.

Bladder:
I am bursting with urine, just like the teachers are bursting with frustration. They need to have a space to release and be heard, so that they can recover and start focusing on their work – which is what they actually want to do, judging by the relationship between learner results and self-reflection that emerged in the first section. Thanks, that's better.

Back:
Thanks, that also feels better. I feel a bit guilty that I am needing this support constantly, would be more proud of myself if I could manage without support, but the reality is that I cannot. The pain is too great. For teachers, it is the pain of the non-achievement of their learners – that is a really heavy burden to carry. It sucks out all their strength and power for creative teaching, leaving teaching as no fun. That's what all the petty administration required by the department does too – it looms as the threat that dampens creative ideas for teaching because they all have to be described in writing and recorded. Doing things is fine; having to analyse and record them is a drag. So I get dragged down by too much weight. (I'm glad for your current weight slowdown – a bit more weight loss would help me too.)

Colon:
It all gets clogged up. Too much food, too many different kinds of food – and I am already wounded. Same as the teachers; too much change, too many different kinds of change and they are already undermined by their confidence having been taken away from them by the way C2005 characterised all their existing practices as wrong and bad. In assessment, it has meant that there are many things about the old assessment – exams, extended writing, clear cut-off points between pass and fail, that they appreciated as part of the system, but now feel that they are not allowed to use anymore. That cutting off from their previous securities is a wound that cannot heal with new policy changes each year and with each change in district official. And with me being clogged, it generates a feeling of over-fullness in the stomach, so

that there is no desire for anything else, unless it is intoxicating, like chocolate or alcohol, which dampens the awareness of the body discomfort.

Fanny:
There is no sense of desire left, no energy for anything real. Only escape and fantasy for an unknown place of lazy comfort.

Throat:
I want to scream out my rage and fury. It is so unfair that teachers need to give to kids all the time, but nobody gives to them. And the thing is: giving to kids is actually rewarding, because energy and good results come back, but the department, with all its bureaucratic demands and lack of trust in teachers' judgement and constant undermining of teachers' ability through the public media and in the reporting they demand, makes it very difficult to focus on teaching, never mind being experimental and creative in the teaching. Teachers are no longer left alone to produce good results. They are harassed and hounded to do things in particular ways as if those ways by themselves will produce good results.

Eyes:
I don't really want to look too closely at the quotes and the exact things that teachers are saying. It is so exhausting to look at that level of detail, and it is so slow. But then, unless I do, I am not sure that I can see the correct big picture. The big picture that I am seeing at the moment is one of increasing frustration and despair, of fear of speaking out, of confusion about what is the right path to take, of sadness about being left alone without help, of apathy in the face of insane demands, of exhaustion in the face of insurmountable odds and of small moments of hope when some gratitude comes back – from learners, never the department.

Back of head:
I'm aching, I want to shut this down.
Thanks for the break.

Jaw:
I'm clenching – it's the only way I know to keep in control, to keep sane. Just carry on with the least amount of change or movement. Black teachers wanted to change, wanted to teach better, wanted to be recognised for their position, but instead they were told they were useless, needed to do everything differently and to continue obeying. White teachers thought they were doing fine and did not particularly want to change, but they were persuaded by the policy to use more open-ended methods and they got into the creativity of planning and experimenting. They didn't like being inspected much more rigorously, and with suspicion. And they particularly did not like being admonished by people whom they considered to have less knowledge than themselves.

Right wrist:
There is an imbalance: I am doing much more work than the other wrist, so I get sore. It's like the teachers doing much more work than they used to do and much more emotionally stressful work than the department officials – but they are not supposed to get sore, so they get sore but everybody ignores it.

The thing about emotions, is they capture a moment in time as if it were the whole world – they take a static snapshot, when actually they are fleeting. When we see emotions in time sequence, they present many different perspectives on the same issue. And here I am taking words from 19 different people, spread over 2 years, and fixing them in a unitary snapshot, as if it was the voice of all teachers for all time. When even one individual, during the space of one interview, moved from fear to anger and back to fear in relation to the department, from joy to frustration to gratitude in relation to learners, from exhaustion to cautious optimism in relation to doing assessment.

There is a difference in emotional tone when it comes to the department, as compared to learners and doing assessment. Both the other sections had a more complete range of emotions, which included positive emotions, and included more self-reflection and more ambiguity and variation. But the emotions towards the department are more negative, more clear-cut, more uni-dimensional. The most positive emotion is disappointment, and it goes downhill from there. But, disappointment is probably the key, indicating the injury of unmet expectation at the heart of the relationship, with the fear, frustration, anger, rage all being the result of that expectation remaining unmet and the insult of petty and time-consuming bureaucracy being added to the injury.

So I could start with the 3 quotes of positive emotions towards policy and add examples of neutral and ok ones, to make the point that there is potentially a positive response to the principles of policy change and a desire to change and fall into line with what the department wants. Then move on to the sadness quotes, with a focus on those that indicate disappointment. Then describe the stress of implementation, moving on to the fear of reprisal from department officials for incorrect implementation. Can't decide whether to move between policy, reporting demands and department or have 3 parallel strands – I think I should try moving within and between. Then describe the anger, first the anger that is still engaged, then the anger that is moving into apathy and alienation.

In terms of the stress process I read about this morning – it goes from idealistic enthusiasm and taking on too much work, to stagnation, to frustration, to apathy. Here they are given too much work in addition to the teaching interaction they are enthusiastic about, and most of them are in the frustration stage, although I might well find a few stagnation quotes and end off with apathy quotes.

Yael said I did not need to use all the quotes – I must just make sure that I don't ignore any quotes that don't suit my argument without pointing towards the conflicts.

So I wrote to her:

Been free-writing today - working to get my head around the story implied by the quotes and discovering that I am carrying the story in my body - the painful muscles in my back that correspond to the teachers without support from the department, the clenched jaw that corresponds to the increasing hardening of emotional positions from teachers towards the department, the reluctance of my eyes to looking at the detail of the situation, just like the teachers are generally frustrated but are not clear about what they would do instead, and the absence of any energy and desire in my body to make a move forward because it means facing teachers' absence of hope for improvement .....

Appendix 11: Initially presumed emotional rules

When writing the proposal for this study, I postulated the possibility of different emotional rules for summative and formative assessment as follows:

Potential differences in the emotional rules between summative and formative assessment

Possible implicit emotional rules for summative assessment	**Possible implicit emotional rules for formative assessment**
Emotions have no place in assessment practice. Teacher should show, and preferably have, no emotion.	The presence of emotions in assessment needs to be acknowledged. Teachers should acknowledge, reflect on and talk about the emotions evoked by assessment.
Teachers are not responsible for student failure, so they can keep an emotional distance.	Teachers are co-responsible for student failure, so they need to be pedagogically involved through giving feedback and engaging with students over the misunderstandings that caused the failure. This requires emotional commitment and energy.
A culture of 'teach first, then test'. The more pleasurable interactions around learning can be separated in time from the less pleasurable emotions evoked by assessment.	A culture of teaching interwoven with assessment. Teacher is required to be curious about learners' conceptions, offering constant feedback, both praise and correction. Both pleasurable and unpleasurable emotions are part of the on-going flow of cognitive interaction.

When I analysed the data, it became clear that the distinction between different forms of assessment was not an issue for the teachers: all assessment was summative and giving feedback was a way of re-teaching or helping learners to understand, not a deliberate attempt to make assessment formative. My expectation of teachers using different emotional rules when engaging in formative and summative assessment was much too subtle. This does not exclude the possibility that when formative and summative assessment are analysed as systems, they imply different emotional rules for the relationship between learners and teachers, because analytically they depend on different theories of learning and knowledge (Hargreaves, E, 2005). But the teachers I interviewed were thinking in practical professional, not theoretical, analytical ways and so, in terms of the data collected in this study, this attempt to differentiate between formative and summative emotional rules led me nowhere.

Appendix 12: Data to substantiate attribution table

Allocation of attribution statements

- **to cause (self / learners/ system)**
- **and to level of learner achievement (high/ low/ in general)**

Attributions for learner achievement ordered by focus group

Attribution to self	Attribution to learners	Attribution to system
PG11 – in general PG46 – in general PG47- in general	PG11 – in general PG46 – in general PG47 – in general PG23 – low PG74 – low	PG17 – in general PG25 – in general PG39 – in general PG43 – in general PG08 – low PG13 – low PG45 – low PG74 – low
DG279 – in general DG345-353 – in general DG492 – in general DG249 – low DG260-268 – low DG269 – low DG299-300 – low DG341 – low DG449-459 – low DG467-476 – low	DG417 – high DG279 – in general DG345-353 – in general DG260-268 - low DG269 – low DG299-300 – low DG341 – low DG449-459 – low	DG 483 – in general
RG45-50 – in general RG51-56- in general RG190 – in general RG275-283 – in general RG325-328 – in general RG365-371 – in general RG372 – in general RG32 – low RG200-220 – low RG311-315 – low RG434-442 – low RG544-560 – low	RG45-50 – in general RG51-56- in general RG275-283 – in general RG325-328 – in general RG329-342 – in general RG22-24 – low RG311-315 – low RG434-442 – low RG443-448 - low	RG244-252 – in general RG200-220 – low RG231-240 – low RG287-299 – low RG300-310 – low RG443-448 – low RG544-560 – low
SG53 – in general SG59 – in general SG61 – low	SG53 – in general SG59 – in general SG2 – low SG61 – low SG107 – low SG108 – low	SG89 – in general SG2 – low

KG175-176 – high KG16 – in general KG174 – in general KG4 – low KG56-66 – low KG68-70 – low KG152-6 – low KG157 – low KG158 – low	KG16 – in general KG4 – low KG137 – low	KG24-27 – low KG68-70 – low KG74-78 – low KG79-85 – low KG86 – low KG88 – low KG89 – low KG137 – low
MG19 – in general MG20 – in general MG137 – low	MG19 – in general MG20 – in general MG52-54 – low MG55-57 – low MG93 – low	MG67-71 – low MG73-79 – low MG80-86 – low MG88-92 – low MG94 – low MG106-110 – low MG 110-129 – low
CG8 – high CG2 – in general CG48 – low	CG48 – low	CG26 – low
Totals: 2 high achievement 20 in general 21 low achievement **43** in total	Totals: 1 high achievement 15 in general 21 low achievement **37** in total	Totals: 0 high achievement 7 in general 28 low achievement **35** in total

Appendix 13: Data to substantiate Teacher Portraits

Having access to moral rewards, i.e. the internal goods of assessment, involves:

Having and living out an ideal (a moral purpose):

- Being a teacher for the sake of love, care and wanting your community to get somewhere (MG181-H)
- Going into teaching to help and to help children (PG82-T)
- Entering into on-going relationships with individual children (RG656-P)
- Living in a complex, fluid authority dynamic with young people (RG639/41-P)
- Getting satisfaction from enabling the achievement of weaker learners (PG47-T)
- Being delighted about the improvement of weaker learners (RG281-J)
- Feeling sympathetic towards struggling learners (RG283-J)
- Enjoying learners' self- expressions (MG29-M)
- Enjoying the creativity and understanding of learners (MG36-H)
- Letting learners perform and present their work (MG30-J)
- Enjoying the interaction with learners when explaining knowledge (KG15-K)
- Being satisfied with rewards coming from interactions with learners (DG284-C)
- Getting angry about a learner cheating yet making a plan to uncover it to the learner without humiliation (DG76-C)
- Finding more pros (rewarding interactions with learners) than cons (measly salary) to the job, i.e. not expecting money but a greater reward (PG83/95-L)

Sacrificing for the ideal:

- Being prepared to give up leisure time in order to do the marking and other work one is responsible for (PG54-T)
- Being prepared to do huge amounts of work, in spite of horrific pressure (PG50/52-L)
- Trying one's level best and going the extra mile to give learners what they need to achieve (CG48-C)
- Making a bit more effort to support learners and getting excited when they understand (SG52-K)
- Making extra efforts to accommodate the special needs of children (SG107-S)
- Giving a lot emotionally and so much of self to the children (SG110-Sus)

Doing their assessment work with an open heart and mind:

- Being curious to know what learners have done in response to a question (RG351-371)
- Finding assessment and marking exciting for what can be learned from it (DG47-D)
- Marking fairly / doing justice / being fair, regardless of how difficult it is (RG98-C, RG315-P, RG317-323, RG355-J, DG48-D, DG114-D, CG34-C, SG33-K, PG22-L)
- Staying open to the possibility of good work from learners regardless of its appearance (RG399/403-C)
- Reflecting deeply about different ways of making knowledge accessible and relevant to learners (RG166-171)
- Passing on to learners the study methods that have worked for you (RG100-C)

- Doing peer and self- assessment with learners in ways that resonate with how good assessment was experienced in childhood, i.e. experiencing good assessment as having continuity over time (MG58-H)
- Having the courage to question self if learners don't achieve (KG157-K)
- Being able to change to new methods of teaching and assessment (RG154-C) yet also keeping steady about the value and uses of existing methods (RG158-C)
- Discussing new ways of teaching and assessing with colleagues (RG173-183)
- Working with colleagues to make a plan to overcome low learner achievement (KG58-K)
- Having the courage to remain apprehensive about the quality of one's own work, (even after many years of experience and post-graduate studies) (RG45-C)

Living on an emotional rollercoaster:

- Feeling reaffirmed in self when learners do well (RG 372-P)
- Feeling the pain when learners fail (KG162-TH)
- Becoming intrinsically motivated to do more when learners do well (KG170-TH)
- Worrying when some learners don't respond (KG15-K)
- Accepting the rollercoaster from satisfaction to disappointment, from demotivation to renewed motivation in response to varied learner achievement (RG43-J)
- Accepting that teaching is an emotional job and that it is ok to live in an emotional balancing act (RG93-P)

Being open to learning:

- Being open to learning from constructive criticism from the HOD (RG109-J)
- Continuing to learn on the job (RG142-C) and from colleagues (RG563-P)
- Being open to learning from learners (MG32-J)
- Learning not to take learners' work too personally, so as to become able to take a step back before reacting angrily to bad work (RG585-J)
- Learning to stand up for yourself (RG596-P) while living with the insecurity of constant trial and error (RG602-P)
- Controlling one's temper because one believes in the professional norms (MG183-H)

Box 1: Portrait of teachers with access to the internal goods of the practice

When teachers' access to moral rewards / the internal good of learner achievement is threatened, then:

Teachers lose their sense of having a moral purpose /an ideal:

- They give up their life for teaching, but after many years they feel so disappointed and they wonder why they did it because they received no recognition (SG104-Sus)
- The love of teaching is destroyed because "all the other stuff just makes it impossible to teach" and the teachers cannot "give as much to teaching as you should be, because you are spending so much time on nonsense" (DG189/91-D). "Nonsense" and "nit picking" overtake the "real issues" which are about "the quality of teaching" (DG233-V)
- Actually, "no-one seems to know what's going on" (PG36-C)
- They feel so extremely stressed about all the assessment that they are not teaching to the optimum level (PG17-L)
- The increasing assessment paperwork takes away the focus on teaching, which means less and less time interacting with learners in a classroom (PG37/39-L)
- They feel forced to cram something with children because it is unexpectedly part of a standardised assessment task, even though it doesn't make any sense (RG251-C)
- They realise they have to give up because they cannot save the learners from failure in the final exams (SG84-S)
- They wish all learners could simply pass because they feel so sad when learners fail and feel useless, small, discouraged and demotivated (CG6-C)

Teachers lose their faith in learners' effort:

Teachers perceive that learners:

- think there are no consequences for not achieving (PG31-L)
- are not held accountable for the effort of bringing their books and doing their homework, instead, the department holds teachers accountable for not phoning the parents (PG74-T)
- don't follow test instructions (RG436-P)
- don't give their co-operation (SG36-Sus)
- decide not to do their schoolwork because they know that no one is going to discipline them (MG51-H)
- are totally lazy, have no intrinsic motivation and don't care about failing because they know they will not be disciplined and will still be promoted (MG52-J/54-M, MG94-H)
- are so threatened by assessment that they cannot perform (CG4-C), so teachers wish they could abolish formal assessment so learners need not perform (CG26-C)

Teachers experience deep insecurity about how to do their professional work:

They worry about the quality of their teaching:

- Now that 'old-fashioned' teaching is not acceptable anymore and attracts the displeasure of the department officials, teachers feel they cannot achieve anything with their learners (PG43-T)
- You stand in your classroom for 3 weeks and then they write a test or an exam or something and they do badly and you don't actually know what else to do (PG14-T)
- A lot of effort brings no positive results (SG142-K) and learners continue failing (KG70/72-TH)
- Because learners do not learn the basics of reading and writing (KG191-NZ) and fail all the time, teachers suffer: they feel like a failure and worry about not doing it right, about

living in the "olden days" and being unable to communicate with, understand or explain to learners (KG158-TH)

- There is not enough guidance from policy in terms of what subject material to teach, in what order and at what level of depth (RG246-C)
- The prescribed lesson plans are not practical because they are designed in ways that do not allow enough time for learners from low socio-economic backgrounds (MG112-J / MG126-J&H)
- The essentials in terms of literacy and numeracy have been thrown out of the curriculum (RG193/9-C)

They struggle to make sense of many assessment rules:

- There are disagreements with department officials about what counts as a valid assessment (PG28-T)
- The standards of common assessment tasks are arbitrary (PG43-T, SG89-K, SG90-S)
- It does not make sense for learners to write English exams when teaching happens in other home languages (PG10-L)
- Cross-curricular activities are prescribed, but there is no time allocated in the timetable, nor any way of assessing them (RG187–C)
- Peer and self-assessment is prescribed, but it appears to be neither successful nor objective (SG9-Sus)
- It does not make sense that the required little bits and pieces of assessment tasks test only small amounts of work, which do not give a clear picture of the cognitive ability of learners and undermine the quality of learning that exams can produce in learners (KG103/105/133-K)
- Assessment processes that used to work well are now no longer allowed. For example, an ever-changing scoring code has replaced the percentage-based scoring system which cannot be used anymore because it is considered part of "the old education, which is not supposed to be done now" (KG108-NZ/111-TH/124-K); there is a lack of emphasis on assessing reading and writing in the types of assessment tasks prescribed (KG132-TH); the format of using only continuous assessment in primary schools is "brewing disaster" for when learners move to high school and beyond (KG135-K);

They feel pressurised to pass learners regardless of lack of achievement:

- The department will not let learners fail, when actually they deserve to fail (PG72-L)
- Learners don't submit work, but teachers cannot give them a zero (CG62-C)
- Parents want their children to pass on to the next grade regardless of achievement (KG89-TH)
- The department condones learners who do not deserve to pass for statistical reasons, ignoring and undermining the judgement of teachers, discrediting the national examinations and undermining learners' motivation to make an effort (RG287-C/302-P/568-C/576-J/577-P, SG74-S)
- Failing children must be pushed through to the next grade, but international comparative assessment results show that South Africa is not performing (MG80-H)
- Assessment is not an easy thing to do because you look for those marks, you try to remark the scripts, but still you can't find anything to make the learner pass, so it's hard (CG32-C)

They suffer bureaucratic detractors from their 'real' work:

- Because of the paperwork we cannot do what is expected of us, which is to teach, and through that to build a better nation (MG90-M)
- Teachers who are experienced, who know what they are doing, who have proved through their learners' results that they are able to do it, are nevertheless expected to fulfil all the bureaucratic reporting demands that take away time from real work (DG138-C)
- There are too many worthless tasks, too many records required, too many little numbers to write down (PG109-T, DG125/8-V)
- There is no time for written feedback on every paper, but the department wants written evidence of feedback (PG64-T)
- Teachers must moderate each other's marking and fill in 2-page forms to prove it (DG185D/186-V)
- Writing reports becomes a mechanical thing and there is no time to think about the reports (SG65-S)
- The bureaucratic demands don't contribute to improved teaching and assessment for either teachers or learners (DG146-C/154-D)
- The paperwork becomes a huge inconvenience, kills teachers, drives them crazy, destroys the job (RG544-C, DG158-D, DG178-D, DG184-V)
- Teachers are doing it "just for them" and there is no intrinsic benefit to the job (DG175-V, RG480-P)
- Teaching stops immediately when reporting deadlines must be met (KG203-K)
- Teachers start writing random numbers on documents because the authorities who check the documents don't take the care to read properly, making it a wasted effort all round (DG130/4-C)
- Bureaucratic demands become so pointless that it encourages teachers to be deceitful (DG139/145-D, DG159-V)

Teachers experience their working conditions as too stressful:

- It's a huge stress to get the job done at school (PG103-T) and teachers end up not knowing what to do (KG211/213-TH)
- Our hands are full, we need two people to do the job, and we are drowning in problems. (KG10-NZ/29-K)
- Teachers are being enslaved in panic accountability (RG488-P)
- The job itself and then dealing with learners' problems is extremely stressful, so teachers need regular Rescue Remedy (PG78-L)
- The structure does not support, e.g. through remedial teachers, psychologists, parents; the government does not pay enough; teachers cannot finish their job in their day, so the stress just gets worse and worse (PG108-C, KG78-TH)
- Training workshops for new assessment policies are too short, the curriculum /assessment policy or materials change every year, these changes are strictly yet differently enforced by a variety of officials, until "all the things are confusing" and teachers don't have time to breathe (MG95-J/106-H, CG20-C)
- Curriculum and assessment policy does not take into consideration the conditions in poor and overcrowded schools (MG71-J)
- Learners in a special school need to produce like the mainstream learners, but they cannot read or understand the questions, nor have the financial resources to produce artworks (SG130-K/143-S)
- Older teachers must take the weight of all the extra pressure because younger teachers are not fulfilling their duties (PG100-L)

- Principals use assessment results to "divide and rule" teachers by instituting a system of bonuses for teachers whose learners get high marks (DG388-V/400-D)

They stop learning and risking:

- I avoid things that could grow me because I just want to survive the day (PG111-C)
- I feel eroded away because there is no balance in life (PG78-C)
- When I get assessed, I really like to put in my 100%, but I'm nervous and worried because its intimidating, and it has not helped me to improve as a teacher (RG104-C)
- I become punitive, angry and frustrated because learners don't follow the instructions in an assessment task, so I become the victim because I feel they didn't listen to me and I forget to think about where the learners are coming from. I know it's wrong and not very effective, but I still do it. (RG436-P)
- I give up sometimes, I don't expect too much and then I cannot be disappointed (SG61-S)
- We cannot go against what the authorities say because our job is where our bread is buttered (KG226-TH)
- I wish I could not be available of the day of the results so someone else could tell learners the news that they have failed (CG78-C)

There is a relationship breakdown between teachers and the education department

- The department and government place no value on the profession of teaching and on teachers as educated professionals (PC100-L)
- The department expects accountability from teachers, but is not accountable in return (PG72-L)
- The "little bureaucrats" are not interested in "how successful you are as a teacher or how well the children are doing", but only care about "their ticks on sheets and their little power thing" (DG176-D)
- The department shoves administrative work onto teachers at the last moment, which teachers cannot see the value of because it is just for statistical purposes (RG480-P)
- The education department is not doing it properly, which results in teachers "getting rapped over the knuckles" and feeling they are "falling short" and "inadequate all the time" (RG485-P)
- The department officials enforce lesson plans that don't work, offer no support or accountability, are not reachable, lose files, don't attend cluster meetings, don't communicate fully, don't care, pass their pressure on to teachers and generally infuriate teachers (MG111-J/129-H, RG503-C/536-P, KG8-K, KG9-TH, KG94-TH)
- Department officials criticise teachers for not complying with the bureaucratic requirements of assessment dates instead of supporting teachers with good quality tasks for informal assessment (MG66-H)
- Teachers learn about new policies on TV and don't have ownership of whatever happens in their department (KG100-TH, MG95-J)
- All teachers are painted with the same brush, regardless of whether they do their work or not, and good teachers are not given any recognition for doing their work well (RG487-C, SG105-S)
- Moderation processes do not distinguish between new teachers who need mentoring and experienced teachers who know what they are doing (DG192-V/199-D)

Box 2: Portrait of teachers with little or no access to the internal goods of the practice

Having access to moral rewards, i.e. the internal goods of assessment, involves:

Having and living out an ideal (a moral purpose):
Being a teacher motivated by love and care for children and wanting the community to develop

Sacrificing for the ideal:
Being prepared to do huge amounts of work, to give up leisure time and to give of self in order to do necessary work well.

Doing their assessment work with an open heart and mind:
Marking fairly / doing justice / being fair, regardless of how difficult it is and remaining curious about what learners have done in response to a question

Being open to learning:
Being open to learning from the HOD, colleagues, learners whilst living with the insecurity of constant trial and error

Living on an emotional rollercoaster:
Feeling satisfied / reaffirmed in self/ motivated or disappointed / pained / worried depending on quality of learners' achievement and accepting that teaching is an emotional job

Summary 1: Portrait of teachers with access to the internal goods of the practice

When teachers' access to moral rewards / the internal good of learner achievement is threatened, then:

Teachers lose their sense of having a moral purpose /an ideal to sacrifice for:

- Because "all the other stuff just makes it impossible to teach", their love of teaching is destroyed, they feel disappointed and they wonder why they still do it.
- They give up, feeling useless, small, discouraged and demotivated.

Teachers experience deep insecurity about how to do their professional work:

- They worry about the quality of their teaching, as a lot of effort brings no positive result.
- They struggle to make sense of many assessment rules, especially since assessment techniques that used to work well are now no longer allowed and they feel that the system rules are 'brewing disaster'. They also feel pressurised to pass learners regardless of lack of achievement.

Teachers lose their faith in learners' effort:

- They perceive that learners are totally lazy, don't care about failing, are not held accountable, thus making performance meaningless.

There is a relationship breakdown between teachers and the education department:

- Teachers see bureaucratic demands as detractors which destroy their 'real' work.
- They feel unvalued, unsupported and undermined by the department officials

Teachers experience their working conditions as too stressful:

- It's a huge stress to get the job done at school; they feel like they are drowning in problems, with no time to breathe.
- Teachers end up not knowing what to do and feel enslaved by panic accountability.

They stop learning and risking:

- They avoid learning opportunities that could grow them because they just want to survive the day.
- They give up and stop expecting so they cannot be disappointed.
- They comply with what the authorities say.

Summary 2: Portrait of teachers with little or no access to the internal goods of the practice

Appendices 9.1 – 9.7 Coded Interview Transcripts

Appendix 9.1: P Group

Appendix 9.2: D Group

Appendix 9.3: R Group

Appendix 9.4: S Group

Appendix 9.5: K Group

Appendix 9.6: M Group

Appendix 9.7: C Group

P Group

PG1-I So thank you for coming. Thank you again. And you've seen the questions, but I just want to ask a whole lot of different questions about assessment, and my first question is, what do you think is the value of assessment is in schools? I mean, I've gone through stages where I've just thought its got to get scrapped. So I'm happy with any opinion. I've come to a place where I think maybe it is valuable, so I'm asking you what do you think the value of assessment is in schools?

PG2-C It's one way of testing if the children have understood what you've taught. But it doesn't always give you a true reflection of the learner's capability.

- purpose and value

PG3-L To some degree I think so. The problem is with the new OBE there is so much assessment, so sometimes I wonder if it is the true reflection and whether all the hours we put in to assessing is worthwhile. We could assess a lot less and get the same result, I think, and that's the problem.

- purpose and value

PG4-T I think assessment is the key to education. You can't know what people understand or know if you don't assess. And I think it's also important because if you assess correctly I think it gives the learners a sense of achievement. If they do well in an assessment then I think it's quite valuable. But you do need to give them the correct kind of assessment, and I think that is the problem. So there is value in assessment but it's the correct kind of assessment.

- dealing with failure
- purpose and value

PG5-I What would you say is correct kind of assessment?

PG6-T Well, that is a good question. Laughs You know, unfortunately at the moment I think what's happening is the type of assessment that we do is being dictated to us, so we're effectively being dictated to as to how assess, and I think that's the irritation for most teachers. If I could go home and come up with some kind of an assessment, which maybe I don't need to write down the marks or whatever, but that's a good exercise for the children to do. Because I think in most cases people think assessment equals marks. And assessment doesn't always equal marks. But we're not given enough opportunity to give them that kind of assessment. Everything we do has to be written down and marked and marks and I think that stresses everybody out. If you could come up with some nice assessments that test what you need to test in a fun way or whatever, then there is value in assessment. But it doesn't always have to be for marks.

- assertion-anger
- aversion-fear
- purpose and value
- reporting demands
- SEE - department
- strongly expressed emotions

PG7-C Yes, and I think what T is saying is that the thing is, the

- dealing with failure
- purpose and value

kids also become mark orientated. If you want to do something in class, their first question is, does this count for marks? And then they don't place enough value on it because it's not for marks. But it still has value.

PG8-L One of my concerns, and it has been for quite a while, is that I feel in the assessment that we do at the moment, the problem is the language. Those learners who are not English 1st language learners really battle with the written assignment and their marks are proof of it. But yet if you actually have a one-on-one conversation with them they know the work and they can actually do it but they can't put pen to paper and put it across because it's not their 1st language. And I think to some degree it's a concern of mine that, possibly, that exam papers are in English - I understand it's a world language - but it is a problem for learners who are 2nd language speakers, and I mean, it's a huge problem with the assessment. I can see it in the matrics especially that they can't put it onto paper. And it worries me that they're not going to get the results that they're actually worthy of.

- attribution- system
- dealing with failure
- language
- learner characteristics
- purpose and value
- SEE - purpose and value
- strongly expressed emotions

PG9-I So do you think that assessment loses its value if it's not done in a language that kids can understand?

PG10-L 100%. Because I think the learners then don't feel confident and they can't put across what they're actually thinking. So it almost makes me wonder if we shouldn't be doing some more verbal assessment rather than written. Until we get learners on a par where they're all at the same level and English is for all of them a 1st language. We're in a very privileged school where we still have fairly decent learners who actually do have English predominantly as a 1st language. But I think of schools in more of the outskirt areas and how on earth are they coping with an English final exam? All their exams are in English actually, and how do they cope when they actually might not even be taught in English! Because I'm sure in the rural schools that kids are actually getting taught in their home language, and then they've got to write in English and I don't know how they're doing it. So yes, I think it's a huge problem and maybe we should be looking more at some verbal exams, and probably maybe mother tongue, until we're all on a par.

- dealing with failure
- language
- learner characteristics
- purpose and value
- SV-access threatened

PG11-T I think it's quite a good point because I said earlier that I think one of the values behind assessment is creating confidence in learners. I mean if you give them an assessment and they do well, there's confidence and they go forward. And you find that the learners that enjoy your subject, in most cases, are the learners that are doing well. So that is a sense of achievement. And I think that is a problem, because I think the girls that don't understand then do badly in their assignments or in their assessments or whatever, and then they lose confidence. And as soon as they lose confidence in

- attribution- learners
- attribution- self
- dealing with failure
- purpose and value

your subject, they lose interest in the subject and then you've lost them.

PG12-C I teach English and I often put myself in the place of the learner and I think if I had to write this in Afrikaans how would I cope? And I know I wouldn't. And it's not that I can't give an answer, it's that I'm not competent to write it down in Afrikaans.

- language
- purpose and value

PG13-I What you've all raised is the big issue of language and knowledge, and that people can have knowledge but not the language. Or people learn the language and they rote learn but they don't really understand the knowledge. And South Africa's got a huge problem there. And what you're saying is the assessment mark reflects the language-knowledge problem.

PG14-T It causes, I think, major frustration. Your thing talks about emotions, and I think it's frustrating. It's frustrating for the learners and it's frustrating for the teachers. Because you stand in your classroom for 3 weeks and then they write a test or an exam or something and they do badly and you don't actually know what else to do.

- attribution- system
- language
- purpose and value
- SEE - purpose and value
- strongly expressed emotions
- SV-access threatened

PG15-I Talk a bit more about that. How do students' results make you feel?

PC16-T Well I think as a teacher you do need to look past results. You can see in a classroom how children grow or interact or become people, I suppose, if you look at them through from grade 8 up to matric. But unfortunately in the society that we're in and in the school system that we're in, results are very important. And I think teachers are judged, in many cases incorrectly, by the results of their classes. And I say incorrectly because different people have different levels of learners, especially if you're streaming classes and things like that, so you can't really judge teachers like that. But teachers are judged based on their results. Therefore it is a major frustration when children don't achieve. And I think it's frustrating for them and it's frustrating for us and I don't actually know, I don't think we have been taught how to deal with that. And I think that's something that needs to come up with teachers that are learning to teach, is that you need to look past results, but unfortunately we don't. Because that is on paper, that's how the learners have done in your subject for that year. And people don't see the other things, the growth, the confidence levels, things like that. They don't see past the fact that that person got 35% for your subject.

- dealing with failure
- purpose and value
- SEE - purpose and value
- strongly expressed emotions

PG17-L It's actually a good moment to be doing this interview because portfolios are due for grade 9s on Wed and you've spent the whole year trying to achieve these 9 or 10 tasks that have to be in the portfolio, getting the marks in, making sure they're the right

- assertion-anger
- attribution- system
- aversion-fear
- enabling learner achievement

level, making sure there are enough marks. Now we've got to get them all in from the learners, get the marks in, and then a child's lost an assignment or the mark is not there, and it is extremely stressful for us. And then it creates a stressful environment for the learners as well, and I think it's not fair. It shouldn't be like that. Because it doesn't mean a great or a happy teaching environment. Because we're so extremely stressed to get all this assessment in and you're not actually teaching to the optimum level. And it's a huge problem.

- portfolios
- purpose and value
- reporting demands
- SEE - reporting demands
- strongly expressed emotions
- SV-access threatened

PG18-C And I think what T is also saying is that sometimes the emotion is: you know that you've done your very best in the classroom, that you have tried everything you can and yet the kid's still not achieving. And somehow that makes you, as the teacher also, feel somehow inadequate.

- SEE - learner achievement
- self image
- strongly expressed emotions

PG19-T I'm just going to add to what L said about the portfolios. I talk about frustrations and things like that and I think the most irritating thing for us as well is that we've spent so much time getting these portfolios together and you send them off to the department and somebody sits down and looks at them that doesn't even have a clue. They come back with a moderation report that is, this work is good, or, this work could be improved. That's the kind of comment that you get back from the department and it's like, well, what is the point of spending the entire year stressing about these stupid portfolios and that's the feedback that you get. And that's the feedback on the type of assessment that we're giving, not necessarily on the marks. But on the type of assessment it would be nice to actually get in some positive feedback and say, this task was excellent, well done, or something like that, but you get nothing like that back from the department either. So I think that is also a frustration for teachers, that you work really hard but you actually get nothing, nobody ever says, 'well done' or 'that's good' or anything like that.

- assertion-anger
- department
- disappointment-sadness
- feedback
- portfolios
- SEE - department
- strongly expressed emotions

PG20-I Shoo. What you guys are talking about now is the whole problem of accountability. That's what it's called in the literature. The teachers are held accountable for the students' work, but especially teachers in lower socio economic classes and schools, they get completely demoralised because their children can't achieve at the same level as more higher socio economic kids. If you want to talk more about that I'd be really interested.

PG21-T I just want to say as well, I think I think, the thing that also adds to the frustration is that the people that are putting these prerequisites, or whatever you want to call them, in place, the portfolios, are people that in many or in most cases are not teachers. So I think some of the things that they're asking us to do are not viable or... you know, they are just ... you sit there and you think, whoever put this together is obviously not a teacher and

- assertion-anger
- department
- SEE - department
- strongly expressed emotions

you're sitting ... you know, some of the ... certain of the ... wait ... I know what I want to say, I just need to put it into words...

PG22-L Some of the requirements of the portfolio assessments also require a lot of computer skills, the ability to go onto the internet to do research, to purchase, and they're not keeping in mind the environment that we're actually living in and the economy we're in. And for a lot of these kids it's a huge amount of pressure to achieve and get everything that needs to be done. Half of an assessment is the appearance of it. So kids in the higher socio economic situation are going to be able to buy a beautiful folder, print out in colour, and yes, it's very difficult when you're marking an assessment to not look at that and think, wow, some effort. And then to look at a handwritten one and assess it on the same level is very difficult, and you're getting marks for that as well. And that's not very fair at times. And I think that that is a problem as well, they're not keeping in mind that there are learners from all sorts of situations. I'm also involved in a Maths research project at Wits and I can tell you from the teachers I'm with there, who come from a lot of rural schools, township schools, and when we talk about resources, they don't even have text books for their whole class. They have to photostat the exercises, and the one guy is actually in a school that's brand new, they've just finished building it, and they've not been given a Photostat machine. They don't even have electricity. So it's not even a case of overheads. He has to write on the board and the kids then have to copy down the maths exercises. Now that can take 20 mins of your lesson before you've even started working on the stuff! And then how do you then do a portfolio assessment, where we've got computers in our school? And this is a huge problem. The discrepancy between the different levels.

- judgement - making it
- learner characteristics
- portfolios
- SEE - judgement
- strongly expressed emotions
- SV-access to internal goods

PG23-I What are the portfolio frustrations for you, in your school?

PG24-L In our school in particular, I think it's the apathetic attitude of some learners. That they can't be bothered. They don't do the work. And you get to a point where you get sick and tired of actually nagging for a piece of work and the kids just don't seem to have a sense of responsibility. Or accountability, I should say actually. Because they just feel, well, it's not really a problem, it's one little assignment. And they don't actually see the repercussions of it. They just sometimes don't put the effort in and they take everything for granted. And I think that's very frustrating at times, is that they don't actually appreciate every little thing that they get. And I think that's hard.

- attribution- learners
- learner characteristics
- portfolios
- SEE - learner achievement
- strongly expressed emotions

PG25-C I think for portfolio work in English, as T said earlier, there are so many tasks that they want the children to do, that you have to mark and things like that, that it's the amount of time that

- attribution- system
- disappointment-sadness
- portfolios

you spend doing something that counts for a really small percentage at the end of it. So it must look beautiful and it must all be there, but it doesn't count this huge amount at the end, and so you spend hours and hours and hours of time and it may come up to 20% at the end of the year.

- reporting demands
- SEE - reporting demands
- strongly expressed emotions

PG26-T I think what I was also referring to earlier was, when I say that unrealistic demands, I think of people that are not in teaching, so they sit in their office and they think, ah, this is a lovely task. But they don't actually think about the fact that you've got a class of 37, the marking is enormous. And just one example of, I suppose, unrealistic demands: the grade 9 portfolios are due tomorrow, the matric portfolios are due on Wed, but they don't think, well maybe there's teachers that actually teach both. So you know, let's split the time because now we're struggling to get everything together. And yes, we do know that it's due tomorrow but the last assessment task was probably done in the last week of last term, so it had to still be marked, etc. So I think their demands, from that point of view, are unrealistic. I think if you look at some of the matric stuff, matrics do 6 subjects, they've got 6 big projects to do in matric, which I also think is ludicrous, if you look at things like Geography, the research project that they have to do is enormous. And they have to do 6 projects. So that's very time consuming from the learner's point of view. So I think the problem is that they actually need some people who are teachers to start designing some of the assessment tasks that actually do make sense and are realistic.

- assertion-anger
- department
- portfolios
- reporting demands
- SEE - department
- strongly expressed emotions

PG27-I Can I ask a clarificatory question. From the outside, the way I understood the portfolios is that they were supposed to be a learning experience. They were supposed to support teachers in creating tasks that enabled learning. So why is that not happening? Why do they not count? Why are they unreasonable?

PG28-T Part of what I actually wanted to say earlier was, I think the problem is that the people that are sitting in the district levels or who are slightly supposedly above us, are actually not necessarily qualified in the subjects that they're supposedly in charge of. And I've just had an experience with my grade 9 portfolios when the GDE came to check up on our portfolios and they asked for certain portfolios and the educator's portfolio and so on, and then they go through it with you, and it's like, ok, what's this? What's this? And they're actually not happy if ... I had a big argument with the lady because she wasn't happy about the fact that the task that we had set...now we're supposed to set 3 tasks for the grade 9s across the year...then they turned around and said, but one task needs to consist of 6 tasks or something. And it's like, well, what does that mean? It's meant to have bits or I don't know, included. So actually it's not one task per term, it's actually then 6 tasks per term or whatever. And she went through the portfolio

- department
- disappointment-sadness
- portfolios
- reporting demands
- SEE - department
- strongly expressed emotions
- SV-access threatened

and she wasn't happy...in term 2 our task was the exam, because they wrote a summative assessment in term 2. I teach EMS, accounting, whatever... An Accounting exam is an exam, where they actually sit down and answer questions, I suppose in the old format. And she wasn't happy with that because, she seemed more happier with the things in the 1st term, which was a poster and a pretty picture, something that they'd stick and cut out of a newspaper, whatever. And I said to her, so what you're telling is that old fashioned summative assessment or testing is no longer a task? And as far as I'm concerned that shows more learning than being able to cut some pictures out of a newspaper and to make a poster. But they're not qualified enough to sit down and look at the exam and say, ok, this is at a good level or a bad level or whatever. So it's easier for them to look at a poster and to say, ok, well that's quite nice, so we'll go with those because we can moderate those. They can't moderate our exams. And it's maybe a horrible thing to say, but it really is the truth. I think the people that are sitting in those positions are not qualified enough to look at our exams and to say, well actually this is quite a good exam and it's at a good level and it does test what they need to know. It is easier for them to look at a poster.

PG29-I Can I change subject? Can I ask about your personal memories of assessment? Were there any events as a teacher that shifted your understanding or your emotional response towards assessment?

PG30-C I think in the old days when you were a fairly good student you were fine. I think it was ok. But I have memories of watching a boy being smacked, day in and day out for misbehaving, for talking, for not doing stuff, and as an adult now I look back at that and I think, I wonder how he is? It's never gone away that this child was constantly in trouble and never seemed to be able to do anything that he was required to do, and then was humiliated in front of all of us.

- comparison with pre-OBE assessmer
- judgement - being judged
- personal history
- SEE - judgement
- strongly expressed emotions

PG31-L I think as a learner you were a little petrified in the good old days of not getting an assessment in, or an assignment, or not achieving, because you knew that the punishment was harsh if you didn't get it in on time. And you worked a lot harder. And although I don't believe in corporal punishment, I do think to some degree learners today don't have the accountability that we had. I think to some degree they're a lot more casual about their learning. Where we were…I wouldn't say we were obsessive, but you knew there were consequences if you didn't actually achieve. And I'm not sure the learners realise that now.

- comparison with pre-OBE assessmer
- judgement - being judged
- learner characteristics
- personal history
- SEE - judgement
- strongly expressed emotions
- SV-access threatened

PG32-T I have an example, I suppose, of when I was a learner, which I think changed my view on how I assess or look at the way I assess now. So I don't know if you want me to relate that story to

- feedback
- judgement - being judged
- learner characteristics

you, you've probably heard it already. But I remember when I was in matric I hated English. It was my worst subject. And we had to do an assignment whereby we had to write an opening paragraph for something. And a friend of mine and myself sat and we decided, ok, we're actually going to put some effort into this thing and we sat and we actually did a little bit of research and we wrote this paragraph that we thought was brilliant, and we handed it in. And the next day when we came to class our paragraph was written on the board. So we thought, oh, cool, finally we'd done something right for this teacher. Anyway, she proceeded across the lesson to rip this thing to shreds. There was nothing left of the paragraph that we'd written on the board when she was finished. It didn't do anything to improve my relationship with the teacher to start off with. And secondly I think it's changed...I've been out of school for almost 20 years and that's something that sticks in my mind, and in fact I actually stopped going to her classes. I think as a teacher that has changed the way I look at assessment for learners. So I think it's meant to be a positive experience. I would never take something of some child that was really bad and write it on the board. I would never do that. Because it was a humiliating experience. So I think it needs to be constructive and you can point out mistakes, but you can do those things in private, so you can call them and talk to them afterwards. And rather do the praising in front of other children. So I think that experience of mine...I wouldn't want to say, changed the way I assess, but that is the way that I do things, because I would hate that to happen to somebody that I teach. Because I absolutely hated the subject to begin with and that just was the end for me. So I think that's quite important.

- personal history
- SEE - feedback
- SEE - judgement
- strongly expressed emotions

PG33-C The one thing that T mentioned there that becomes a problem is, there are always some kids in your class that are just much better than everyone else. And if you constantly praise them, you get the rolling eyes and the ooh attitude from the rest, and then those good learners then want to hide. They don't want to always be the focus of attention, so that also has problems with it.

- feedback
- learner characteristics
- SEE - feedback
- strongly expressed emotions

PG34-I Okay. Um. Anything ...? That's fine. In terms of the policy, I want to know what's your emotional response to the new assessment policies?

PG35-T The first thing that comes to mind is complete irritation. Because the problem with the policy is that this policy document says, this is what you need to do, and then you get another document that says, circular number whatever, and that you're supposed to do that, and nothing ever corresponds. So everybody is confused. Are we supposed to do 3 tasks? Are we supposed to do 6? Is the ranking levels or whatever, 1-7 or is it 1-4? It is 1-7, but some of the documents still say 1-4. So the department actually haven't changed their documents. So I think if we got 1

- assertion-anger
- policy
- SEE - policy
- strongly expressed emotions

document that said, this is what we require, this is exactly what you need, then I think it would make life a lot easier for all of us. But it irritates me that they don't even know what they want or what they expect from us. So everybody is irritated and confused, and I think that's part of the problem.

PG36-C Yes, I think the irritation is high and I think that also people think that you're incompetent, that you don't know what's going on, but actually no-one seems to know what's going on.

- assertion-anger
- strongly express
- policy
- SV-access threa
- SEE - policy
- self image

PG37-L Another part of this new assessment policy and with the new curriculum is the clusters that they've formulated. They're not functioning like they should be and it causes huge amounts of stress for teachers because you're having to go for cluster moderation every so many months. You arrive there and it's the same good old schools who have done all the work and the rest who don't even come to the cluster moderation or haven't done what's required. And it's the stress involved, because those of you that are there, there's always snide remarks made by the cluster leaders about some people's work and it's actually just huge amounts of stress for no reason at all. We don't need to go to the cluster moderation. It achieves nothing, it's a waste of an afternoon where you could actually be doing other work. And I think with this new policy it's just more and more and more paper work. And a teacher's work load has become horrific. No-one actually has a life outside of teaching anymore. Your whole life consists of assessing. And I think the focus of actually teaching has been taken away. It's pure assessment now and I think that is a huge problem.

- assertion-anger
- aversion-fear
- cluster meetings
- policy
- purpose and value
- reporting demands
- SEE - reporting demands
- self image
- strongly expressed emotions
- SV-access threatened

PG38-I Yes. If you could change things, how would you change things to make you feel better about assessment?

PG39-L I suppose to some degree I would almost go back to the good old days. I'm not saying everything about it was great in the NAT ED document. But in fact less assessment can achieve so much more. We're having less and less time interacting with the learners in the classroom and teaching. Because it all revolves around now getting the marks in and I think it would be better if we had less assessment and more interaction. You can learn so much more from interacting with learners and developing, than you can from assessing all day long.

- attribution- system
- comparison with pre-OBE assessmer
- learner characteristics
- SV-access threatened
- teaching

PG40-C And if I look at the CTAs that the grade 9s have to write at the end of the year, which are standardised, they're actually a waste of time. And again you spend hours and hours of time marking and it reduces to a mark out of 20 or something at the end of it. And if the department wants us to have assessment then they must supply us with the tasks. Printed tasks, everyone

- assertion-anger
- department
- marking
- portfolios
- reporting demands
- SEE - reporting demands
- strongly expressed emotions

does the same, and we can get them out of the way in one lesson and then move on with the real teaching. General laughter

PG41-I Why are they a waste of time? Or what is it about them that makes them a waste of time?

- learner characteristics
- portfolios

PG42-C The CTAs? They are at a standard that is way below what we've been working at the entire year. So they are a standardised thing so that everyone can cope, but in fact it means that our girls, there's nothing to study, they're not given any work to study, so they don't have to study for anything. They create posters, they read a document, they answer comprehension questions and that is it.

PG43-T I think the big problem with the CTAs is actually there's no standardised syllabus. There's no syllabus in grade 8 or 9 so there's nothing to say - we've got certain assessment standards that you've got to cover, so like let's say for example, one of our assessments standards is entrepreneurship. Nobody says what under entrepreneurship you have to cover. So there's nothing standard in the syllabus, therefore they can't set standardised questions because they don't know that this school has taught X and that school has taught Y and that school has taught Z, so they just ask these arbitrary, like C says, a comprehension, which everybody can do. And make a poster on needs and wants, which you could do even if you hadn't done the section, or something stupid like that. So I think that is the problem. The other thing I was going to say about changing assessment, I think one of the major problems that we find in grade 8 or 9, is all the group work. They've got to do a lot of group work, or that's what they want. And then the problem is that there's no accountability for the one child who does all the work and the rest who do nothing. And what we're finding is when they get to grade 10, they actually have no ability to work on their own. So we're having huge problems with the grade 10s, and you see newspaper headlines, grade 10s that are failing. And it's all because of this OBE group work, whatever, in grade 8 & 9. And we actually had a discussion at our one ASAT meeting about, maybe the school must go back to old fashioned teaching. And the department can do to us, I hope this doesn't get repeated anywhere, nervous laughter, the department can do to us what they want. But actually we're not achieving anything in grade 10 because they just play games in grade 8 & 9. That's all they do.

- assertion-anger
- attribution- system
- aversion-fear
- comparison with pre-OBE assessmer
- department
- disappointment-sadness
- learner characteristics
- policy
- portfolios
- SEE - department
- strongly expressed emotions
- SV-access threatened

PG44-I Oogh. (Unclear laughter and interjections) Oh no, I think you guys are heroes. Okay, um, so can we move to learners? Think about learners of yours that failed. What happened and how did you feel about them? Or learners who passed well? What happened and how do you feel about them? So what's your relationship, your emotional relationship to learners in terms of

- attribution- system
- dealing with failure
- language
- learner characteristics
- SEE - learner achievement
- self image
- strongly expressed emotions

their success and failure? (silence). ... That's a complicated one.

PG45-C I just know that my answer links to what L said before, because teaching English, there's so much frustration involved when you know that a child is actually eloquent and they can hold a conversation and they are fine but their written work is not up to standard. And so they're having to repeat because they can't write because it's not their 1st language. So there's a lot of irritation and frustration and sadness because you believe that the child is actually eloquent and maybe that's enough, but it's not enough for the department. because most of us later on, as long as we can hold a decent conversation, we're actually fine. But it's the writing part. So for an English teacher that's horrible that you are the one who's marked this child the entire year knowing it's not their 1st language and knowing that you couldn't do any better if you had to do it in a 2nd language.

PG46-L I think when a learner does well it's extremely rewarding. I get a great sense of satisfaction that possibly I've achieved. It may have nothing to do with my teaching because the learner might actually just be brilliant. But it is very rewarding when you see learners achieve and especially those you've been battling and then managed to do an assessment. When their faces light up that is the most rewarding moment I think for any educator. But the problem is when the learners fail. And some of them I really feel sorry for. I teach Maths and I know that they really do battle. But then there's other learners who don't come to school, are often absent, don't hand in work, and then they fail and it's extremely frustrating. Because I don't know what to do for them. I don't know how to get them to school, to make sure they come to school. I don't know how to make them accountable for getting the work in, and then if they're not going to do all that, you're wasting your time! And that is very frustrating. So you actually go from all ends of the scale.

- attribution- learners
- attribution- self
- dealing with failure
- SEE - learner achievement
- self image
- strongly expressed emotions
- striking metaphor

PG47-T I don't get a huge sense of satisfaction from girls that are...you're always going to get the bright kids. Ok, I teach Accounting - it's one of those subjects where either you understand or you don't. there's not a lot of middle ground so you either get the concepts or you don't. So the girls that have got it, and they always do well in tests, and it's quite nice having them because you can check your memos against, mark so and so's paper first, ok, there's a difference, let's check quickly. But I think for me it's the kind of subject whereby, from beginning of grade 10 to the end of grade 11, there are a lot of girls that struggle and the marks are bad and they work exceptionally hard and every test you think, maybe this is the one, maybe she's got it, ach, and then they do badly and it's like you feel very disappointed for them because you know that they've done the work. But generally speaking at some point they do get it. And there's a huge degree of satisfaction. You

- attribution- learners
- attribution- self
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access to internal goods

can see in the matric results at the end that by the end of matric 99% of them have got it. And that's very satisfying because it's a kind of subject where you can actually see progress. But it does take quite a long time for some of them to get to that point, so it's quite nice because you can see the growth and you can see the progress but they do get there. So that for me is much more satisfying than actually the children that were bright to begin with. Because they were going to always get it regardless of whether I was there or not. laughter

PG48-I Thank you. Ok. Marking? ... I want that on video.

marking
SEE - marking
strongly expressed emotions

PG49-T 24 hours a day. Unfortunately I think the department have done us a disservice because they've given us the week holiday, which is fantastic, the whole week that we have. But they've made the portfolios due, as I say, tomorrow and Wednesday. So basically I had matric projects, 60 of them, to mark in the holidays, plus other assessment tasks that they'd done - we just don't get time to mark during the term - so you tend to just leave it or whatever, and so therefore now you sit in the holidays and you do the marking, and I think quite a lot of us did quite a lot of marking in the holidays. So there's no holiday. They say, ok, you've got a holiday, but it's actually not a break. So the marking is endless, absolutely endless. And if you teach 3 or 4 grades, you might say, you've only got 3 marks for your grade 9s for this term, but you've got 3 marks for the grade 9s, 3 marks for the grade 11s, 3 marks for the grade 12s, and it's not easy marking. So, under the new, especially for us in the FET phase, the new syllabus is good, it is good, but it makes it much more difficult to mark. Because they're doing a lot of analysis and writing. In the old days Accounting was easy because it was just figures and it was easy to mark. Now it's not like that anymore and it's a lot of analysis and writing in paragraphs, the language is a problem so you've got to try and decipher what some of the girls have written, because it's not English. So you can't penalise them for not constructing the sentences properly. If they've got the concept somewhere there you actually need to give them the marks. So you have to read and concentrate and you can't watch TV and mark anymore. laughter

PG50-L It's extremely time consuming. I also spent the whole week marking matric portfolio work. And I don't think there is a week that goes by with no marking. And most weekends, you might get the Saturday off, but the Sunday inevitably everyone puts in at least 2 or 3 hours of work because you just cannot get the marking done. I mean, on average most of us, with extra murals and that, only leave school at about 4, 5 o'clock. You're then going home, a lot of people have families, and you only start working then at 8 in the evening again, and there is always huge amounts of work. Preparation, and the marking is endless. That is the worst thing with this new assessment.

marking
SEE - marking
strongly expressed emotions

PG51-I How does it make you feel?

PG52-L Very despondent. The most frustrating thing is you don't get time for you anymore. And it's all the stress involved with that. And also teaching has changed so much. We deal with a lot of social work now. Learners don't come with normal lives anymore. There is a lot of social work involved. So you're taking all of that home, as well as your marking, and I can tell you it's the most stressful environment in which to work. The pressure involved is horrific. I don't think any of us ever fully relax in the holidays because there is always work to be done.

- learner characteristics
- marking
- SEE - marking
- strongly expressed emotions
- teaching
- working conditions

PG53-C Yes, I think despondent is probably a good word because it just seems endless and you have to juggle your time and then you get pressure from your spice or spouse or whatever, because, why are you working again? And I'm not working, and this is ridiculous because you get paid just about nothing and I'm earning 4 times what you're earning and I never work in the evenings. So you get that pressure all that time as well. And, come and watch some TV, and you say, I have to finish this. If I leave it another day then it's just, when am I going to actually do it? And as they both said, you end up doing it in the holidays. And I know people still joke that teachers work half days. And we do. Half a day is 12 hours, so we are working half day. Laughter

- marking
- SEE - marking
- strongly expressed emotions
- working conditions

PG54-T I think also the biggest frustration as well - and my husband's also a teacher - so between the 2 of us I'm quite lucky because he does understand. So if you sit and work till 12 at night, invariably so does he. So it's fine. Now in the holidays we were invited away for the weekend and we just said we can't. And they're like, but you're on holiday? Actually if I don't mark these projects by Monday...I have to. I have no choice. So we didn't go away for the weekend. And often you'll get a phone call on a Tues night and say, come to movies with us. It's like, I can't go to movies. X has to be done by tomorrow. But you've got a half day job. And then you just want to hit them. Because it's like C says, 12 out of 24 hours is a fair half day job, yes. So it is very frustrating and very irritating and you don't have a life. You actually don't have a life.

- marking
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods
- working conditions

PG55-I Shoo. Alright, now, I'm going to give you my theory on marking. I think that marking is the shadow side of teaching, because in teaching you have the potential for learning, for growth, for flourishing. And in marking, you're faced with the inevitability of imperfection. So I want to know, do you ever think about your marking afterwards, or are you so pleased that you made it through the pit that you never think about it again?

- marking

PG56-C Yes, you're just so relieved. I do like little ... : there's 10

- feedback

scripts and then I'll go make myself a cup of tea and then it's another 10 scripts, and then I can have a chocolate bar, and then there's another 10 scripts, and then I just can't wait to pack it away, hand it over and I actually don't want to give the kids feedback after I'm done with it. I just want it to be done.

- marking
- SEE - marking
- strongly expressed emotions

PG57-L Exactly the same way. It's very rare that you pick up something and think, let me go over it with the learners. A, you don't have the time to spend a lesson on going over it. So here's your marks, put them in your portfolio, great, record the mark, we've done another task. And that's all it is. There is no time to reflect on it and I'm only just too thankful when it's finished. I really don't even want to think about it again.

- feedback
- marking
- portfolios
- SEE - feedback
- strongly expressed emotions

PG58-T Yes, I think in my subject the feedback is essential to the girls but I agree with what they've said. It's finished but...and if you spend a whole lesson on it you're actually not going to get through your syllabus so if you've got any questions, come and ask, you can go over it at home. Hope they never come back. Laughs And also, obviously when you give it back to them, you realise how disappointed some of them are and then they're in tears. It's not a nice side of teaching.

- feedback
- learner characteristics
- SEE - feedback
- strongly expressed emotions

PG59-I So when they're in tears, what do you do?

PG60-T I don't get any of those, I'm a good teacher. Laughter No, I'm joking. I think I get quite a lot of them, because as I say, in the subject that I teach, a lot of them struggle with the concepts. I do prefer to talk to girls one-on-one. So if they've done badly in a test I'll often have them for an extra lesson or something like that. I can go through the test with them. Because it doesn't actually help to go through a test generically anyway. Because you've always got the one at the back who's got a 100%. She's not interested in going through the test and then you've got the poor 6 in front that have got 30% who need to go through the test. So I would actually rather do it on a one-on-one basis anyway, because then I think they feel much better about themselves as well. But you do need to go through it with those girls, because to get 20% or 10% for a test that you've actually worked for is quite demoralising I think as a learner. So I think the feedback is important but the time is just as I say, then you end up doing it in the afternoons or whenever you can do a one-on-one with them, rather than do it as a class. It's the only way to deal with girls that are upset. You can't deal with them in a classroom.

- feedback
- learner characteristics
- SEE - feedback
- strongly expressed emotions
- working conditions

PG61-L Yes, in Maths I also have a lot of the girls in tears, whatever, and you just have to console them, try and boost them again, get the confidence levels up, and the best thing is actually to have a one-on-one in the afternoon with them. That is the only way to sort of try and figure out where their problems lie. You

- feedback
- learner characteristics
- SEE - feedback
- strongly expressed emotions
- working conditions

can't actually do it in the classroom situation, there is no time. So it has to be done after hours.

PG62-C In English again it becomes emotional because the kids will sometimes say to you, if they've got used to you and brave enough, they'll say, I worked so hard on this and I really thought I'd get a better mark. And I find that I give them an option that they can go and ask another teacher to mark it if they're not happy with it. I hate marking poetry because I think it's something that you're trying to express yourself anyway, and I'll always tell them that. And then I find that I make excuses on their behalf and I'll say, oh but you know, I mark very strictly. To try and take it away. But you can actually see, they'll say to you, I put so much effort into this and I'm so disappointed with my mark. (Unclear interjection) By this time you're thinking, oh my goodness, I can't even remember what she wrote! Laughter

- feedback
- learner characteristics
- marking
- SEE - marking
- strongly expressed emotions

PG63-I I find exactly the same thing. I can't remember what people write, so the only way to say is, bring me your piece of paper, let's go through it again together, so that I can remember. So do you give written feedback on the thing and is your feedback: good, bad, try harder? Or is your feedback, hey you didn't understand this? What kind of written feedback do you give? Or don't you because of what you said earlier about, it's like too much and too exhausting and you just want to get it over with?

PG64-T I don't give written feedback. I just don't have the time to write on every paper. Every now and then like for the matric projects and things like that I will write on them because obviously they've put in a lot of effort. Because there's also nothing worse I think than getting something back from a teacher and there's actually nothing there. Especially if you don't have time to go through the stuff. But I think verbal feedback for me is much more...and this is the irritation for me on the portfolios...often our portfolio moderation comes back and one of the questions is, is there evidence of feedback? That's one of their things on their tick list. Now for the grade 8 & 9, I think especially, very few people will spend time writing comments on a grade 9 test. But when you hand the tests back in many cases you might have general feedback. Lots of you did this so be careful that we don't do this. So you all have verbal feedback. I don't know of a teacher that doesn't actually have some verbal feedback. So the feedback is then, as far as I'm concerned, that's much more valuable. A one-on-one, or an extra lesson with the child or something like that, rather than just writing 'well done' or something on a paper. But the department don't see that. They want everything in writing, which I suppose leads back to when I was saying some of their expectations are unrealistic, because you've got a class of 37 or 40 grade 9s, you cannot give written feedback on every paper. And you teach 3 grade 9 classes or whatever. So it's just virtually

- assertion-anger
- department
- feedback
- learner characteristics
- SEE - department
- SEE - feedback
- strongly expressed emotions
- SV-access threatened
- working conditions

impossible to give a lot of written feedback.

PG65-L Hardly any feedback. It all depends on time constraints. So if I've got a bit of extra time I might give some feedback, but generally no, definitely not.

PG66-C In written work I do try but the kids now realise if I put a double tick over something I like that sentence or the word that they've used or something, and then I do try to write something at the bottom about something that I like, but that's because it's English and so you're trying to encourage them to use that again. But I do find that with some tasks, never on tests. I don't write anything on a test ever. It's just really on the essays and the poems and things like that. And I think that sometimes you're in a hurry and you tend to then hone in on the negative rather than on the positive, and that's just because..., you did this wrong again or don't do this, and that's not actually encouraging.

- enabling learner achievement
- feedback
- learner characteristics
- SEE - feedback
- strongly expressed emotions
- working conditions

PG67-I November and report writing time and accountability. What reporting responsibilities do you have and how you feel about those?

- reporting demands

PG68-C We write least in November. We write each term.

- reporting demands

PG69-T Basically what we write...I suppose this links up to feedback actually because at the end of every term we have to write a comment for every child we teach, so it's a huge thing actually because most teachers teach 3 or 4 junior classes and 1 or 2 senior classes and that's a lot of children to actually give a written comment. And our reports are designed so that every single child gets a comment for every single subject that they do. So I think that's quite onerous on the teachers but I think it's quite valuable for the children and the parents if you do it properly. So that is one of the things that we have to do, so that's quite stressful, it does take a long time. And obviously in addition to that it's just calculating the marks.

- aversion-fear
- feedback
- parents
- reporting demands
- SEE - reporting demands
- strongly expressed emotions
- working conditions

PG70-C I agree, I think it is quite a time consuming exercise, but I think that if you - and I think a lot of us do - take the time to write properly it does help the parents understand what's going on. I think the problem comes, like when T says, I have some classes that I take for LO or something and I only see them a few times. I do not know all the children and then it's incredibly difficult to write a comment because actually I don't know who I'm writing about. Bottom line.

- assertion-anger
- feedback
- parents
- reporting demands
- SEE - reporting demands
- strongly expressed emotions

PG71-I Now there's some of the teachers that I teach, from township schools, who complain bitterly about all the information they have to fill in if they want to fail a child. Do you have that problem?

- reporting demands

PG72-L Yes. It's horrific. I teach a Maths class, and it depends how lucky you are as to what level class you get. I've got a very average class. So for my grade 9s, in my class I've got 9 Maths failures. Now that form needs to be completed for every single one of them every term. And you actually have to write as to what input have you put in to help them. Have you given any feedback to the parents? Has there been an improvement on the learner's part? What have you suggested for the learner? And it is a fair amount of reporting that you have to do. And it is quite horrific. And you know, at the end of the day we've got to all be accountable for all of this and then sometimes I just don't feel the department is accountable. They don't meet us half way. Because at the end of the year - I was also a grade head - when you go with these failures to the department they will fight bitterly to save a learner and not let them fail, when actually they deserve to fail! You can't just keep pushing through these learners because you don't have this proof and that proof, when they're not going to cope when it gets to the higher grades. You're not doing them any favour. And the department just want, want, take, take, and they give nothing. And that is the biggest problem.

- assertion-anger
- aversion-fear
- department
- disappointment-sadness
- reporting demands
- SEE - department
- SEE - reporting demands
- strongly expressed emotions
- SV-access threatened

PG73-C I think I've also been in the position with L and it's so frustrating when you've done all the paper work and you've gone through everything and clearly the child has not improved, which is what they say. If they can see any improvement - it can be a half a percent improvement - if there's half a percent improvement they will not fail the learner. But even if you have the evidence and the child hasn't improved, they're not willing to keep them back. And it's not like we want to keep back hundreds of learners. That's not the case. You can see that this child is not coping and they need extra time. They're not willing to do it.

- assertion-anger
- department
- learner characteristics
- reporting demands
- SEE - department
- strongly expressed emotions

PG74-T Yes, I also wanted to talk about accountability. As L said, on these forms you've got to fill in how many times you've contacted the parents, how many times you've done...now if you've got girls in grade 9 who are failing because they never bring their books to school or they never do their homework, as far as I'm concerned they should be accountable for that and I cannot sit and phone every parent of a grade 9 that I teach who doesn't bother to bring their books to school every day. Then the department will be saying, but she's failing, why haven't you phoned her parents? It's like, well, it's another one of those unrealistic expectations. We cannot be expected to phone every single parent of a child (interjection: and carry on teaching) who doesn't bother to bring their books to school. So it's taking the accountability away from the children and it's placing it on the teachers. And I think if you do no work in grade 9 you must fail grade 9! Finished. That's the end of the story. And I think when children learn that then maybe things will get better. Because they know, actually, if I don't bring

- assertion-anger
- attribution- learners
- attribution- system
- dealing with failure
- department
- learner characteristics
- reporting demands
- SEE - department
- strongly expressed emotions
- SV-access threatened

my books to school I'm going to fail and I will be in grade 9 next year. Now there's so few failures that it's like, I'm not going to bother to bring...I don't care, I don't like this subject, so...they're going to push me through at the end of the year anyway. And children know that. And that's the way they're thinking, so it takes the accountability away from them completely.

PG75-I Okay, um, last area. Managing your emotions. You've all used the word frustration several times. What do you do to keep yourselves sufficiently happy to carry on teaching?

- SV-access threatened

PG76-L Rescue remedy, rescue remedy and more rescue remedy. You ask any teacher, they all have rescue in their drawer, and I'm not lying to you.

- about emotions
- working conditions

PG77-T I don't have any.

PG78-L But maybe you drink. Laughter It is very, very difficult. I cannot tell you how stressful the job is. And I think, as I said earlier, the problem is that it's not just teaching anymore. We really are social workers. You can ask any teacher. They are having to deal with all sorts of issues involved with the learner. And we're not trained psychologists! And it's extremely difficult. And life today is stressful for other people anyway, so you have your own stresses in life and you're having to deal with the stress of all this marking and then the learners' problems. And I find it extremely difficult. I just feel...it's almost like every 5 years a teacher actually needs a break. That sabbatical would make a huge difference because we are emotionally and physically drained.

- learner characteristics
- SEE - working conditions
- self image
- strongly expressed emotions
- working conditions
- striking metaphor

PG79-C I resigned in the middle of last term and the thing I said to Mrs C was, I am eroded away. I have nothing more to give. I want more balance in my life. I'm nearly 50 and I actually want to enjoy my life. And if I'm not getting the balance then I'm not going to teach.

- SEE - working conditions
- self image
- strongly expressed emotions
- working conditions

PG80-I So did she make changes?

PG81-C No. I'm going.

PG82-T I think what they both said is very true. It is very, very difficult but I think on the other hand as well there are a lot of positive things in teaching. And I think...I don't want to say when you lose sight of those things, but you need to keep those things in the back of your mind. Unfortunately a lot of those positive things are like, if you teach matrics, you have the advantage I suppose of matrics getting their results at the end and when the matrics get good results that is very satisfying. But it's quite sad actually that you've got to look at your teaching career based on the matric results. Because there's a lot of teachers actually that don't teach

- about emotions
- SEE - learner achievement
- self image
- strongly expressed emotions
- working conditions

matrics. So although they've had a lot of input along the way they don't get that positive thing at the end. So I think that is one problem. And also a lot of learners that come back and say thank you. There are a lot of girls who still do that, or write you a thank you note, whatever. And I think those sorts of things you've got to hang on to because if you've helped 1 or 2 girls in the space of a year, at the end of the year I think you can almost feel satisfied by that, because I think that's the reason why we went into teaching to begin with. Is to help or help children. And I think in a lot of cases it's not necessarily academically that they're thanking you. You've actually helped them in their life or done something and I think as a teacher you have to hang on to those things. And you've got to take that letter out every now and then and read it just to make you think, ok, actually maybe this is worth it. Because there are a lot of things that make you want to say this not worth it anymore.

PG83-L I might have sounded really negative. There are days that I think, why on earth am I doing this? laughs But I do love my job. I really, really do. It's a very rare day that I get up in the morning and think, oh my lord to go to school! I do look forward to each day. And I love the interaction with the learners, it is extremely rewarding. And when you can help them to overcome emotional problems it is even more rewarding. So there's a lot more pros than cons to the job but it is becoming a very fine balance. But I still love it, I really do.

- learner characteristics
- SEE - working conditions
- self image
- strongly expressed emotions
- SV-access to internal goods
- working conditions

PG84-I You're really leaving?

PG85-C Yes, I had a panic attack in the holidays because I have nothing else. I'm not going to anything else at this point. At this point I'm just leaving. And I hear what they say. And I also, I love the interaction with the girls, I love being in the classroom. The other side has outweighed that now though, for me.

- learner characteristics
- self image
- strongly expressed emotions
- working conditions

PG86-I Just tell me what the other side is. What the other side consists of.

PG87-C The other side consists of everything we've spoken about. The excessive marking, the long time, the half day job impression but it isn't, it is 12 hours. That you are at work longer and longer. I am very sporty, I ditched my sport because I wasn't fitting in the marking time to match my spice's social activities as well. And it's one of my passions. And so now one of the passions I've not had, which is ridiculous. Because it was one of the things that I really enjoyed about teaching was the sport part. So you end up giving up stuff that you really like doing, just to cope.

- SEE - working conditions
- strongly expressed emotions
- working conditions

PG88-T It's like C is maybe in the position ... I'm speaking for you now... L did speak about it as well, L has been there 16 years, I've been there 13 years, and I think what L mentioned about...in

- department
- disappointment-sadness
- SEE - department

the old days you used to have long leaves. My mom's also a teacher and I know in her 40 years or whatever that she was in teaching, she had long leave at least 3 times. Where you actually just get a term off. And I think then you can reassess and you can freshen up and in those 3 terms maybe you can do some reading or come up with new ideas because you don't have time to do any of that stuff. There's no such thing as reading journals. I don't even read the newspaper, I don't have time. So you don't, you can't actually grow yourself. You're just coping. And I think that long leave that they took away was probably the biggest mistake that the department ever made. Because I think that term off will just make you think, ok, after 3 months you probably get bored sitting at home and you think ok, actually I'm now ready to go back to my job and you can be fresh and start again. And I think more and more people are going to start leaving because you're actually just absolutely drained.

- self image
- strongly expressed emotions
- working conditions

PG89-I Because you need long leave.

PG90-C Yes. It's true though. You need something to refresh.

- working conditions

PG91-I So don't get yourself a new job in January. Wait until May. laughter

PG92-C We won't survive. I won't have a car then. We won't have food on the table.

PG93-I Is there anything else you want to say?

PG94-C One of the questions you asked was about would we recommend anyone to go into teaching? And I wouldn't. I actually wouldn't. And my kids have seen me over the years and they just say, why would anyone teach? For the amount of money that you get, for the work that you do, why? You're a slave. You're actually a slave. And I honestly, as much as I'd like to be able to recommend teaching to people, when they say it, I have to bite my tongue and say, why are you wanting to do that? Don't be ridiculous. And it's sad because then you're not going to get the calibre of people who really want to. From grade 1 I wanted to teach. I knew in grade 1 I wanted to teach.

- image of profession
- SEE - image of profession
- self image
- strongly expressed emotions

PG95-L I wouldn't deter a learner from becoming a teacher. I think it's a great job and I think they would enjoy it. But I think you've got to go into it knowing you're not going to be a millionaire. Don't expect money. It's very difficult sometimes to come to terms with that. That you really are going to earn a pittance. We certainly earn measly salaries for what we do. And sometimes it gets to you but you've got to put that aside and look at the greater rewards of what you're doing. So I wouldn't deter someone from it, but if you can accept all those things, then I think

- image of profession
- SEE - image of profession
- SV-access to internal goods

it's a great career for you.

PG96-T I think I said on my form that I wouldn't stop somebody from going into teaching but I think I agree with L, I think you do need to go into it with your eyes open. So you would need to explain to them. I was never going to be a teacher. My mother was a teacher and I said, I will never be a teacher. Laughter Here I sit. But I think the biggest thing as well, and again it goes back to the department, until the government or whatever starts placing some value on the profession...they advertise at the end of the year, anybody who hasn't got into any other courses at university, come and do teaching. And it's like, well what is that saying about us? Who are sitting here with degrees and all sorts of things, whatever. It's like, ok, so now anybody who's failed matric and doesn't have anything else to do, can actually go and study teaching because they're so desperate for teachers. But in actual fact you need people who are experts in their subjects. And until the department or the government starts to realise that, and maybe pay people for the qualifications that they have, if they did that then I think it would be easy to say to people, go into teaching, because it's a valued career. But they don't place any value on it as a career so it's really difficult.

- image of profession
- SEE - image of profession
- SV-access threatened
- working conditions

PG97-C T said when she was younger that she wouldn't become a teacher because she saw her mother being a teacher and she's landed up, what put her off when her mother was a teacher?

PG98-T I think probably the exact same things that we've said here. And that was in the old days. But she would come home from school and it was, as I say, before the integrated schools and all of that, this child did this and this teacher got suspended because this child did X, and there's no accountability for the children. It was a stressful career. It's always been a stressful career. And I think probably more than that was the money. It's like, well, I'm not going to be a teacher, I'm going to be rich. Laughs

- SEE - image of profession
- working conditions

PG99-C One of the things that I've been aware of over the time is that impact that being a teacher has on family life and marriages. If you are not married to a teacher, in the year that I got divorced, 7 of us, we were all teachers, got divorced. And the stress on your family is huge. People think because you're teaching you have more time with your family. It's not true. The kids and I used to l sit at the table and we all used to work. And as a teacher you think, oh well, I'll be able to go and watch my kids play sport. If you're not at the same school, forget it! You're not going to be allowed to go off and watch them at their swimming gala and those family things that I certainly valued. I was not able to do.

- SEE - working conditions
- self image
- strongly expressed emotions
- working conditions

PG100-L There's two things. Just talking about going to watch

- image of profession

sport. The biggest problem is a lot of the young teachers coming into the profession believe it's a half day job. And quite often they're not prepared to put those extra hours in in the afternoon. And a lot of the pressure is falling on the older teachers, old school teachers that are having to take the weight of all this extra pressure. Because they're not prepared to put in an ounce more than the hours that are required for the money. And this is a huge problem and that's why a lot of older teachers are leaving the profession because we're dealing with even more pressure because the younger teachers are not fulfilling their duties. The other thing I'd like - and I don't think this is necessarily only in SA, I think it's worldwide - I would like people to put a huge amount of money into a marketing policy that portrays teachers in a better light. I want society to see that teachers are actually educated professionals. There's nothing worse than when you sit with a group of people and everyone says, what do you do? I'm almost embarrassed to say I'm a teacher. And that is an awful thing to be. Because as soon as you say it they look at you as if to say, oh, is that all you could do? And that is the worst thing ever and I hate it. I think that we need to be portrayed as professionals. And that teachers are recognised. And that society sees the job you do. And that its not a half day, measly job.

- SEE - image of profession
- strongly expressed emotions
- SV-access threatened
- working conditions

PG101-T Just to pick up what L said as well, as a teacher most of us have an in-depth knowledge of lots of subjects. To use an accountant, for example, he can go to a dinner party and talk about accounting and that's all he knows. We can actually go to a party and actually partake in any conversation that's going on because we talk in the staff room, and there's a Geography teacher who sits here so you have a lot of knowledge about what's going on there, and there's a History teacher who sits there, and you talk to them. So we actually have a knowledge of lots of different things. Which means that actually you can have a conversation to anybody about anything virtually, because of the people that you're interacting with, which I think is another thing that makes the career quite rewarding actually, is that you're interacting with lots of different interesting people. It's not one track all the time, or one thing. I said I was never going to go into teaching and I ended up getting a bursary, which is the only reason why I went into teaching because I was going to do engineering. And I was a girl and I couldn't get a bursary so I did teaching.

- image of profession
- self image

PG102-I Today you would get a bursary.

PG103-T Yes, I know, it's a bit sad. But anyway. So I ended up going into teaching and I stayed. I did love my job. But one of the reasons why I agreed to go into it in the end was because I also play a lot of sports and I'm head of sports at this school and it's really difficult to keep the extra murals going, I suppose, as C said. But one of the reasons was so that I could have time or continue

- self image
- SV-access threatened
- working conditions

playing my own sport, because you kind of finished early in the day and you still had time. Laughs. But now, and I refuse to give up my own sport because that's actually the only thing that I do for myself, it's a huge stress to actually play my own sport as well as get the job done at school.

PG104-I Is there anything you want to ask me?

PG105-C I think it's interesting that you're approaching from emotions because we can tell you we don't like the marking but we don't put an emotion to it. We don't often say, I feel so despondent, I feel so irritated. We just say, oh, I've got so much marking. And we're not linking the emotions that bubble under for such a long time, and they've got to come out somewhere, which is why you have sport, or you've got gym, or whatever that you go to. That allows you. But as L said, part of my frustration is that I will leave here, I will sit in my car for an hour and a half because there's traffic, and then I'm too tired to even go to gym. And so I'm not looking after my own balance, which is the frustrating part.

about emotions
self image

PG106-L I'd like to know this research you're doing, where will it ultimately land up? Will it ever get to someone that might listen?

PG107-I I'm hoping. On one level it's going to be a PhD and as I've been told by my superiors, the point of a PhD is to finish it, and I go huh? I thought the point of a PhD was to learn something. So on one level it will just be a PhD. But on another level I want to write. I've already started writing articles based on the literature that I've found. And I have 2 dreams. One is to get lots of people investigating emotions, because I think that emotions tell us something about our state of reality that if we ignore we end up defeated, which is what you're saying here. And if we don't start paying attention to the things that make us happy and do more of those, and pay attention to the things that make us unhappy and try and figure out what about it is making us unhappy so that we can change the thing, I think we're just going to run ourselves into the ground. And that's why I was trying to say to you, if you could fix assessment what would you do to make you feel better? Not, what's your theory? Or, what do you think...is formative assessment better than summative assessment? In fact it's interesting to me, the big move in assessment is formative assessment and every single one of you have said, I don't have the energy for feedback. Ok, I'm slightly simplifying now, but you said...so I didn't even ask about formative feedback! You don't want to do it because you're so stressed. Meanwhile I actually think that formative assessment has got the potential for all the real learning that you guys want. Because if you don't mark too much and if you then have time for marking, and if you have the quality of tasks that show real learning and engagement, that

my research purposes

you're not marking dead things, you're marking live stories or poems or something that you can engage with, that's a fantastic step in the learning. But what all of you have said is there's no energy for that.

PG108-C But I think the problem with that also comes back to the whole structure, because ideally if we were to survive more easily, there should be no-one teaching more than 4 classes. Because that would give you time in your day to mark and to do things that you need to be doing in the day, things that you're paid to do. (Interjection: and to prepare.) But we are actually then taking private time just to cope because we have more classes, because the classes are so big. And so the structure doesn't support and then the government doesn't pay enough teachers, and so the stress then just gets worse and worse instead of less. We should be able to finish our job in our day and we can't.

- self image
- SV-access threatened
- working conditions

PG109-T On the structure point as well, I think the problem as well is that because they're trying to standardise all the schools in the country somebody has to...if we talk about moderation, which is a useless thing anyway...but in theory that's what's happening. All the schools are sending in their stuff so that the department can say, ok, that's great, all the schools are on the same level. Unfortunately that doesn't allow you to give that kind of assessment. If you have an assessment task in your class which is in the form of, let's say, a debate. Ok, now a debate for me, if you debate 2 sides of a topic, they can learn an incredible amount from that. And it's public speaking and it's all the things that go with a debate, but where's the record of that? How's somebody in the department going to know that actually you did a debate and the kids learned something from it? So what do you do? You create some stupid worksheet or something just because you've got to have something in your portfolio. So you spend a lesson doing the debate but then you have to spend another lesson for them to fill out a worksheet or something so that you've got something in writing. So I think until that whole standardised structure changes, which I don't think it ever will, that's always going to be a problem.

- assertion-anger
- department
- reporting demands
- SEE - reporting demands
- strongly expressed emotions
- SV-access threatened

PG110-I You're amazing. All three of you. You've been really amazing. Is there anything that I can offer you that might be supportive?

PG111-C I really don't think so because...the 3 of us all sit in the same corner at break time and we were like just trying to get out of this because...not because we don't want to do it, because we're thinking, oh my goodness, when am I going to fit in the time? So things that actually grow you as T said, you actually try to avoid because you just want to survive the day. And I don't know how you get around that. You get around that by reducing the number

- image of profession
- SEE - working conditions
- self image
- strongly expressed emotions
- SV-access threatened
- working conditions

of classes you teach. You get around that by reducing the number of kids per class. You get around that by paying teachers more so that the profession...it's not going to happen. And that's really scary.

PG112-T We talk about the time and stuff but I'm sure all of us will agree, but I quite enjoy doing these focus group things, I must say, because I think it does help to...for want of a better expression...bitch and moan in the staff room all the time but it's quite nice to know that other people are in the same boat. It is quite nice to know that you're not the only one who's drowning without your water wings. Laughs So this kind of discussion is actually good anyway, because I think it does allow you to vent your frustrations in a positive manner, I suppose, rather than just falling apart and bursting into tears or whatever. And it is quite nice to know that everybody else is in the same boat. So I think it does help to talk about it.

- about emotions
- SEE - image of profession
- strongly expressed emotions
- striking metaphor

END OF INTERVIEW (75:17)

D Group 20/03/10

DG1-D And V's got some interesting comparisons to make about how she feels about assessment between the two different types of schools. And C is at a Jewish school as well, and so…

DG2-I Oh, you're not all at S School?

DG3-D Not all at S School, no.

DG4-I Ok, so when you introduce yourselves now for the tape won't you just say that.

DG5-D V was at S School…

DG6-I Alright, so you're friends but you're not at the same school.

DG7-D Yes. Is that alright?

DG8-I That's perfect. You see, the being friends part is important because then at least I'm the only outsider. You sort of know and trust each other, so it's easier to talk. The other groups have all been in the same school and that's sometimes useful for me because then I get a sense of the culture of the school. But it doesn't matter, it's not a research requirement. And what's happened here is that it's two people that were in the same school (D&V) and then also two people that have got alternative experience (V&C). So that's totally fine.

DG9-D I'm still stuck on (a question on the form): Would you recommend that your children become teachers? (General laughter).

SEE - working conditions
strongly expressed emotions
working conditions

DG10-V No. I got stuck on (the question): do you enjoy teaching? That was a hard one. (General laughter).

DG11-I Well, just say, I'm stuck on it, and why are you stuck.

DG12-D See, I think I would recommend that they become teachers, in a way, but, with all the stuff that goes on with teachers now…

DG13-C I still think that even given all that, look it's still really worthwhile, it's still a good profession, but, because that's been my experience, you've got to think very carefully about the salary. Very carefully. Because, you know, out there, you're not competitive with other salaries. You kind of work as a professional, but I don't think we're paid professional salaries.

DG14-D No.

DG15-C If you're a single person, having to support a family, you don't stand a chance. A single parent.

colleagues
principal

DG16-V How would you describe the principal's way of leading

the school? (Another question). Authoritarian, strict?

strongly expressed emotions

DG16-D It's authoritarian in the guise of collaborative (laughs). He's our new principal. And now up till now we've had a very…

DG16-V Easygoing.

DG17-D Our relationship is easygoing kind of style, and that's one of the things that's distinguished our school is that the staff are always very happy there, because it's a very nice…has been…a very nice environment to work in. But this new guy who's come in, has in four weeks…in fact in two weeks already…he had already created all sorts of camps and everybody is sort of gunning for each other and…and he comes across as this whole thing, he's always going on about how transparency is important and everyone needs to be consulted, but actually…he's going through the motions but the real things are being decided in a very authoritarian manner.

DG18-V Oh, is that it? (The end of the form)

DG19-I That's it. It's not oppressive. (General giggles)

working conditions

DG20-V How many children did you say we had in our classes? (Checking her form)

DG21-D I said about 25.

DG22-V Mine was small. We had very small classes. 20 to…my biggest class was 35, and most of my classes were 23, 25.

DG23-D So 25 to 35 is really an average.

DG24-V It depends on where…I think the juniors have more, but I was teaching seniors so…

DG25-I And was it senior's particular subjects?

DG26-V Maths.

DG27-I Seniors maths.

DG28-V So it could be that the maths department had smaller classes because we had an extra teacher for…ya, but even when we didn't have the extra teacher…

DG29-D Look there were times when my English classes, it's my matric English classes, were also quite small. 20/25…but this year…well, that's not small by your (C) standards. But this year I've probably got about 30 in each class.

DG30-I 30 is still fine.

DG31-D By government school standards it's not. But I'm fine with 30, that's not…but so I'm agreeing with her, sometimes they were smaller…

DG32-C There were like 20 in a class.

DG33-D Well KD School doesn't have much less than we have.

DG34-V Well, K is in a class of 27.

DG35-C Well, BP School, when I was there, there were 37 per class.

DG36-I Thank you very much for coming and giving up your Saturday morning. I'm really grateful. Can you start by introducing yourselves and then I'll ask the questions that are on the list.

DG37-V I'm V. I've just resigned from S High School where I taught for five years. And previously I was at BJ School, which is a small Jewish school…for thirteen years, I was there.

DG38-C I'm C. I teach at YM School. It's a Jewish community school. I've been there for about eight years. Previously I was at other Jewish day schools. I did spend some time at BP school.

DG39-D I'm D. I'm at S High School where I've been for 27 years (laughs). And…ya, that's it.

DG40-I I'm doing this PhD on teachers' emotions in relation to assessment. And my real question is: if we take the emotion seriously what can we learn about teachers, what can we learn about assessment? And my initial findings, I'm finding very interesting already, but I don't want to tell you that now (laughs). So maybe afterwards, if you're interested. So, my first question is around: what do you think is the value of assessment? Why do you think it's important? What is the value of it for you as a teacher? Why do you think we do assessment? I mean, there were times when I was so pissed off with assessment that I thought we should just be able to teach. But then…ya, so what do you think?

DG41-V I think it's important to know if the learners are picking up what you're teaching. It's your way of knowing if you're actually doing your job and if they're absorbing what they're meant to. If they're learning.

- dealing with failure
- purpose and value
- self image

DG42-C Ya. It is kind of…you get to know where they're holding. How else would you actually assess it if it wasn't…

- dealing with failure
- purpose and value

DG43-D Because sometimes in classes it seems like they're grasping things but until you assess them you don't realise where they're not understanding or not…

DG44-V And you get some kids too who are very quiet in class and don't offer…you know, they don't contribute. The only way you're going to hear if they know what's going on is if you assess them.

DG45-I Ok. And sometimes we think things and we feel things

- assessment tasks

and they're not necessarily the same thing. So now I'm going to repeat the question but I'm going to say: what do you **feel** about assessment? (*Long pause*) I mean is there any aspect of assessment that makes you particularly upset? Is there any aspect of assessment that makes you particularly happy?

- marking
- SEE - marking
- strongly expressed emotions

DG46-D Look, I think…well, in English certainly, there are ways of assessing that are a lot of fun and very creative, and those I enjoy. So when you get to do things like, we sometimes set things like, do a CD cover, to do with a set work, or a storyboard, or something like…which is actually fun and it's quite fun to mark as well, and children tend to really show their ability in those things, then I feel quite happy. But when I'm faced with a pile of essays, I'm not so happy. Or exams and so on.

DG47-C It's interesting. Essays are one thing I find the kids get their backs up about and it's difficult because they feel they can't write. But just general assessment, even tests, I actually…I hate the setting of it, I enjoy the marking of it and they actually…they get pains of course at first, but they enjoy doing it. And they want to know what their mark is. They kind of get quite excited. Heaven forbid you should come the next day and it isn't all marked. They want to know. I kind of get quite excited about it, in truth, because I want to know where they're holding too. So let alone the creative stuff, even just the straight testing, I think actually…you know…it's the setting of it that's another…that's tiring.

- marking
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

DG48-D For me, I find essay marking, I do find it very stressful, and the thought of it really puts me off…I don't mind it so much once I'm doing it because you get the odd good essay. But it really is the odd one when you've got large numbers. You've got fewer children, so you maybe get a few more...Because there's such an element of sort of subjectivity in essay marking and that I find difficult. Marking a test I don't mind so much because it's more…it's right or wrong, even in English, there's more of an element of objectivity to it. But the really subjective stuff like essays, I…because, you weigh up and you…it takes a long time to decide if you really are, you know…if you're being unfair or if you're being too harsh or…

- assessment tasks
- marking
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

DG49-C But I find essay writing the hardest to actually assess, because what happens is that they'll do something and they think it's really fantastic and it's such a subjective thing and I dread it. And then you read it and they say, you know, this is the best thing I've ever written. And then you kind of hand it back and it was totally useless. You have to say to them…you marked them…

- feedback
- marking
- SEE - marking
- strongly expressed emotions

DG50-V And you don't want to hurt them.

DG51-C Ya, that's difficult. In terms of assessment that's the only real problem area.

assessment tasks
marking
SEE - learner achievement
SEE - marking
strongly expressed emotions

DG52-D Now you see, in maths, I don't think you have that, for example.

DG53-C What? The subjectivity?

DG54-V That subjectivity, no. Maths marking, I don't mind. Because it is objective pretty much, most of the time. The aspects that I don't enjoy are the volume. The never ending…just keeps on coming at you. Like you don't get a break from it. You spend every single night marking. Maybe it's just at, …at smaller schools it's a bit easier, but at S School you've got five classes…I had four different sets of prep, so…you know, different grades and that, and it's just…you've got to test your classes like every two weeks, and it can take you two weeks to get through the first batch and then it's the next lot. But short tests that I've set were…I'm ok with marking. I don't particularly enjoy marking other people's tests that they have set because you've got to…I don't always agree with the way they've tested. Even though we were a department it wasn't always collaborative and people didn't always agree. So I find marking other people's tests that they've set a lot harder. And I also don't enjoy marking take home assignments because then you land up marking one person's work forty times, because one person does it and then everybody else copies. There was no sense of, at S School…actually even at…but less so at BJ School…no sense of: let me just do this myself and see how I do. It's just, let me just get it done because the teacher wants it done and it doesn't matter how I get it done, even if I copy it off somebody else. And that used to infuriate me, where I would mark an assignment and then pick up the next one and it was exactly the same. And you can tell that it's copied. It wasn't like somebody explained it to them in the same way. You can see when work is actually copied, and that would drive me up the wall.

assessment tasks
marking
SEE - learner achievement
SEE - marking

DG55-D And then of course there's the Internet copying.

DG56-V Oh no, this year I never gave Internet work.

DG57-D Like projects with us, then there's Internet.

DG58-V How would you even know? Just by their language?

DG59-D Well, you do. Because also you get the same thing coming up again and again and you can see by the language that it's not their language.

DG60-V Ya, you see, now to me that is an absolute waste of time.

DG61-D And American spelling and all sorts of things. It's just, there's no way they've written it.

DG62-V So I don't mind marking if I feel that either they're learning something from the assignment or if I can gauge how

they're doing. Even if they do badly. But when they've just copied off someone else they get nothing from it and you get nothing from it, so it's an absolute waste of time.

DG63-D I also like doing little tests and things…

DG64-V …Even group work I don't mind. Little short tests, easy to mark and…

DG65-C I get situations where I can see the parents have done it, or it's come from an older sibling who won an essay competition and hands it in. I get that. That's enough to drive me…

DG66-I So what do you do?

DG67-C Oh, I've just had one now where I know the child. And the essay comes in and it's not her work. The vocab, the style, it's just not her work, not in a million years. Now, I know, it's either a parent or sibling, I took my bet on it being a sibling. The first essay she handed in, I actually showed her teacher from last year, and the teacher said, funny enough, it's the same essay she handed to her. The exact same essay as last year. So I went to the child and I said, look, you know, it was a good essay and I showed it to your teacher from last year and she said it was the same essay. I want new work. And she had to redo it. So the second essay comes along, not her work, absolutely not her work. And I thought about what am I going to do. I discussed it with some of my colleagues. I thought about walking into class and saying, what does this word mean, what does that word mean, knowing full well that's how I'd catch her out because there was no way. And then decided it would break her. I couldn't do it in front of the whole class. I would have done it with her on her own. But I figured out no. What, funny enough, the principal suggested, was that what I should do is go in there and say, ok, I'm giving you an essay, you're going to write an essay now, like a test almost. Ok, here are the topics, sit down, do it, and once she's handed in her work, then say, ok, we really need to talk because look at the differences.

DG68-D I was going to say, that's the way to get around it is to make them write in class.

DG69-V But then it always comes back to, in-class-testing, even with all this other stuff that the government has wanted us to introduce. The only true way of assessing them is in class under test conditions.

DG70-D Controlled assessment.

DG71-C Absolutely. The thing is about essay writing, I kind of think that it's horrid to make them do it in class. You don't actually…if they take it home you get a much better product.

DG72-D But you know what we do often, is we give them a chance to prepare. So we set them things in advance, they get a

- assessment tasks
- marking
- SEE - feedback
- SEE - learner achievement
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods
- assessment tasks
- enabling learner achievement
- policy

chance to prepare, they have space on a page to write their preparation, they're not allowed to write out a whole essay, and then they write it out under controlled conditions.

DG73-C That's an excellent idea.

DG74-V Ya. So they've done their prep, they should know what they want to say. Then actually putting it together is their own work. That's better.

DG75-I Ya, we do that at Wits as well.

DG76-V In maths what we do sometimes, is what I've done, which is ok, is let them do open book assignments, but they can't talk and they can't take it home, so at least then I know it's their own…they can look up and see how to do something in maths, but then they do the actual exercise in class without talking or asking questions. Then you know it's their work.

DG77-I What are your memories of being assessed as a learner? And are there any…I mean…alright, think about incidents in your life where you were being assessed that caused intense emotion…either intense happiness or intense negative emotions, and can you tell the story and how did you deal with the emotions at the time and has it in any way shaped your present?

- judgement - being judged
- personal history
- SEE - feedback
- strongly expressed emotions

DG78-C For me, I remember actually getting marks back that were really bad after a test. And all my friends, everybody wanted to know, and the teacher sort of handed back and made comments in front of the whole class, and humiliated, that's how I felt then, and was determined that that would not ever happen. I won't allow…I hand back work without the discussion at all.

DG79-D Ya, and I never call out marks and things in class, no.

DG80-C No marks are called out and I actually will not tolerate anybody telling anybody else in my class what they got. They put it away and finish, no comment. If I want to comment, I call them out afterwards and say something or I comment on the paper. That was my thing: that I would never ever do that to anybody, and that's it.

DG81-D I agree with you.

DG82-I When you say you comment on the paper, you comment generally?

DG83-C Ya.

DG84-V The pupils won't allow you to call the marks out.

- SEE - feedback
- strongly expressed emotions

DG85-D There are some that do.

DG86-C My thing, I've got, oh, you don't understand. And if someone does well they immediately want to ask someone else

what they got.

DG87-V I have told who got the top mark. But that's about it. But I don't always. But they don't allow you. You've got to hand it face down to them, in case anybody sees the mark as you…

DG88-D I don't do that.

DG89-V Don't they make you do that?

DG90-D No. I call them out, they take their thing and they…

DG91-V Geez, my classes, they always … But I usually say…I mean, if they discuss it it's their issue, but I usually say, you don't have to tell anybody your mark and you don't have to let anybody…and you mustn't ask anybody your mark. It's a very sensitive issue.

DG92-D But there are teachers who hand things back in mark order and that kind of thing, which I think is terrible.

DG93-V There are.

DG94-D I don't really have terrible memories of tests and marks coming back…

- judgement - being judged
- personal history
- SEE - learner achievement
- strongly expressed emotions

DG95-V Oh No, I don't have happy memories. I only have bad memories of being tested, of sitting in exams. Exam time was always a traumatic, horrible time for me. My best memories of assessment were getting back marks, not even good marks. My best, best, best mark ever, that I can remember to this day, was passing Maths 3 at 'varsity, with a fifty percent on the dot (laughter). I got an A, I got like in the eighties for Zulu 3, which didn't mean anything, but getting that fifty percent for Maths 3 was like …, aagh, I will remember that feeling for ever.

DG96-C I must say nothing much sticks in my mind…

DG97-V …the exam was stressful but geez…

DG98-D But maths at 'varsity is…I started off doing maths as well as English and I gave up. I'm not nearly as persevering as V and yet I loved maths at school. And one of my nicest memories…in fact it's about the only thing I remember of getting tests back was when I had Mr M as a teacher, he was a brilliant maths teacher, and one exam I got a hundred percent for, and there was a bonus question, and so I got like a hundred and two percent. And that's just a wonderful feeling. I mean, it happens once in a lifetime but…and it was because he was a brilliant, brilliant teacher. He really was.

- personal history
- SEE - learner achievement
- strongly expressed emotions

DG99-V There's something to be said for…I remember Mr W reading out a poem that I'd…not a poem, an analysis of a poem, which I'd written. And English was not my strong point. And he wrote…he read out…he didn't even say it was mine…but he read

- personal history
- SEE - learner achievement
- strongly expressed emotions

out a few things and I was actually quite proud that mine was read out. I even remember the poem; it was called the Chrysalis or something like that. I remember that. And I also remember doing really badly on an Accountancy test once, because I'd mixed up debit and credit, and if I hadn't mixed that up I would have got like a hundred percent, it was so sad.

DG100-D It's a fairly serious mix up.

DG101-V I do have…ya, but I'd mixed it up all the way. I actually knew what I was doing, so it was seriously disappointing…

DG102-D You'd put it on the wrong side. (Laughs)

DG103-V Ya, a very disappointing test. But ya, so I do remember one or two odds and ends.

DG104-D But I can't say I have particularly good or bad memories of that.

DG105-V I remember learning Afrikaans essays off by heart. And then in the prelims I managed to rattle off one of those essays by adapting the topic to one of those that I'd learned.

DG106-D That's what they always tell you not to do.

DG107-V Afrikaans, it's the only way. And Mr VR came to me in one of the other exams and said, your Afrikaans essay was so brilliant! It wasn't even my work, but I mean, I still felt proud. (Laughter)

DG108-D And you'd managed to learn it and remember it.

DG109-V Ya.

DG110-I So do you think that any of those learnings have affected how you treat children now?

- judgement - being judged
- personal history
- SEE - learner achievement
- strongly expressed emotions
- SV-access to internal goods

DG111-D Well, clearly yours (C) has, ya.

DG112-C Ya, mine did, ya.

DG113-V I don't know, I don't think so…

DG114-D I think it does because I still…I mean, I do remember people being humiliated if their marks were low and were read out and so on. And I remember feeling…that is one thing I remember feeling, is like nervous when you got something back, and trepidation. I mean, the last thing you would have wanted was, if it were a bad mark, to have it read out, and to be ... So I think, I mean, I don't humiliate children on that kind of thing and I am sensitive to their feelings. And I also think there's huge unfairness because I think some children struggle and really work hard, but they're not really capable. And I think that's a huge unfairness in life, which I've always felt all the way through school. Whereas

other people do things quite easily and get quite good marks for it quite easily, and I've always felt sorry for people who really struggled and yet still couldn't quite crack it.

DG115-V Ya. I agree with that. In fact, in all the years where I've given like prizes at the end of the term, it's always been for pupils who…not the top pupils but those who've improved their marks from…not just worked hard, they had to improve their mark from the previous term. So even if they got thirty percent in term one, if they got thirty-five in term two then they would get a prize because they went up by five percent. So, I mean, if somebody got ninety one term and then came down to eighty, they wouldn't get a prize, you know, even though…so you'd still get people of thirty-five getting a prize and somebody with eighty not getting a prize. It's just a matter of bettering yourself. Which I think is quite important, not just recognizing the top twenty or whatever it is.

SEE - learner achievement
strongly expressed emotions

DG116-D No, I agree with you. Encouraging the bottom end. In fact when Vivian left, one of her pupils said to me, 'she was such a good teacher and she said my mark improved just in like a month of her teaching so much'. So I said, oh, what were you getting and what are you getting now? And she was a bit embarrassed and then she said, well it wasn't great, you know, I was getting like thirty, and it's gone up twenty percent. And I thought, that's amazing, twenty percent increase in a mark, from a fail to a pass. But you could see she was a bit embarrassed about her original mark, but I think to encourage the bottom end is very important.

DG117-I I agree. And that's the loss, hey, because there are not that many good maths teachers.

DG118-D It was a huge loss.

DG119-V Ya, and I'm probably…the jobs that I'm looking at are not necessarily in teaching, so I might actually leave teaching, so…He's an idiot, what can I say.

DG120-D And that's purely because of the principal and gunning for people and so on. He was gunning for her. There's no doubt about that. So…and people kept saying that when this was all going on, they said, how could he do this to…a good maths teacher! He's prepared to lose her for his own private agenda.

principal
SEE - working conditions
strongly expressed emotions

DG121-I Ok. Alright. I'd like to talk about the National Curriculum Statements and the Assessment Policy. A lot of teachers are confused or some love it, or they love parts of it. I mean, it's quite a mixed response. So I'm interested…how do you respond emotionally to the National Curriculum Statement and the Assessment Policy? How do you work with it? But it's really the Assessment Policy primarily, but it comes…I mean, it's part of the whole package.

DG122-D What particularly in that should we be responding to? Because one gets a bit confused about what exactly…

DG123-I It's really what stands out for you. You don't have to analyse the policy, it's like, what stands out for you emotionally that has affected you?

DG124-D Right, well let Vivian start.

DG125-V I don't have a problem with it. I don't have a problem with the fact that they want us to do different forms of assessment. I think it's a good idea because we were always stuck on the 'in class testing', and even though I've just criticised the assignments and the group work and all that, I still think it's not bad to have a balanced way of assessing. What drives me mad is having to write little numbers down saying this is now LO1…

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DG126-C Oh, no, no, no.

DG127-D That is ridiculous.

DG128-V …11.1.2.3 and AC Assessment…I don't know, whatever those numbers are that we're supposed to put, that to me is an absolute waste of time. And part of the stuff that makes you mad as a teacher.

DG129-D I agree with that, and especially in English.

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DG130-C But can I tell you…but you know what happens, I mean, I actually think, even now at this point, thirty years down the line of teaching, and you've got to actually now still do your year planners or whatever the case is, and now they want it with your LOs and your ASs and whatever. You do whatever you have to do and after thirty years you don't feel like doing that either, and then you just simply write a whole lot of letters down, you don't even know what they are, and I've seen teachers and that's what we do. You've got to now have…there's an assessment, it's got to have your ASs and your LOs, you kind of sort of sit there and write LO1 AS3 and hand it in.

DG131-I So they're not actually related to…(*noise*)

DG132-C To anything! (Laughter)

DG133-I So it's just no relation to the reality? You just write the numbers?

DG134-C No! They couldn't care.

DG135-V Exactly.

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DG136-C At the end of it all…ok, and I can only speak for me because it's me and not a first year teacher, thirty years down the line of teaching, I kind of know…

DG137-V You know what you're doing! Ya

DG138-C …I know what's expected, I know what I'm doing, I know the different kinds of testing, just leave me alone. Basically I kind of figure out that I'm…let's take over all the years, thirty years and probably of that about twenty years I've been teaching matrics, the results speak for themselves. Just don't irritate me, leave me alone and let me do what I have to do. And I *know* what I have to do. And of course I can sit there and I can do this properly, I can work out all the ASs and the LOs and stick to the policy and make sure. All it does is just waste time and that makes me incredibly resentful. The load is immense. The load is immense. There's a lot of work to get through and I know what I'm doing, you know. Leave me alone. And that happens … let alone, from the very small Jewish schools where I've been teaching, I also had, as I said, BP School where there were 37 kids in the class. And it was the same thing, leave me alone, I know what I'm doing.

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DG139-D I also think, exactly what C is saying, that it's pretty pointless because all those things correspond to areas that we've always taught, say in English. So you've got oral and then they divide it into numbers, and you've got comprehension and they divide it into numbers. Now, how do you quantify exactly what you've taught when you've done a comprehension, there are a whole lot of other things that come into that. To start dividing it into these numbers is the most pointless activity.

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DG140-I You mean, to dividing it into the…?

DG141-D …you know, the LOs and the ASs, ya. Because actually you've already got the outcome; the outcome is that you're doing something with oral or with comprehension, but into that go a whole lot of other skills that come in as a kind of side thing, and…

DG142-C That you're covering anyway!

DG143-D That you cover anyway. What really is the point in going through a list, and I agree with C, people just fake it. It encourages people … to just be deceitful. Because they…you're not going to those things first and saying, well let's see, we'll do LO this and that and 1.3. You set the thing, knowing what you're kind of doing, and then if you have to write in all those ASs and the LOs, you do it afterwards. So where is the point except that it's…? I dunno.

DG144-C Even doing it afterwards is a waste of time.

DG145-D That's what I'm saying! I'm saying, where is the point?

DG146C It's irritating. The issues, can you imagine, I've got…I teach English and History, ok. So History I've got 10, 11, 12. And

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9. Grades 9, 10, 11, 12. In English I've got 10, 11, 12. Can you actually imagine if I had to do this…

SEE - reporting demands
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DG147-V …Every time you write, they do a test or whatever.

DG148-C …Every single time, at all these different levels. I wouldn't be able to actually achieve anything whatsoever.

DG149-V … It's just time wasting.

DG150-C I'm balancing all this and its my years of experience have enabled me to do this. I haven't got the time to actually waste on all of this.

DG151-V But even new teachers…

DG152-D It doesn't help you. This doesn't help.

DG152-V And it doesn't help the learners. Why do they have to see this on their test, that this is 11.1.3 and 11.1.4 and…

DG154-D And heaven help them if they learn something else.

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DG155-C Oh, absolutely. But yet, you know what, even now they want us to have this file and the file you've got to put in your tests and your memos and whatever. If they walk into any of my classrooms, they will find pupil's files, and in those files there's all the work, and it actually covers all the assessment standards and outcomes. It's all there. Don't make me have to go and then start analysing it…

DG156-V And writing…

DG157-C And I'm resentful in terms of that. And so are the kids actually.

DG158-D The paperwork, the paperwork is killing us. That is what's destroying the job.

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DG159-V And also, as D said before, it breeds dishonesty. You know, when we had to do the portfolio, hand in portfolios, and I had all these requirements, like one of them was, the kids had to sign…have their signature on the top of their exams. Now they'd written their name and the whole thing is in their handwriting, I mean, I'm sure in a court of law that would stand up as their work. But they didn't have their signature. And now…

DG160-D They would send them back if they didn't have their signature.

DG161-V Ya, and by the time we were putting the portfolios together the kids weren't even at school, they were on study leave and that, we used to forge their signatures, because else they would have sent the portfolios back.

DG162-D Well they did send things back.

DG163-V You know, little things like…ya, they would.

DG164-I For reasons like that?

DG165-V For reasons like the kids didn't sign their paper…

DG166-D We had things sent back, because we had included the question papers in our portfolios, and we already had them in our educators' portfolios, so we didn't need them in the children's portfolios.

DG167-V So they sent them back, so they said, you've got to take them back and take them all out.

DG168-D So they send you back a whole pile so you can take out the question papers.

DG169-C It's petty beyond belief.

DG170-D And it's that kind of thing that arouses such intense negative feelings, and it's that kind of thing that I know has people getting out of teaching.

DG171-C Well you see, what that does, is it undermines you as a professional, it undermines you as an adult, it undermines you in any position of any kind of, you know, authority.

DG172-V Because also the people doing it, the people assessing and sending things back like that, are complete…they're not professionals.

DG173-C No, they're not. That's the whole thing.

DG174-D A lot of the time they're like clerks, you know, and…

DG175-V You've got the feeling that you're just doing it for them. There's no actual benefit to the job, to doing all those little things, and it's just because they don't know what they're doing that they need it all spelt out for them.

DG176-D Ya, they've got a check list and they go strictly…But, later on what really irritated me about this question paper thing, is I had a friend who was moderating, and she said, a lot of the schools have left the question papers in. And at the time when this happened, I said, it's better to have the question paper there, you don't have to go to another file, find the question paper, see what test this is, whatever it happens to be. And she said exactly the same thing. She said they preferred it when everything was in the child's portfolio. Because it's a schlep to go and find it somewhere else. But these little bureaucrats…and it becomes a power thing as well. It's a kind of like: we'll show these teachers, you know, they think whatever. So it doesn't become about what you're doing and how successful you are as a teacher, how well the children are doing, it's all about their ticks on sheets and their little power thing.

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DG177-V Like for nonsense. Like they've sent maths portfolios back because one of them was out of the order that they had laid down. So like tests came before assignments, as opposed to assignments came before tests in the file. Even though everything was divided and you could see clearly. So they send it back so that you can reorganise the file according to their checklist. It's…I don't know…

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DG178-D It's those things that are driving people crazy.

DG179-V Ya. Although they've done away with the portfolios now but by the sounds of things, the files that you've got to keep are just as cumbersome and…

DG180-C Ya, same thing! Well up to this month, I haven't put one together. I'm not bothered.

DG181-D Well you should see what we've just received this week about moderation. So now they've done away with the portfolios but then they give you things in moderation like, when they come to check up on us…because now the department is going to check up on us every term…when they come to check up, we need to have a whole sample of papers ranged in mark order and moderated and all of that. Now, where? We give the things back to the children, yes, they're keeping them somewhere, and even though the portfolios have been done away with, that's actually a portfolio that they're having to keep anyway because…

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DG182-V Ya, but they keep them at home.

DG183-D But now where do we get this from all of a sudden? How do they think we're going to have all these things to show them if we've handed them back to children and gone through them and used them…and the whole moderation process that they are now wanting us to do is so unwieldy.

DG184-V It's terrible. That's another thing that drives you mad.

DG185-D …And it just drives you mad. And it's not just about moderation, it's about…and you should see the forms we have to fill in for everything we moderate. It's a two-page form that you have to fill in for everything you moderate. Now surely they can see if people are moderating and doing a proper job. We used to have a fairly sort of small form, which was fine. This is…you cannot believe it!

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DG186-V But just the moderating. Surely if you've qualified as a teacher, you've got your qualification. Surely you accept that I know how to mark. I don't need another colleague re-marking my work to check that I've marked within two percent of what he gets. You know! And this goes on every single time you do a test or an assignment or an investigation, somebody else has to mark at least three of your papers and you've got to mark at least three of

theirs, to check each other's marking! Maybe do it once a year, where you check each other in the department and see who's not marking according to our standard, and then show them how we…

DG187-D Well you do it here and there and especially for younger teachers and newer teachers and so on, but for the rest…

DG188-V But this is…

DG189-D You know the point is … that you love teaching, that's why you're doing it, and the people who love it usually are good at it and we…but then this other stuff just makes it impossible to teach, which is what you should be doing…well, not impossible to teach but to…

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DG190-V …It does, because you're spending so much time marking.

DG191-D …give as much to teaching as you should be because you're spending so much time on nonsense. And I think that's what drives us mad.

DG192-V And my HoD was very strict on…was very strict with moderating. Every time we did a test we used to have take three papers from another person and remark it. And we used to cheat as well. I used to just sign my name at the top, say moderated, because I can't be bothered to mark another teacher's work again after they've marked it.

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DG193-C Absolutely, it's undermining.

DG194-V It is completely undermining.

DG195-D And also it depends, if they're new, young teachers and so on, then obviously you mentor them and that's part of it. But as a head of department you would do that, but…ya, look I'm quite a relaxed head of department on that kind of thing. Like your HoD would make you do that. I wouldn't.

DG196-V But surely there comes a time where you don't have to remark H and all that stuff.

DG197-D No, I don't, that's my point. You get to know people are reliable, and…

DG198-V Ok, the first year or two that they're in the school.

DG199-D But that's the point I'm making. When you get a new teacher in, obviously you mentor them more, but at some point you've got to start trusting that the people are doing a good job and leave them to it.

(Voices rose dramatically in above discussion.)

DG200-I Ya, and then have discussions about issues that everybody can learn from.

DG201-V Yes, absolutely.

DG202-I But they're not checking up, supervisory kind of discussions, they are collegial discussions.

DG203-D That's exactly it.

DG204-I So, if you could change assessment policy, what would you change?

DG205-D I would take away they having to fill in all of those LOs and ASs and forms and…

DG206-V And moderating. I don't even know if the moderating is in the Assessment Policy.

DG207-D I don't know.

DG208-C I would literally go back to how it used to be, where you didn't know anything about the department until the end of the year when you had to fill in your marks in triplicate. So it's left to the principal and the teachers. And you're employed, and you're professional, and you're left alone.

DG209-D Ya.

DG210-C And you do your assessment and you've got a principal, you've got a head of department within the school, and as for the actual department just to go away.

DG211-D I think the schools that perform well should be left alone.

DG212-V D's right. Because then, I think the problem is that there's plenty non-functional schools, and that's where all the nonsense comes from and we suffer because…

DG213-D Because they're trying to get them to work better.

DG214-C But even that…but can I tell you something, I think even in that situation that this is not working for those schools either. And that's the issue. This is all a complete waste of time.

DG215-D But that's what they're trying to do.

DG216-V But then they must know which schools are functioning…

DG217-D They know which schools are functioning. And they get great joy out of the results of the schools that are functioning at the end of the year and they take all the glory…the department does. They say, oh our department, our province or district or whatever, got our school and they just look so good. And two seconds later they're making your life a misery and giving you an inspection and checking up on all sorts of ridiculous things.

DG218-V Like all the exams…D's done the prelims and the

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final exam, she's the chief examiner, and all the nonsense that they expect from that.

DG219-D You can't believe what goes on. But, a principal who was a principal for many years, before the new departments and posts and whatever, he said that the old TED used to be impossible, they were difficult, but, when they saw that you were doing the job and your school was running effectively, they left you alone. He said they really did give you a lot of autonomy. Whereas this lot don't leave you alone, regardless. So whether you perform well or not well or whatever, they…in fact often, they make the schools that are performing better, they make their lives more of a hell, because it's easier to go to schools that are performing well …

DG220-V And throw your weight around.

DG221-D and make all sorts of ridiculous demands because they will run around trying to satisfy those demands. Whereas they go to schools, which are non-performers and they're out of there like a shot, because actually those schools don't care, first of all, and secondly there's too much for them to do when they go into those schools. So it's much too hard. And I've heard that from people in the department. Who've said that is for sure the way they operate. But in the meantime that's what's killing teaching, unfortunately. People are leaving because of that.

DG222-C There's an element out there of…it's about wielding power at the top, and I think it's not only in terms of the government education department. I think that the IEB are the same…it's exactly the same, they're stick wielding and they're watching the teachers, and it's all about what you have to hand in and what you have to do and it's…the whole teaching has changed.

DG223-V Well, you had that thing, what was it about?

DG224-C Oh, the portfolios for the IEB, I mean, aagh…

DG225-I What?

DG226-C It was…there were two parts to the story. The one was that…

DG227-I And this is an IEB story now?

DG228-C This is an IEB story. The portfolio just wasn't window dressed enough. And then I found it, so they sort of sent it back and all these comments on it. Yet my cluster leader did the same thing and nobody looked at hers. So it happened to be just…you know, whoever…the person who's actually moderating my stuff. Then it went to…that was regional moderation. Then you get national moderation. It went off to national moderation…I think I told you this story…and it came back and she said, well

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you…first of all she said you have to use…for prelims you can't use past papers. But it was the first time they'd done this syllabus, so it didn't come from past papers. I spent the whole, I don't know how long, actually working out the questions for myself.

DG229-I (laughs) So she obviously thought your questions were so good that they must have been from a previous paper.

DG230-C Then the next part of it went, oh you know, you can only use…globalisation can only be used…it can't be used as a source of material in an extended essay. And that very question, I'd actually phoned the facilitator and said, look, you've sent us an exemplar, do we have to stick exactly to how each theme is on the exemplar or can we like, you know, paper one, anything can be asked for any question? She said, of course. Now I was told, you can't do that. Whereas I had actually phoned and had been told the opposite. So it was that kind of thing, you know. And I just…I just remember in the early years of teaching, there seemed to be nobody around, you just taught.

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- reporting demands
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DG231-D Ya.

DG231-C And you kind of raised your eyes to the heavens every time the end of the year came and you had to fill out your in-triplicates. Those big blue sheets in triplicates. And that was the sum total of the department or any kind of authority. I think that parents, the principal, they pick up pretty quickly if you're not doing your job. Certainly in the schools that I was where there's quite an emphasis on marks and, you know…

DG233-V I think if I had to change it, ya, I would take away all the nitpicking and just get back to real issues, which are about quality of teaching and all of that, and just take away all this nonsense.

- assertion-anger
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- enabling learner achievement
- SEE - department
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DG234-I Thank you. What you've (D) said earlier, I've been thinking, and I haven't heard anyone else say it, but just from the interviews I've been thinking that's what's going on. So it's wonderful to have you say it (laughs).

DG235-D Good, I'm glad I said it.

DG236-I That thing about leaving…harassing good schools and going to the weaker schools. Because that's been my sense in terms of the interviews.

DG237-D I'm sure…you've probably…interesting to hear that you've found that sort of across obviously a lot of different schools.

DG238_V But even when they were doing the exams, and I mean, they could see that you were running the exams properly…

- assertion-anger
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DG239-D I know. They loved my school.

DG240-V …they would be there every single day to check on the exams.

DG241-D They kept saying, how brilliant, you know, it was all being run so well and so effective and everything was fine. So what are you doing there?

DG242-V And they got ideas from D, where D used to make them put their cell phones in a zip lock bag and collect them and keep them in the front of the hall and they thought this was brilliant. And all the other little ideas, and yet they were there every single day checking on her…

DG243-D Filling in forms and ...

DG244-I But that is because it's easier and then they're doing their work.

DG245-D Exactly. They come in, they tick, tick, tick, tick. And over and above that there were one or two of them who would still try to do the nitpicking thing. And you're sort of thinking, come on guys. But as you say, it's easy.

DG246-I And they're doing their work.

DG247-V It's that combination.

DG248-D They can get patted on the back because they've done a good job and they've been at our school. Twice a day sometimes.

DG249-I Ok. Can I go to the next question about the learners? How do you feel about your learners in relation to assessment? I mean, if your learners failed or you expected them to do well but they didn't, or think back on learners that passed well, how did feel then? So think of like particular situations and talk about those.

- attribution- self
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DG250-V I get very upset, like this last year was a case in point where we had particularly bad maths and science results…

DG251-D This is in matric.

DG252-V Ya, the end of matric. We had twelve failures, twelve matric failures, and most of them came because they failed maths and science. So if you fail two subjects you fail. Very upset. If…ya…look, some of the kids I don't get upset about because they've done absolutely no work, in fact most of them didn't really work in those subjects. But upset, because it was obviously a bad subject choice, upset because it was maths that caused them to fail…like Likita who, a very clever girl in all her other subjects but failed matric - she got Bs and things - but failed matric because she failed maths and science. And even though she was weak at maths, she kind of tried…

DG253-D But you had advised her to give up maths.

DG254-V Ya, we had advised her to take maths literacy.

DG255-D And her parents wouldn't let her.

DG256-V Ya, but still, still feel responsible.

DG257-D Ya, one does take it sort of personal.

DG258-V I was upset about those failures. And kids that do particularly well, ya…I seem to get quite sort of involved in their emotion. You know, like those who do well, unexpectedly well, you feel good.

DG259-D Even children who don't do as well as you'd like them to, or get seventy-nine, and the department won't condone that anymore, because SADTU objected. So you feel upset for them, if they deserved it. You know, there are children you know are really top, top students, and sometimes you get a sense that they're not doing as well because they've manipulated the marks. There are times when they try to pass more people but then they bring down the top because they want to get their graph, or whatever. And you do, you feel…you take it personally, you know, and you feel it's not fair and these children don't deserve it and they deserved better marks and…I think one does get quite involved emotionally.

- assertion-anger
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DG260-C You get heartbroken. Ya, I actually find a few instances where I'm absolutely heartbroken. I had a guy doing matric, not last year, the year before, and he was just historically minded, and he was just so interested and passionate, and at the end of it all I think he got a high C. And I was absolutely…I can't tell you, heartbroken. I've been unable to actually look him in the eye ever since, almost taking responsibility. He had a writing problem but I cannot tell you the love and the passion, and for the life of me I cannot understand it. Of course there was no access to the paper afterwards and so we never knew, we let it go.

- attribution- learners
- attribution- self
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DG261-V Why was there no access?

DG262-C We couldn't see it.

DG263-V But couldn't you get a remark.

DG264-C You know, by that stage he gave up. He was so disappointed. He wasn't a clever guy, somebody who really worked, but we'd gone along this journey together for four years, for four years, and he was just so amazing. He was just so passionate and just loved it. And then last year I had a girl who ended up doing history because there was nothing else for her to do. Couldn't put the concepts together, didn't understand a thing. So I taught her the skills in terms of how the sources are laid out, how to actually answer. She hated it. I'd said to her mother, this

was the wrong choice. Her mother said, well what choice did we have? Absolutely hated it. I'm sure by the end she didn't even know any of the concepts, she couldn't put anything together at all in her mind. And I knew that, I could see it. Eighty-eight percent for history. (Laughs) I was devastated. Of course I didn't say that, I mean, I said, how amazing and fantastic but it was so deeply disappointing in terms of the other person. Deeply disappointing.

DG265-V Did he ever follow up that?

DG266-C No, he didn't. He let it go and I let it go, but I think…

DG267-V …No, but I mean in terms of a career, did he…?

DG268-C No. But it was heartbreaking. You do, I think that you become really involved, you know, you share…especially in a situation like this, when they do well and they've worked for it.

DG269-D And when you know children have got problems, you know, learning problems or things, you also…you sort of want them to overcome it and you worry about them and you do, you take it all quite hard when they don't do well.

- attribution- learners
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DH270-C It's very interesting, I really think that there's a whole emotional investment. If you're a teacher there's an emotional investment, if you're really a teacher. There really is that.

DG271-I Ya, I think that's absolutely right.

DG272-C And I think that's why, even more so, I resent the department, I resent the way the whole thing's run, because we invest of ourselves. And then I kind of think that you're kind of treated unfairly, in a sense. We give so much more than a whole lot of other jobs out there, and it's really…it's rewarding on one level and very disheartening on another. You're completely overlooked. I believe we're treated like children.

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DG273V Ya.

DG274-D Ya, they don't give us professional acknowledgment.

DG275-C No, no professional status, not at all.

DG276-I Ya, you get lumped together with the children.

DG277-C Absolutely.

DG278-V And with the bad teachers. There are bad teachers out there.

DG279-D And there are teachers who don't care and don't do their jobs and aren't qualified and it shouldn't be like that. Those teachers need to be dealt with. And teachers who are professional and are doing good jobs need to be treated differently.

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DG280-I So what you're saying is that there needs to be a

distinction made between teachers that are professional and teachers that are not, and they should be treated differently.

DG281-C Ya.

DG282-I They shouldn't all be treated the same.

DG283-D I mean, I phoned NAPTOSA a while ago and took them to task, because there was a talk show on TV, which I happened to have the misfortune of tuning into because it just made me angry, and they made a comment…the head of NAPTOSA made a comment, to say that there are no good teacher role models. This was his comment. And I phoned them and I said you represent so many different types of teachers, and you make a comment like that on national TV, what are you saying? Of course there are good teacher role models. How can you say, no good. But that's how we're treated. Like teachers don't work hard enough. Teachers don't go to class. Teachers are drunk at school. But not all teachers are. And there are a large number of teachers who don't do any of that and are doing sterling work, but you get lumped together. And that really is demoralising.

DG284-C I think the rewards in this job are truly about what happens in the classroom between you and the kid. That's it. And each individual learner. And that's where the rewards come from. That's our payback because there isn't any other, at all. And that's why you go back each day because reaching a kid or making a difference, it's between you and the kid; it doesn't go beyond that in this profession at all. No one acknowledges, nobody sees. Really it's about just that. It's that connection and that's it.

- image of profession
- SEE - image of profession
- self image
- strongly expressed emotions
- SV-access to internal goods

DG285-I Thank you, those were two amazing insights. Thank you. Ok. Can we move on to marking? (Giggles) How do you feel about marking? I mean, again, think about a particular moment or incident. What kind of assessment was it? How did you mark it? How did you feel before marking, during marking? Any scripts that were frustrating or exciting? How do you feel afterwards, after you've marked?

DG286-D I think the sheer volume, a lot of the time, where you contemplate huge piles of marking, is depressing. And it depends on the kind of marking, because a huge pile of a test that's quite easy to mark is not the same as a huge pile of essays to mark, which I actually have waiting for me right now. But, then, when you're marking, there are those moments which are very satisfying. Like when you get a fantastic essay, or a child who's not so great that has managed to really use certain skills and has tried to bring in figures of speech and all that kind of thing, those moments are wonderful. When you get something really fantastic, then you get a high, but a lot of the time it's volume more than anything else that puts you off. Now I know when you've got a smaller group that is different.

- marking
- SEE - marking
- strongly expressed emotions

DG287-C I've got much smaller groups. Other than the essays, which always bring me down, the thought of marking, in truth, because of that (small classes), I actually really enjoy it because it's exciting. I'm anticipating, I want to see, I want to see what happens. So I actually enjoy it. But I know I would feel completely differently if I had their volume.

- marking
- SEE - marking
- strongly expressed emotions

DG288-I So what's 'small classes' for you?

DG289-C Oh heavens, I can go through … my smallest is three.

DG290-I And your largest?

DG291-C Fourteen. I've taught in situations where I had thirty-seven in a class. But this is…oh, you can't compare, I mean, we actually really can't compare. I think on every level. When I think of…

DG292-D In maths. But we were discussing earlier that where the difference comes in, our marking loads are bigger. But her setting marks are much bigger.

- attribution- learners
- attribution- self
- marking
- SEE - marking
- self image
- strongly expressed emotions

DG293-V Setting exams.

DG294-D Ya, setting exams. Because we…I mean, I've got a department, so we share out the setting of exams load, where she has to do it all. So her setting load is huge but the marking load is much lighter. Whereas with us, it's the other way around.

DG295-V Ya, C will have like twelve exams to set in June and in November, whereas…

DG296-D And Vivian has done both, so she can compare.

DG297-V Ya, I was at a small Jewish school also where at times I had like twelve exams, but the marking is less, and at S School the marking was huge but the setting was less. But in terms of marking maths as opposed to English, it's very few times, like when D and C feel, you know, get excited when there's been a spark of inspiration, we get very little of that in maths. It's much more a feeling of despair when you're marking because so many kids just do not know maths, and it's just…you're marking these piles of papers and you think: what have I been teaching for the last three weeks? It's like they know nothing. Often you get piles of them, where they're just clueless. Or it's clear that they've been doing no work.

DG298-D But we also get that, I was going to say…

- attribution- learners
- attribution- self
- marking
- SEE - learner achievement
- self image
- strongly expressed emotions

DG299-V So very few…sparky. And also at S School they put the top maths class as a separate class, so there's the top class and then there's the rest. So one teacher will teach the top class and then for the rest of the grade you've just got this mixed group of mainly weak kids. So you don't…it can get a bit demoralising

because there's often no kids in your class who have got any maths ability. So it's not like you've got one or two that show some sort of (laughs) promise. You know, it can happen. But still, even so, when a weak kid does something, it's an achievement.

DG300-D And that's when you have your moment. But we also have that. Because there's skills that you know, you've been teaching and teaching and they've done it for previous years and so on, and they're still making the same errors and it does, it frustrates you and it irritates you, because you think they just are not putting in any effort. But at least we do have the highs. (Laughs)

DG301-I What do you do with the feelings of marking?

marking
SEE - marking
strongly expressed emotions

DG302-D I don't know, one just deals with it really. I force myself to sit down and take all the piles, and it's a great feeling when you've completed that (laughs).

DG303-V Ya, but it's short-lived, because the next one is right there waiting to be…

marking
SEE - marking
strongly expressed emotions

DG304-D Little rewards, you give yourself little rewards.

DG305-V I don't know, how do we deal with any feelings? I don't know…

DG306-C That's it, I need a bottle of Bluefin (perfume?). (Laughter).

DG307-V Ya, I have a glass of wine every night.

DG308-C A bottle of whiskey, or a glass of wine.

DG309-D Or a box of Smarties… (General laughter). Every ten papers a little visit to the kitchen (more laughter).

DG310-C No, I still prefer: that was so traumatic I'm going to buy perfume? (Laughs). I don't know, I suppose that's how…

DG311-D Because you don't have an option, you've got to get on with it, so … one gets on with it.

DG312-V You can't really indulge your feelings of desperation.

DG313-I Ok, I eat when I mark.

DG314-D Ya, me too.

DG315-I Like half an hour before I start marking, I start eating.

DG316-D Me too. And I eat all the way through. And it doesn't matter how sick I feel at any point, it doesn't deter me. Exactly

DG317-V I watch TV while I mark. I cannot just sit and…but for maths you can do that.

DG318-D Ya, English you can't.

DG319-V No, you can't, you've got to follow through. It takes me a bit longer but it's gotten to the stage where I actually can't mark unless I've got a movie or something to watch at the same time, and then I…

DG320-C But that's where I find you must be amazing, because I find, even with those few pupils, I actually cannot sit with papers in front of me and just sit for like a whole day and mark. I do two and then I go and do something else, and then I come back and then I have to read the last one again because I wanted to check the standard…I actually can't sit…I don't know how you get…you're amazing like that.

DG321-D I don't know.

DG322-V Ya, no, I can't.

DG323-C But to sit like that ...

DG324-V But then, now you see with maths, once you've learnt the memo, after the first few it's just a matter of…

DG325-D Even then, you've got to sit and do it.

DG326-V Sometimes you get a kid that's written something in a different way and you've got to actually read what they say. But then…you don't get the whole movie but…

DG327-D It's the sit-ability though, that is necessary.

DG328-C Marking takes ages. It just does, it takes absolute ages.

DG329-D And you actually get pain, after a while it's uncomfortable and it's…

DG330-V Although we felt in the maths department, we've learnt from the English department, that it's so much easier to split the exams into sections, so we just have a smaller section of the exam to mark and everybody shares it out and it's just so much quicker.

DG331-D Across the board marking is much easier.

DG332-I You mean you take the large batch and you do question one?

DG333-V Ya. And then somebody else does question two.

DG334-D Because then you learn one memo and it zooms.

DG335-I Except if you end up with the essay question.

DG336-V Ya. Well with maths we don't normally.

DG337-D What we do with English is then we would…a

- assessment tasks
- marking
- SEE - marking
- strongly expressed emotions

question like that we would divide between more people than one. So that it still lightens the load a little bit.

DG338-I Thank you. Ok, report writing and…oh wait, there's another question about marking. Do you feel responsible for students' results?

DG339-V A lot of the time I do.

DG340-C Ya, absolutely.

DG341-D Look, in some cases you know that there's some children it doesn't matter how good or bad you are as a teacher, they're not interested and they don't do any work. So obviously you're not going to take responsibility for them. Although you still try to get them to do as well as possible…but I think…ya, one does take responsibility in a way.

DG342-V I know in my head that what I do has very little reflection on the marks. That it's actually…ninety percent is from the learner's efforts. That the teacher probably has ten percent…

DG343-D But you still feel responsible.

DG344-V But you still feel responsible. Definitely.

DG345-C For me I feel slightly differently, I think because the classes are so small that I honestly do believe…of course there's a certain amount that's theirs and their responsibility, and you know, so what they're actually capable of and what not, but because the classes are small I take it quite seriously.

DG346-D No, look, I do think we have a lot of influence, …I mean, if you were doing nothing in class they would…

DG347-C For sure, for sure.

DG348-D …they would certainly not achieve, so I think we have more than ten percent input. But for those children who are shutting it all out and aren't interested, and aren't putting in any effort.

DG349-C Ya, you can't forget about them.

DG350-D At some point there's nothing you can really…

DG351-C But if you've got thirty in a class and I've got three…

DG352-D Ya, it's easier for you to take a more…

DG353-C I need to take a lot more responsibility for those three. And even if it's a case that they're not going to get As but they're getting Es and I should get them to Cs. It should be that, there's no doubt in my mind.

DG354-I Thank you. Ok, report writing and accountability. In my experience, but that might be a 'varsity experience, there's like

- attribution- learners
- attribution- self
- marking
- SEE - learner achievement
- self image
- strongly expressed emotions

- attribution- learners
- attribution- self
- marking
- SEE - learner achievement
- self image
- strongly expressed emotions
- working conditions

this general sense of panic in October, November, about all the marking and the report backs, and then it's like a prize giving that people start getting happy again. So I just want to know, does that like fit with your experience? Is it different? How do you feel about the report writing and being accountable?

DG355-C I don't know, I mean, once the marking and stuff is done…

DG356-V You know the writing comments on the reports for each pupil I find very difficult and time consuming, and even though I think it's very important for parents to see comments, I get irritated by having to do it. Ya…and I don't think I…

DG357-D …It is very demanding and again it's because of the volume. I think if you had ten comments to write, and reports to do and so on, that's not so bad. But when you have got 200, piles of them, it is a bit stressful. But I must say that that's the point at which one's starting to sort of relax a little bit in a way, once one's got the marking done and the marks in, I think that's the more stressful part.

DG358-V But usually it's such a fine…you're so panicked about getting your marking done and then there's still the comments that have to be done and the marks that have to be in and on the computer, and it's never like…

DG359-D …It always, ya, it is all part of the same experience.

DG360-V You only finish marking after the due date of having the stuff where it has to be on the computer, it's always such a rush.

DG361-D It is.

DG362-V It's hard.

DG363-D Ya, I think one has negative emotions around that whole sort of procedure, and it is always under such pressure, and there's such time constraints always, I think that that is what makes it very stressful.

DG364-V And then there's also the thing where they try and ease your load by letting you mark through the holidays and only have reports out sort of at the beginning of the next term. Which takes the pressure off you but then it destroys your holiday, so…

DG365-D …You don't have a holiday.

DG366-V …you don't really win, either way.

DG367-I And for you, in a small school?

DG368-C Ya, no, it isn't…

DG369-V It's not an issue. It's easy to get the marks in.

- assertion-anger
- aversion-fear
- marking
- reporting demands
- SEE - marking
- SEE - reporting demands
- strongly expressed emotions

- aversion-fear
- marking
- reporting demands
- SEE - reporting demands
- strongly expressed emotions

- working conditions

DG370-C Ya, it's easy to get the marks in. As they finish writing, I like to mark it all quickly. Because again, it's a whole thing of wanting to see. And writing up isn't an issue.

DG371-I So it's interesting how a lot of the things are issues because of size.

DG372-C Absolutely.

DG373-D And you see it very much in our clusters because in our clusters there are schools like ours which have got big classes, there are schools that have got even bigger classes, and there are schools like theirs who have got small classes, and you can see the different sort of pressure levels in terms of getting in oral marks, getting in…you know, because the volume is just so much less for them, that it's less stressful.

DG374-C Well, when I think if I was Minister of Education and fixing up this story, I would of course make the salaries far more attractive and actually bring in a whole lot more teachers and split classes, smaller classes. I mean, I understand the issues but that's…and I see with me, I mean, it's quite an ideal situation. I mean, this is very small, this is very small, but a little bigger. The school I was at before I was at for a very long time and there were, I would say, averaging about fifteen kids a class. It works. Because you get the right amount of feedback and the class is dynamic and they all pass their opinions, so there's an interaction. Which sometimes I miss. But I saw when I had thirty-seven kids at BP School, no.

DG375-D Look, I don't like very small classes either, I mean, I know you've got them, but like I've taught also at middle Jewish schools and things, where I had only a few kids in the class, and for me I miss the group interaction that you get with bigger classes and the feedback and that kind of thing. It seems like it's a lot more work on your part in a way, and a lot less feedback and then interacting between the pupils and so on. So I'm not mad about the extremely small class but I do agree that slightly smaller would make our load a lot less.

DG376-C Especially a subject like history, the more work better, it becomes dynamic.

DG377-I No, no, the more the better up to a limit.

DG378-C Ya! No, no, no, but I'm just saying, not three, but you know, fifteen in a history class up to twenty is fantastic.

DG379-V Because three can be a bit sort of…it's like drawing teeth.

DG380-C Terrible! I think that I actually work a lot harder at this school than I did when I had fifteen or so, twenty, in the class. I work a lot harder. I mean, I sometimes work literally from half

past eight until four o'clock and I've been talking solidly. I'm exhausted. The exhaustion levels are enormous.

DG381-D Which you tend not to have with bigger classes.

DG382-V You're much more the focus of attention.

DG383-C Ya, everybody else does their thing. Absolutely. It's got its pros and cons both sides.

DG384-I Ok. I want to ask, just last thing about this sort of accountability and report writing, are there issues in the school or with the education department - and you've talked about some of those - that affect how you feel about being accountable for results? (Pause) Is that a funny…it's like…alright, maybe I'll ask it differently. How does…who do you feel accountable to and how does it make you feel?

- assertion-anger
- attribution-problem
- department
- SEE - department
- SEE - learner achievement
- strongly expressed emotions

DG385-D I think I feel accountable to the children.

DG386-C The kids, firstly.

DG387-D I don't really care what the department thinks. But…I think there's a sense of frustration in terms of matric results, because we don't know what they do with the results after the children write, and we do know that they do mess with the results. They do take things up and they do take things down, and that's very frustrating. Because if a child does extremely well they should get the benefit of that. It shouldn't be up to some bureaucrat trying to get a graph right.

DG388-V I do think that at S School you're going to find yourself in a position where you feel accountable to the principal. Because now he's created this thing where if you get good results you will get a bonus, but if you don't get good results you won't get the bonus. So now teachers are so badly paid, but everybody wants the bonus, and how do you judge a good result? They were speaking about getting As, but like in the maths department the As are all with one teacher. So where's the fairness there? Then they spoke about…

- attribution-problem
- judgement - being judged
- principal
- reporting demands
- SEE - working conditions
- strongly expressed emotions
- SV-access threatened
- working conditions

DG389-D …That's not fair. What about the teachers who get children to pass who weren't passing? Surely that's…

DG390-C Ya, absolutely.

DG391-V And also how you judge it, when you might have got a kid from grade eleven who you haven't taught before, now they're in your matric class, you've got such bad grounding from all the other terrible teachers that there's no ways that they're going to do well, and then you are held responsible for their bad results.

DG392-D And then what about say, for example, in English, we hardly ever have a failure, when in fact for years and years, I think

last year there was one failure…we never have a failure. I mean, surely that deserves some recognition…where we have really weak children.

DG393-V And then also the maths department you have lots of failures because of the subject. Maths you have lots of failures because of the topic. I don't know how…so there's going to be problems with that.

DG394-I Well, that's a perfect way of dividing your staff.

DG395-V Ya.

DG396-I Like you said, he came in and created blocks. You do it like that.

DG397-D He did. That's one of the things.

DG398-V That's what he's doing.

DG399-D He's got a divide and rule policy, basically.

DG400-C And that's terrible.

DG401-V And I know already, without even him, there was…like B, she wasn't given grade 11s or 12s because her results from last year weren't good. So…some teachers might only feel accountable to the children but there's definite pressure from heads of departments…

- aversion-fear
- colleagues
- judgement - being judged
- parents
- reporting demands
- SEE - reporting demands
- self image
- strongly expressed emotions

DG401-D From above, ya.

DG403-C Listen, even in a school my size, there's still…

DG404-V Your school it's even worse.

DG405-C Absolutely, oh yes.

DG406-V No, in the private schools, the pressure's from the parents as well.

DG407-C Oh, absolutely.

DG408-V Ya, very much so.

DG409-D You're judged all the time.

DG410-C I mean, completely. It's all about your results. And even though, I mean, my boss comes in and he says stuff like, you know, we're not interested in the marks, we're interested in the kids, were they decent human beings, are they whatever…

DG411-D When it comes to the crunch they want marks.

DG412-C When it comes to the crunch for sure. And I've got kids, I mean, who basically…parents' evening was this week, I have parents who came in and said, well how is he doing? I said, really well. What was the mark? I said, seventy-five. Ok, so what

are you going to do about it? Straight, what are you going to do about it?

DG413-I What's wrong with seventy-five?

DG414-C No, no, no, no, you don't understand,

DG415-V It's not an A. They definitely…. And your reputation hangs on the good results.

DG416-C Absolutely, absolutely. And I know that I've been head hunted from other schools, it's only because of the results, and it's ridiculous. Sometimes you get a year where like my four kids are all … not good.

DG417-V And the truth is…well, I don't know about other subjects, but maths, a lot of the time you get good results is because the kids have gone for extra lessons. So, even in their small private schools where they do really well, the teacher will get the good reputation from these amazing results, but actually, they've all gone for extra lessons.

- attribution- learners
- enabling learner achievement
- SEE - learner achievement
- strongly expressed emotions

DG418-I So, I've got a question about managing emotions. It's like there's no one way of dealing with emotions. Sometimes we feel them, we ignore them, we shift them onto others, we express them…so, I want to know sort of a little bit about how you deal with your emotions. What do you do when you have strong, pleasurable emotions? What do you do when you have strong, upsetting emotions? What do you do when you think you're supposed to feel something but you're feeling something different?

- about emotions
- colleagues

DG419-D Well I think I vent. And I think it helps to have a sort of support group around you, friends, whoever it is, colleagues. That's why it's nice to work with colleagues who are friends and you get along and…because then when there are horrible things, then you share them, and it does make it better somehow. Because you're kind of all in it together and you vent and you so on. And when there are nice emotions it's also nice to share them.

DG420-C Nice to share. Well I remember about your whole thing, I was completely incensed, I was so angry. And I mean it's…so angry…

DG421-D And we all were as well. And then we'd have this constant like sort of getting it out, which really does help, because when you're on your own and going over it all and you're so upset, it gets worse, it's actually worse. So I think that's quite important.

DG422-C Some kind of support system, ya.

DG423-V Vent, take Virol, I've discovered Virol recently.

- about emotions

DG424-D When all this was going on with her at school…

DG425-I What's that?

DG426-V It's like a natural…

DG427-D Tranquilliser.

DG428-V Like a calming medication.

DG429-D Like a rescue remedy but a bit stronger.

DG430-V Ya, but stronger than rescue remedy.

DG431-D But when all this was going on with her at school, and there were some terrible things, literally in the mornings you had people passing around rescue remedy and Virol. I said, there is something seriously wrong in this situation where your morning routine is to take your tranquilliser…(laughs) to swap tranquillisers.

DG432-I Even if they're homeopathic.

DG433-D Ya, which they all were. (Laughter)

DG434-D So I think that's quite an important thing, and to have things that help you to de-stress, and to debrief and whatever.

about emotions

DG435-C Crying works.

DG436-D Ya. But also getting together and having meals and so on and…

DG437-V Although, that's in a crisis. For general stress, you know, pressure, work pressure, you just suck it up, basically.

DG438-C Ya. You absorb it. And you know what else? I watch things that are mindless on TV. But things I would never normally choose to watch.

DG439-D Me too.

DG440-C I cannot even watch anything that's not mindless.

DG441-D And reading as well. You read mindless things as well.

DG442-C Ya.

DG443-D When you have a brief moment of relaxation. I think it's good to give yourself time out. To be mindless. Some people don't sort of allow themselves until they're…I think you actually need to take a break here and there and to just be a bit mindless. And…ya…

about emotions
working conditions

DG444-V Although when you've got so much marking and stuff hanging over your head, you can't even enjoy those…

DG445-D No, you don't.

DG446-V …times out because you just think, aagh, I've got all that work.

DG447-D I should be doing something else.

DG448-I Ok. Is there anything else that you would like to say about assessment or your understanding and the feelings that it generates? Anything that I haven't asked about that is still on your mind?

DG449-D I can't think of anything. What were you saying earlier about how you felt things were better now when you went into S School from when you were previously at a…

attribution- learners
attribution- self
dealing with failure
working conditions

DG450-V But that wasn't to do with assessments. That was just more to do with…my control, my discipline, seemed to be better at S School. Maybe it was…I mean, there've been times in my life where I've actually wanted to give up teaching and have been desperate to get out. But not so in the last five years at S School, I was very happy there. But that was just…also, you know, it helps when you're at a school where there's…where there's help with discipline, with, you know, there's grade controllers, and subject heads and vice heads and that. In those small schools you're pretty much on your own.

DG451-C Completely on your own.

DG452-V You know, with everything you're on your own. Even in terms of assessment, you know, you're on your own. You've got to set everything yourself, you've got to do everything yourself, if it doesn't work you've just got to deal with it on yourself. When you're in a school where there's a department and vice heads and grade controllers, it's actually easier, I found it much easier, I found my job easier. With discipline, if a kid was getting to me…you know what also, is that I found, at S School if a child was doing badly, it was never my fault. It was always the child was the problem first and foremost. Whereas at your school…

DG453-C Welcome to my world. (Laughs)

DG454-V …if a child does badly, it's like, what are you doing wrong? It's you. And that I didn't like. And that's one of the reasons I think why I enjoyed S School so much.

DG455-D What are you going to do about seventy-five percent? I mean, that's ridiculous.

DG456-I Seventy-five percent is like a good mark.

DG457-V They kind of accepted that I was a good teacher at S School and…well, I mean, I suppose they got to know me and my

style and the way I dealt with things and accepted that I was good enough. And therefore if there was a problem it wasn't me. Whereas at the small private schools, or even big private schools, it's always the teacher who is at fault. It's like never the little brat.

DG458-C Oh, ya, in private schools we get fired, moved around, whatever…just…

DG459-V Ya, I had a situation…one of the reasons why I left this private school that I was at…is one child did badly at the end of the year…this was like right at the end of the year, November the 27th, and the headmaster called me in and said, there's a problem with your teaching. And I hadn't heard a thing the entire year, and the parents hadn't come in and…at the end, after I'd left, the girl actually wrote me a letter andapologised for causing such a problem with me, and acknowledged that she had been in a play, where she had been taken out of class to do play practice for a good three months of the year. Her mother had been in intensive care, and she was running the household for another three months of the year. So her whole world was in turmoil in that year and she was doing badly in maths, and nobody ever looked at that and said, well maybe that's why she's doing badly. It was my fault, finished! And I had to lose that class; I couldn't take them up into grade eleven - she was in grade ten at the time - because I was doing a bad job. I mean, it's just unbelievable. Whereas at S School it was a different story. Like I had plenty kids that did badly, in fact I couldn't get over the change of…at these private schools.

DG460-I So last question, is there anything you want to ask me?

DG461-D Well I want to know what you said earlier, when you started, that certain things were emerging…

DG462-I My initial findings.

DG463-D Ya, and I'd like to know what those are. And if we've been in line with them or not…

DG464-I You have been.

DG465-D …I mean, it's quite interesting.

DG466-I You've actually strengthened some of it. Which is really nice. What happened…the first chapter in my data that I want to write about is strongly expressed emotions. So what are the topics around assessment that teachers express strongly expressed emotions about? What are actually their main concerns? So I mapped them all out and the thing that came up most often was learner achievement. And I don't think it's just because of the structure of my questions, it just came up under every single kind of question; they were concerned that their learners did well. And then I took all the quotes on learner achievement and I analysed

attribution- self
my research purposes
SEE - learner achievement
self image
strongly expressed emotions

those, and the thing that came up the strongest was, I called it self-image. It's like the teachers saying…taking direct responsibility for their learners' results, and if learners do well, I feel good about doing my job, if learners don't do well…

DG467-D Then you question who you are.

DG468-I Then you question yourself.

DG469-C Do you realise we're crazy!

DG470-D We are crazy. (Laughter)

DG471-I Well, you know, I thought about that, but actually it makes sense, it's just that nobody ever talks about it. Because what are you a teacher for, except for other people to learn. That's the purpose of teaching. So in fact structurally…

DG472-D It does make sense.

DG473-C&V It makes sense.

DG474-D It would be like a doctor not feeling bad if all his patients died.

DG475-V Ya. (laughs)

DG476-D I mean, you can't control that all the time but it would be a bit odd if they all died all the time in all circumstances …you know what I mean. He'd have to take some responsibility at some point.

DG477-I And so…ok, I've only interviewed teachers at either functional schools or teachers that have come to study and are therefore taking their professional development seriously. But every single one of them said, when my kids don't do well, I look at myself. And you're all saying exactly the same thing. And the thing that you expressed totally clearly was that the way the department treats teachers undermines that. And so, that's what I'm going to try and show very clearly, that the way that the department is treating teachers undermines the essence of being a teacher.

- attribution- system
- department
- disappointment-sadness
- image of profession
- my research purposes
- SEE - department
- strongly expressed emotions
- working conditions

DG478-D Mm. That's exactly it.

DG479-C Yes, absolutely.

DG480-I And that that's problematic.

DG481-D And I'm glad someone is…

DG482-C Ya, someone is seeing that.

DG483-D We actually had a meeting with someone from the newspaper at one point, a whole lot of us, from all different schools, to basically…if you had to sum up what we really wanted her to write in an article, which she still has never written, that

was it, really. That they keep going on about how we are losing teachers, we don't have enough teachers, and people aren't going into teaching, but they do not focus on the rewarding and keeping the teachers who are doing a good job and are dedicated. And so you're losing a whole amazing resource that they've got, they're losing half of us.

DG484-V You know, they did come up with this master teacher and senior teacher thing to try and keep good teachers who didn't want to go into HOD positions.

- department
- disappointment-sadness
- SEE - department
- strongly expressed emotions
- working conditions

DG485-D Into management positions, ya.

DG486-V Which would have suited me perfectly. But they make it so hard to actually be a master teacher. I've been teaching for twenty-five years…I do a reasonable job, and I mean, a subject that they need, but because I haven't been working for them, for ten continuous years, I can't be a master teacher. So…you know, they don't recognise any experience that you've had before 2004 or something…I worked for them…

DG487-D Before 2004?

DG488-V No, before 2000…they don't recognise that. I've been at a private school for thirteen years, they don't recognise that. You have to have been with them in the last ten years to be a senior teacher. So they're not exactly trying to hold on to teachers. *(recording turned off)*

DG489-V I just said that the department are there to harass you but they're not there to help you when you're in need, like our school has been going through this whole turmoil at the moment. He keeps referring to…go and speak to the IDSO and go and, you know…because we know that they'll be supporting him. They won't care about what the general teacher has to say or…in fact they haven't been there, they know. All letters of grievances, my resignation letter, my lawyer's letter, everything has gone to the department. I haven't heard a word from them. Not once. They know they've lost a maths teacher.

DG490-D Not even acknowledging your letter.

DG491-V Not even acknowledging my letter. Not one word from the department.

DG492-C You know where the biggest problem with this is, the bottom line stops with the teacher. The whole…everything, it all depends on the teacher. And nobody…we're seen as the bottom end of it all. And we should actually be at the top…in terms of being…you know…we should be really important and we're not. But the buck stops with us really at the end of it all. It's all about us.

- attribution- self
- image of profession
- SEE - image of profession
- strongly expressed emotions
- working conditions

DG492-D Tell Carola what happened that time when those

- aversion-fear

people…they were coming to…

DG494-C But I can't do it on tape. Because otherwise they would know which school. Somehow they forgot to tell us about grade nine moderation…

- department
- SEE - department
- strongly expressed emotions

R Group Interviewed by Carola 5
June 2009

CRG1-I My name is Carola Steinberg and I'm doing this as part of a study...as part of a PhD study. And I started being interested in teachers' emotions when I realised, I was doing a lot of in-service teacher education and I realised that teachers weren't like able to learn new stuff if they were all tight in their emotions, if they were anxious and worried and then they weren't open for new ideas. And so that's when I started investigating emotions. Also at a personal level, I made like a commitment to listen to my emotions because I think that emotions are a very useful sign to us about our relationship to the world. And so we learn a lot if we actually listen to our own emotions and start investigating them. So that was how I came to the study of emotions and then I linked it to assessment because I thought assessment is the one...well, I experienced, that assessment is the one area in teaching that evokes really intense emotions, so I thought that that would be worth investigating. So that's what I'm doing. Ok? So, who are you?

my research purposes

CRG2-P J, you can start. (laughter)

CRG3-J Thanks. I'm J H. I've been only teaching for five months. What else would you like to know?

CRG4-C What are you teaching?

CRG5-J I'm teaching Technology and Computer Literacy at the moment. It's my first year of teaching, obviously. I'm at the moment not teaching my subject that I have studied, so obviously it's a little bit difficult but I'm learning a lot more.

CRG6-P And what grades?

CRG7-J I'm teaching only grade 8s and 9s at the moment.

CRG8-I That sounds fine. Great.

CRG9-P I'm P and I teach Business Studies and Economics, and I was so excited about today that I did my hair. (laughter). And C knows that.

CRG10-C I am proof to that. (laughter)

CRG11-P No, I'm just kidding. And I'm teaching for 11 years so I've become a bit cynical over the years (laughs). But maybe I started off that way, and ya...I still love it, but...you know,

about emotions

sometimes the cynicism does creep in. So that's me.

CRG12-C More often than not.

CDG13-P More often than not (laughs). C is like the victim of my cynicism (laughter), along with the children.

CRG14-C Ya, but it's...anything else?

CRG15-P No, nothing else. Your turn.

CRG16-C Ok. I'm C and I've been teaching for about 12-13 years. I've had lots of broken service, but this is the longest stint I've had at this school. I teach Life Science. I've been teaching Natural Science as well for the juniors, from grade 8 all the way up to grade 12. And I enjoy my subject very, very much. So that's that.

- SEE - working conditions
- strongly expressed emotions

CRG17-I Great. Thank you very much. Ok, so I'm going to ask you about...I'm going to follow these questions roughly and you've all had a look at them. I'm going to ask you about the value of assessment. What do you think...why do we need assessment in schools? I mean, I got to a point where I thought scrap assessment and schooling will be much better...but...there is value there. So I'm asking what do you think is the value of assessment?

CRG18-C Ok, I think assessment is important for the learners because it allows them to see what their weak points are, and whether they understand a particular section that has been taught and...also I think it gives them a sense of worth, because if we use assessment as a kind of a measurement strategy then they can measure themselves against other children in the class. And for the teacher I think it's valuable because it tells us many things. It tells us firstly how we are teaching, whether we have conveyed a message the right way or is it a misconception. It also tells us how these particular learners are doing compared to other years and whether they're following a certain norm and that sort of thing. And I think...ya, I think that's basically why assessment is important, and I don't think a school can, or any studying for that matter, can function without assessment, because it's...actually it's the measurement that comes at the end of a piece of work or even while a piece of work is being taught. It's a good indication of whether the teacher is heading in the right direction and whether the learners are heading in the right direction. So that's basically what I think.

- dealing with failure
- purpose and value

CRG19-J I also think, adding onto that, you said, as a measure, it's also for learner motivation, because if a learner does well it is motivating them to carry on doing this, that they are doing the right things. If they don't do well, it's also a sense of motivation

- dealing with failure
- purpose and value

that instead of doing badly again I want to do better, so it's a sense of self-motivation for the children to...so that they know that they're going towards something and they're not just sitting in the class...staring at the walls.

CRG20-P Ya, and very often their...ya, they sit back thinking that, you know, they know it all and we can't teach them anything, until the day the assessment arrives and, you know, whether it's informal or formal, and suddenly they start to realise: guess what, this teacher does have something to offer. So it also shows the learner that there's something to be learnt, you know. Because very often learning can only take place if the learner feels he doesn't know anything, you know. And I feel assessment shows them how much they know and how much they don't know. But for me I think also something that's important is over the years we've seen how children have changed and assessment was one of the ways that we saw the changes, you know, in children's emotions and in the value of what's happening in the school, you know. That children, we always say they're not the same but one of the ways we can see they're not the same is through the way we assess them. That we might be still using those old ways of assessing but the kids are not responding to it anymore, so it also tells us that we need to start to keep our things in check, you know, to start to think with the times rather than being in the Fifties when these kids are in the year 2000, you know. So we need to change the way we teach as well, the way we approach these learners and how do we know that? Just because we've assessed them and seen how they responded to that. And that's what I've learnt over time as well and that's why I feel assessment is important. And I don't like the marking, but it has to be done (laughs).

- learner characteristics
- marking
- purpose and value
- teaching

CRG21-I It's interesting...what have you learnt from assessment around how the kids are changing? I mean, talk a bit more about that.

CRG22-P Ya, I find that kids are nowadays confined to, you know, sitting at a table and studying for example, many of them sit in front of a TV and study or they hide from their parents and study and you learn that...I mean, you think: oh, my goodness, this kid did so badly, you know, and then the parent comes in and says, listen, my child sits in the room and studies from the time they get home until, you know, they get to bed...

CRG23-C With the door closed.

CRG24-P With the door closed. And then suddenly you decide, guess what, that's the remedy now, that this kid should not be behind closed doors, where we were supervised by our parents, you know, and nowadays parents are...so that has changed, the parental involvement has changed. Ya, the way kids learn, their

- attribution- learners
- dealing with failure
- learner characteristics
- parents

motivation for learning has changed, you know. Also something that I noticed, that, when we were in school we had this positive competition going on as to who's, you know, doing the best, and if we all can strive to that level. But now I find a lot of kids are striving to the bottom end of it, you know. And that has changed...

CRG25-C It's almost...

CRG26-P ...ya, like a negative motivation.

CRG27-C Ya, it's almost like...

CRG28-P You're in an in-crowd or...

CRG29-C Yes! it's like if the kid's feeling they do well, then they're going to be ostracised by their peers.

CRG30-J Then they become the nerds of the group.

CRG31-C Ya, and then they're not very popular. But the bad ones who are always, you know, the delinquents of the class, they are the popular ones and they're the cool ones. But I think that's...that has changed as well, because, as you said, when we were in school it wasn't like that.

- dealing with failure
- learner characteristics

CRG32-P And also like for us to realise that, like before we were not allowed to have different learning styles, you know. And you know, this was the way it was done and that was it. But nowadays we have to now react to that, that if a kid is not doing well in let's say formal testing, we must find different ways of finding out whether this kid has the knowledge, you know, because of their rights and things, so we have to change the way that we assess these learners. It now becomes more of our responsibility than it was before...as educators. That we have to become more imaginative, more creative, more innovative in the way we assess our learners. And we can't simply say, well, they're lazier, they don't study. That's just not good enough anymore. We've not met the mark in a way, you know, if we are saying that. So there are more teachers out there getting more creative, I think, as well. Or I'd like to hope. (laughter). Ya, so...ya, that's what I think.

- assessment tasks
- attribution- self
- dealing with failure
- learner characteristics
- self image

CRG33-I That's very interesting. I mean, I haven't had anyone see it so clearly before in my interviews. (laughter)

CRG34-P That's why I teach. (laughter) A delinquent with an opinion.
Ya…ya…so, I mean, that's what I've seen. It's part of our frustration no doubt, because I would love to do the top down approach and say: you will learn like this and you will learn these

- image of profession
- learner characteristics
- self image

ten pages of notes. It just doesn't work though, it doesn't work anymore. And I think if we are carrying on like that, we're doing our kids an injustice. Because they are getting a world view much earlier now than we did. I must have been about 25 when I got a world view, these kids are 10 and they have a world view, you know! So we really need to start finding new ways.

CRG35-I Ok, so how do you feel about assessment? Sometimes we think things, but our feelings go in other directions. So how do you feel about it and are there any things that make you particularly upset about assessment? Are there other things that make you happy? What are your feelings around it?

CRG36-J Sorry, around the actual assessment or...the outcomes of the assessment?

CRG37-I Either.

CRG38-C The overall need for it? Like the overall...

CRG39-J The need for the actual assessment.

CRG40-I Mm. Or when you do it, how you feel when you do it?

CRG41-J I think most of the assessments, especially when it's a very...when the kids get involved, I think it shows...I don't know, you feel happier because you see...especially when they are...when they're enthusiastic about it...I'm talking about the one side compared to the other side, we do have the ones that aren't. But I think you do. If you spend a lot of time as you said, becoming creative and that, you work so hard on the assessment task, then you come to school, bring it to them and you get no reaction from it, obviously that makes you...

- assessment tasks
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access to internal goods

CRG42-C Disappointed.

CRG43-J Disappointed and de-motivated, you think well, I'm not going to do that again. I'm not going to spend so much time, my personal time and effort to do that for them. But when you go into a classroom and they're enthusiastic...as enthusiastic as you are about an assessment, it obviously makes you feel happy and you want to do it more and you want to give the more assessment tasks and things that like that because you're seeing...you're seeing results from what you've done. You're seeing results that, because you've worked hard they are willing to work hard and they are willing to be enthusiastic and, you know, work really hard for it. So I think that's...that's where the emotion comes in, its not while you're doing the assessment but when you see the reaction of the kids to the actual assessment.

CRG44-P That motivates you.

CRG45-C Ya. Ok, I feel when...when I think about assessment, if it's an exam that's coming up or a test, then I think my emotions would be a little bit of apprehension because am I going to test the right things? Am I going to set a paper that these kids will be able to answer? In terms of whether I taught it to them correctly. Because, that's what I'm a bit apprehensive about. And then as J said also, I also like to set interesting questions and hopefully the learners will benefit from that, but then as J said as well, if they don't study and they don't perform well in that question then I feel that I've wasted my effort. But on the whole I very rarely come across a learner who's done an interesting question justice. It's very, very seldom that that happens. But when it does, you know, you actually smile when you're marking that paper.

- assessment tasks
- attribution- learners
- attribution- self
- purpose and value
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access to internal goods

CRG46-P And it's like that ah ha moment...

CRG47-C Ya (laughter).

CRG48-P ...that you just, wow, I've go a life, I've got a reason to live.

CRG49-C Even if you've done it for that one child, it's worth it. That's how I feel about it when I...

CRG50-J Ya. Definitely.

CRG51-C I remember when I was marking Ninu's papers last year it was like that.

- attribution- learners
- attribution- self
- SEE - learner achievement
- self image
- strongly expressed emotions

CRG52-J She's an absolute star.

CRG53-P Phenomenal.

CRG54-C Every other child in the class will totally misunderstand the question...

CRG55-J And waste the question (laughs).

CRG56-C Ya. But she will hit it on the...like, hitting the nail on the head immediately. And she like reads into your mind, she knows exactly what you wanted, and that just makes you feel so good as an assessor, as a teacher, because you know, you feel, I've taught this child something of, you know, the way it should be done, the way this section should be understood, and she got it. And that for me is very uplifting.

CRG57-P Obviously I have an opinion. My emotions .....

(laughs)

CRG58-C We're all waiting to hear this.

CRG59-P Ya. I think for me, you know, definitely the aha moments are treasured, you know, and I think we get that with almost every assessment that we do, it's just for us to look for it. And very often it's more that self-discovery as well, you know, when you see these kids and then they build this confidence in you where they realise that, again, you have something to offer them, and it's through this assessment. And that's why I really treasure assessment because it then builds that rapport between the kid and me, you know. And especially the good kids that they...they're still like unsure of you until they're being assessed and then they realise, guess what, we're all on the right track here. And so that's why I enjoy it because it's a tool for discipline as well, you know, and a more positive way of disciplining learners. So I like that because discipline is very important to me. And...ya, also to say that...the difficult part is that being disciplined, as important as it is, I spend so much of my time doing discipline and separating it from assessment, so sometimes these two worlds don't meet the way I want them to, you know? so that's...so there's a conflict of emotions then between the two - my discipline and my assessment.

- learner characteristics
- purpose and value
- SEE - learner achievement
- strongly expressed emotions
- teaching

CRG60-I Just describe that.

CRG61-P To say that, I'm so busy reprimanding the kids and telling them rules all the time and, you know, trying to push content at the same time, and then like saying, ok, now I have to do this assessment because it's required, you know. So I'm then doing it out of pressure rather than saying, well, you know, in that time I was busy telling them your hairstyle is all wrong or something, I could have been assessing them, you know, doing like spot testing or whatever in that time. But it's wasted on other things that these kids are missing from their homes. And that for me is very frustrating, so I have that like conflict of emotions between having to discipline them when I could well be assessing them and relating to them with my subject, rather than disciplining them.

CRG62-I Or you could be teaching them.

CRG63-P Teaching, ya.

CRG64-? Yes, ya.

CRG65-P Teaching and assessing. Well, teaching, you know, we know that we must push that above anything. But then the assessment does take second place too. So it's teaching, discipline

and then assessment, for me probably, you know, if I had to put it that way, but somehow we're just battling it through kind of thing. That's my emotions for that.

CRG66-I Ok. Alright, memories. I'm asking about memories of you being assessed, both as a learner in your youth and as a teacher maybe in terms of performance appraisals, but maybe we can talk about them a bit separately. But what experiences of you having been assessed were like very...are very strong in your memory, both positive experiences and negative experiences, and then how do you think those have affected you in terms of how you are now assessing kids?

CRG67-J I'm probably the closest to remembering. (laughter). I mean, not that I can't think of a positive one, but a negative one that stuck into my head, and it probably will forever: we had, I think it was right at the end of the year, our Afrikaans teacher, I was in standard...grade 11, I even remember who the teacher was...

- feedback
- personal history
- purpose and value
- SEE - feedback
- strongly expressed emotions

CRG68-C And she might still be in this school? (laughter)

CRG69-J No, she's not, she's not at the school anymore, she isn't. She sat down and obviously back then, I didn't realise, but, she had obviously finished the syllabus, we had finished all our assessment tasks, and now she needed to obviously waste a little bit of time, so she made us make Christmas cards, in grade 11! Seems a bit silly. But I got extremely involved, and I started with everything, the paper and the everything, and I remember spending so much time on this thing, during class time, taking it home, working on it extremely hard, and she picked...on the day that it was due and it was a due date, it was almost a formal assessment, I mean, obviously back then it was a little bit different to now, but she took them in and said, this one's pretty and she gave it to another child in the class, that one's nice, and she gave it to another child in the class, and I had not only spent so much time but my effort and all my...my whole week had just gone into this card, and it was Afrikaans so we had to do an Afrikaans little poem inside, and I'd really, I'd spent so much and effort on this and it was almost like, well, thank you, but that's enough. There was no marks being done on it, no sort of praise, you know, not even...even a verbal reward, well you know, J spent a lot of time on this, congratulations...even that would have been enough. But it was, she took them all in and then she gave them out to other students in the class. And I just felt, you know, if you're going to do something, an activity, whatever it is, you give some sort of reward, whether it's in the form of marks or something like that, you give a reward for that, and I remember I was extremely hurt. And I wanted my card back!

CRG70 Ya!

CRG71-J I thought, no, I'm going to give it to one of my family members if it's just going to be shuffled - around the class. I don't know, I even made an envelope, and I spent so much time on it, and that is one thing that the minute I read it, I knew, that was my negative experience. Because there was nothing...there was no sort of marking or anything done on it.

CRG72-C There was no acknowledgment.

CRG73-J No acknowledgment, and then, I think don't do it if you're not going to acknowledge the work that's been done. Yes, it was a silly Christmas card but to me it wasn't a little, silly Christmas card, it was an extremely...you know, I was so enthusiastic, all my effort and my time and all my emotions went into this little card, nothing was done about it. So that's definitely a negative one...

CRG74-P And you end up being silly as well, that you did all that, and that's the last thing you want as well.

CRG75-J Exactly, you feel very silly. You know, rather give an extra Afrikaans poem or do something else and not waste time...the learner's time.

CRG76-C Maybe it would also be that the teacher should have been more explicit.

CRG77-J Yes.

CRG78-P Honest.

CRG79-C Honesty, ya.

CRG80-J Yes! If she had said to me, well this is just a bit of fun time, etc, etc, but she made it sound...and I understand why she did it now, because if she said it's a little bit of fun, we probably wouldn't have....we probably would have sat in class and folded a piece of white paper and write in pencil...

CRG81-C Please tell me her name?

CRG82-J Mrs du Toit.

CRG83-P&C No, we don't know her. (laughter)

CRG84-J So I just think...you know, I understand now why she wasn't more honest because me as a teacher now, even if...not that I'm doing anything that's worthless, but if I'm doing something that doesn't count so much, I'm not going to go and tell the children

because then they land up...they think, oh, it's not important, I'll just do anything.

CRG85-C Then they don't do it.

CRG86-J So I understand now why she didn't but at that stage I did not understand at all.

CRG87-P Ya, and being a learning experience now not to do that to the kids.

CRG88-J Yes, exactly, it does.

CRG89-P I'll never do that again. (laughter) I'm joking, I don't. Ya, but it's hard to, I suppose, assess every single thing you give, but then you have to be up-front about it as well, isn't it? Ya...the negative thing that I used to not like was, like if you do a project and then, you know, the teacher would just put a random mark at the top. And then you look through, and then you like, ok, did you even look at this project, you know, there's no comments, there's no marks. And then you get it back but there's no feedback, whether it's positive or negative, so, like...you know. Raki on that side got like 80% and I got 55% and like, hey, my project looks better than that, you know. So that was...and the teacher would never be up-front, and I remember it was our Geography teacher, and he would, you know, always...it was for me, favouritism. For all I knew, yes, my work might not have been better, but he did not...(you want some water?)

- comparison with pre-OBE assessmer
- feedback
- judgement - being judged
- personal history
- SEE - feedback
- SEE - judgement
- strongly expressed emotions

CRG90-I But you wanted to know why?

CRG91-P Yes, definitely. Definitely, that, you know, again the honesty factor, that even if I have a low mark, why did I get that low mark? So the next time I know that when I do...and so that's why nowadays when we do these rubrics, it's so brilliant because, you know, you can clearly tell the child at any point in this rubric, this is where you fell short, even if they don't understand, you can clearly show that this is what happened, this is where you fell short. But in those days it was like, just, you know, just a mark, and there was no feedback, no comments, no comparison, nothing and that was very devastating.

CRG92-C So now as a teacher you give your feedback?

CRG93-P Yes, hundred percent, and highly opinionated in class as well, it's like, this is what you did not do and I would tell them explicitly, you know, so that's like my focal area kind of thing. Definitely. So that's my negative.

CRG94-C Ok, for me primary school assessment is a bit of a

- feedback

blur because I didn't enjoy primary school at all. I was a miserable primary school student. (laughter)

judgement - being judged
personal history
purpose and value
SEE - learner achievement
strongly expressed emotions

CRG095-P Me too. I still need therapy for that.

CRG96-C But the one...first of all I dreaded maths assessments in primary school because maths was my weakest subject and I dreaded the bonds and tables every morning, because we were rattled about it. And in those days if we didn't know an answer we used to get a cut on our knuckles, on our palm, and I used to invariably get a few (laughter) every morning.

CRG97-I That's enough to put you off school.

SV-access to internal goods

CRG98-C I didn't know my bonds and tables at all. So that assessment is negative for me. That was the junior primary. And the one assessment that did stand out clearly for me in grade 7, was the one…I think it was the June exam that we had written, it was a Science paper. And for some reason I didn't turn the paper…there were ten pages and I didn't turn over the last page. My teacher was very kind, because she called me in the one day after, during the break and she said you didn't answer this side of your paper, so do it now quickly. And I did, and I thought that was so amazing of her because she allowed me to do that without the other kids knowing about it, and if I hadn't done that page I probably would have failed that exam. But now I think if, as a teacher, would I do something like that? I probably would, with certain learners, but not with all, because, I don't know, maybe I'm a bit unfair with the learners because I just feel, you know what, they should turn the page over (laughs). Even though I didn't do it, but…so now, how I try to get around that is on the instruction sheet, I tell the kids that there are so many pages, please check that your question paper is complete (laughs). So then it becomes their responsibility after that. So that's how I cover myself.

In high school I enjoyed assessment because my dad told me, you know what, now that you are in high school, this is your true test. Never mind about primary school, there's a lot of favouritism, the teachers were like this and like that, but high school is your true test. So that for me put me on the right track to assessment and I used to prepare well for it and I worked very, very hard in maths in high school, and I eventually did quite well in matric, which was an accomplishment for me. So in terms of assessment, I think, that for me is my proud moment in matric, because coming from a student who was almost failing maths, in grade 8 I almost failed maths, I had 50%, I think, in the final exam (laughs), and in matric I worked so hard and I went the extra mile, I got another teacher to help me and I had also a very good maths teacher, and all of that helped me to really do well in maths in matric. So for me that was

a positive for assessment. And that made me feel that I can accomplish things if I put my mind to it. So for me that was…ya…that was my memory there in high school. So…ya…

CRG99-I So is there anything that you say to kids now to motivate them?

- enabling learner achievement
- personal history
- SV-access to internal goods

CRG100-C Ya...I always tell...ok, first of all I tell my Life Science students that, you know, this is a method you can use to study, which I've used. And I also tell them, even though I'm not a maths teacher but I know maths is a problem with a lot of these learners nowadays, and I tell them, you know what, this is a technique that works, and you know, try it and maybe it will help you as well. But I've got very few of them actually do that. And I remember this technique that I had practised when I was in school. It was a technique that was told to me by an ex student who was placed in the top ten. And he came to our school one day to give us a motivational talk and he gave us these tips. And I followed them stringently. He told us how to study Biology, and I did, exactly that. He told us how to go through Maths, and I did exactly that. And it worked! And I mean if he could do it and worked and if I could do it and it worked, then there must be something good out of it. So I try to tell my learners that as well, because I don't like telling them, you know what, focus on this particular section. That's not advisable at all. So I tell them, you've got to learn everything, but this is how you're going to keep control of how you...you know, whether the work is too much. It is a lot, I tell them that. But the only way you're going to be on top of things is if you do this. Follow these methods and it will work. I'm telling you it will work. So for me, that's what I do with my learners, ya.

CRG101-I Thank you. And any memories of being assessed as a teacher that have affected you, or that stand out for you?

- Methodology
- personal history

CRG102-C Ok, I'll start then since these two .... (laughter)

CRG103-J are currently being assessed. So let's just pass this.

CRG104-C For me, I think as a teacher I've always tried to be well prepared, and when this IQMS story came about then, you know, everyone was in a tizz about being assessed and evaluated by your peers and all of that. And I think always whenever I'm being assessed about for anything, I really like to put in my 100%. And I like to get my classroom cleaned and everything, you know, looking neat and presentable, and my files in order, my lesson must be top notch, you know, that's the preparation I will do beforehand. And then the actual assessment, yes, I'm a bit nervous, because I think we all are for any assessment. I'm nervous and I'm worried about how the kids are going to respond and am I going to

- judgement - being judged
- personal history
- purpose and value
- SEE - judgement
- strongly expressed emotions
- SV-access threatened

act, you know, naturally now for it, or am I going to look like I'm putting on an act? (laughs) But...I think at the end of it all I try to be as natural as possible, and I try to be as normal as possible, and not, you know, change my style for the learners. But having that person sitting at the back of the room, you know, evaluating you, it is very intimidating, ya. And even the kids respond differently. But nicely enough, I think, is that the kids actually...they're better. They behave better...

CRG105-J Two teachers in a class, that's it...that's all they need (laughter).

CRG106-C And especially if they know that you are being assessed. They're actually on your side. And sometimes even the naughtiest ones will actually turn … I tell you, ya, that's…that's how it is with the kids, they surprise you when you least expect it. But it is intimidating, I think, being assessed. No matter how well prepared I am I always have that little bit of butterflies, you know, that make me feel worried, am I going to do the right thing? Am I following the rules of this lesson? You know, that sort of thing. So it is a bit…

CRG107-I Do you think those assessments have helped you to improve as a teacher?

CRG108-C I don't think so. I don't think the IQMS has helped me. Because first of all...ok, if you look at the IQMS evaluation system, it's very, very subjective. And most of the time, because I've got the assessment instrument in front of me, I know exactly what they're going to look for. So I will prepare for that. And...so therefore I don't know how I'm going to improve thereafter because I've met all of the criteria requirements that are on that...on those forms. Maybe what I can improve on are a few short-comings that they ask about. And to do that you've really got to reflect a lot, you've got to look into yourself and see, where am I falling short? And then when I do identify those points, like the first time it was done my weak point was extra curricular activities. So now...cricket, (laughs) I'm way on top of that, ya (laughs). So I've improved in that sense, but as a teacher...I don't think so. No.

CRG109-J I mean, I've been...I've had my IQMS assessment and I mean, that's the only sort of assessment I've had in the last five months. And I mean, coming from me, I mean, you've been teaching for a long time, but from me, getting that assessment, getting the feedback from my HOD from that, I have improved since then. And I can feel it really. Because it was a new thing for me and I did not have the assessment guidelines before my HOD came into my class, so once I gave the class and sat down with

- about emotions
- feedback
- judgement - being judged
- personal history
- purpose and value
- SV-access to internal goods

him afterwards, and he told me where I went wrong, and then showed me the rubric, then I was, of course, then I realised, you know, actually that could have been better and now since then...it was two and half months ago, since then, I have, I've been feeling, well, last time I did that and, you know, he commented that that was wrong, that I'm not giving enough feedback, not giving enough time to ask questions, whatever the case may be, you think about it back to what his...you know, what he suggested ... his comments, and you can grow from there. I think it might be a bit different when you've been teaching for a very long time and you know your style, compared to me who, I haven't sort of...I'm sort of catching my flow, not even catching my flow yet, so I need all the constructive criticism that I can get at the moment and advice.

CRG110-C Of course.

CRG111-J So assessments for me, at the moment, starting out, are extremely important to my growth as a teacher.

CRG112-C I think that's a very valid point, ya. And it's good that you're actually taking it as positive criticism, you know, as constructive criticism because you're learning from it. Because anybody else may not. They might be offended by it.

CRG113-J Well of course when I first saw it, I thought, I did that wrong! And then I thought, you know, I actually...I came back downstairs and I thought, you know what, he is my senior, he knows exactly what's going on, he knows what I've been doing right and wrong and he's got the experience to be able to guide me in the right direction. So rather listen to him than to just get all flustered, upset and ignore what he said.

CRG114-C Ya. Ok. There you go, you've got your priorities right. (laughter)

CRG115-P But I think that even for, you know, whether you're in it for six months or six years or twelve years, you know, I've learnt consistently every single time that, you know, you always feel like you are trapped in this profession. It's like the teachers are attacking each other, the kids are attacking you, your principal's down your throat, your HOD's down your throat...

- colleagues
- feedback
- judgement - being judged
- personal history
- SEE - judgement
- self image
- strongly expressed emotions

CRG116-C The SGB...

CRG117-P Parents evening, the parents are down your throat, so you're always on the defensive, and that's why the assessment is so difficult for teachers, I feel, you know, because we feel we must always justify whatever we're doing. But in the assessment learning has to take place, as I said, and I've learned consistently from people, you know, commenting even at times, so they didn't

have to come into my class to assess me, but just like in my behaviour or in something, you know, assessment does take place I feel. And if we learn to listen as teachers to teach other we have a lot to offer to each other. You know, so assessment doesn't have to be that Mrs van Zyl walks into my class and sits there and sees a lesson. And for me that's the most dreadful thing, that someone walks into my classroom and observes my lesson. It's terrible because I remember when we were in college we had something called Ed Lab, an education laboratory (laughs), and so you'd have that two way mirror thing, you know? And I always fantasised that one day I'm going to go to a school like that, so I can carry on in my class and I wouldn't even know if someone's there, you know, and they can see how brilliant I am as this teacher, but when they come into my class physically, it's too intimidating, I can't handle that, and I'm never natural, I'm...it never goes the way I want it to, the kids never behave, you know, naturally either.

CRG118-C Oh no.

CRG119-P So just because of my nervousness I think they pick up, and I've never learned to deal with that. Although it's gone reasonably well, it's never gone as well as if I'm alone in my class. And so I've never been able to show everyone how brilliantly I teach (laughter).

CRG120-J Still going to be discovered.

CRG121-P Ya, about to be.

CRG122-C I think we need to put a two-way mirror in your class.

CRG123-P Two-way mirror all the way, I don't mind. And I remember even in my first school it was something like a two way mirror because, this principal he used to be able to see into our classrooms, you know, so he used to be spying on us. (laughter) And that was perfectly fine with me because I knew I was up to, you know, good stuff.

CRG124-I You knew you were doing what you were supposed to be doing.

CRG125-P Ya, even though sometimes, you know, whatever…but overall I knew that it was fine, better than him coming and sitting in my class. So those were my, sort of, apprehensions.

But also my other assessment that I remember was my lecturer, and he always thought, you know, he would always like set this benchmark that I could never reach. He'd be like you can do this

and you can be that, and up to now that haunts me, so that's also something that helps me to grow, his words have haunted me to this very day. So I try and remember those things as well, you know. Use the chalkboard, use the chalk…every year I remind myself that I need to use the chalkboard more, you know, because he loved that. So…

CRG126-C But now you have a whiteboard.

CRG127-P Now I have a whiteboard so I've really arrived in the world (laughter).

CRG128-I Now you're going to change the wording of his in your head.

CRG129-P Ya, use the whiteboard. But it's all good, ya. Buy a whiteboard marker for starters. But ya, so there's some criticisms I feel, if we become more open and realise that it's not criticism, it's actually assessment that will help us to grow, then we can be phenomenal teachers as well, you know? As much as initially you feel like you're being attacked (laughs). But in time ya, you realise, guess what, they had something to teach me. Ya.

CRG130-C Ya, I mean, I think...I forgot about that point when I was a junior teacher. colleagues

CRG131-P So now you're a senior teacher. (laughter)

CRG132-C Yes!

CRG133-P No longer a junior teacher ...?

CRG134-C Aren't I old enough to be a senior teacher? (laughter)

CRG135-P I don't think anyone's a senior teacher, I think we need to also get, you know, rid of that mentality, I mean, as much as we jest about it, we're always learning, you know? Because the kids are changing all the time as well.

CRG136-J Ya, exactly.

CRG137-P So we learn from them as well, you know.

CRG138-C But I think in terms of procedure, you know, in terms of experience...

CRG139-P Definitely, definitely.

CRG140-C Ya, in that sense ya. When I was starting out as a colleagues feedback

teacher, I also, exactly how J felt, I'm just remembering that, you know, I felt that way too.

personal history
SV-access to internal goods

CRG141-P Ya.

CRG142-C I actually looked for my HOD's opinion and waited for that kind of feedback and guidance. My first exam paper that I set, he took me through it step by step and I think that helped so much in putting me on the right track, you know, in how to set a paper, what it should look like, the format, the layout, that's so important. And as a first year teacher you often don't...it doesn't even occur to you that you need to do all of these things. And that helped me a lot, having that HOD.

CRG143-P But I think, I also learnt on the sly, you know, just by observing good teachers, I learned so much. And I was very fortunate and that's why it's...also I put a lot of pressure on myself because I know I'm being watched by other teachers, you know? That if I can do these things right, just by them watching me they can learn something, you know. Whether it's my paper that I've set or the way I handle my class, or whatever it is, that's how I learned a lot of my stuff, from actually watching on the sly... you know, just acting like my principal, ya, who used to spy on us, I used to spy on teachers. Whether it was, you know, just critically looking at a paper and thinking, oh is this how it's done, you know? Because in that first year...you can't learn everything in 'varsity or college, you know. In that first year that's when you learn everything. The good things and the bad things.

colleagues
personal history

CRG144-C Ya. And the first year's usually the hardest year. But that after that you become much more...you know...

CRG145-P Confident and ya...

CRG146-C Ya. And then you'll be able to do things a lot more easily because you're getting ... ya.

CRG147-P It's like second nature. And even another assessment tool, I find is moderation that, I mean, whether it's doing matric marking or whether your HODs or your senior teachers are moderating your paper and they pick up such simple things, you know. Like I mean, probably in my first year I wonder whether I used to add the first page of marks, you know, and then just put it. Something so simple, you know, just tallying marks and stuff, that you pick up and you learn from other people that these are the things they do to make their lives easier. And I feel that's also assessment, that you're assessing what someone else does and you learn to do it as well. And that's very important. It makes our lives easier.

colleagues
personal history

CRG148-I It does. Ok. So now I'm going to ask you about your current assessment practice. And my first question is about the policy. So the question is: how do you work with the National Curriculum Statements and the Assessment Policy Documents, and then how do you feel about them? (Long pause) Do you work with the documents?

- aversion-fear
- policy
- SEE - policy
- strongly expressed emotions

CRG149-P Ya, we do. Very stringently.

CRG150-C But do you want us to talk about the juniors, the 8s and 9s specifically?

CRG151-I Ya. But if you want to talk about the higher classes that's fine, just say that you're talking about the higher classes.

CRG152-P Ok, for me I think it's become...like assessment is much more relevant now in my subject. I teach Business Studies, and previously there was a lot of knowledge and I can remember when I was teaching J, I taught J by the way...

- assessment tasks
- comparison with pre-OBE assessmer
- policy
- satisfaction-happiness
- SEE - policy
- strongly expressed emotions
- SV-access to internal goods

CRG153-C Really! I never knew that!

CRG154-P Ya, I taught her Business Studies in grade 12. (laughter) I loved her class. And ya, there was huge amounts of content and to relate it to these kids' lives was so difficult. But nowadays, with FET I find that it's much more relevant to the learners' lives, you know. And even if not now, in time to come. So we do a lot of case studies for assessment and I love that. I get to show them methods that they don't have to swot because I personally didn't like swotting when I was in school or in college. And now they don't have to swot, they have to have, you know, again, like a world view and an opinion, or factually based opinion, and that's what my assessment is based on. The facts that they've learned in class and then being able to apply it in the case studies or whatever. So for me that's been a phenomenal change over the last three years. And the kids are still adjusting to it, but I get to tell them methods of, you know, being more...how do you say it...like enquiring, have a more enquiring mind now than having to swot and never learn anything.

CRG155-C And just accept everything.

CRG156-P Ya, ya, so now they get to question me as well, so I become three dimensional in the process. Hopefully. (laughter) Ya, so that's what I think.

CRG157-I That's fantastic.

CRG158-C Ya. I think this new Statement has done that for many of our learning areas. Even for Life Science it's like that.

- comparison with pre-OBE assessmer
- enabling learner achievement

policy
SV-access to internal goods

Although I do feel that the old system of memorising certain things has its place in school, and a lot of the information learners do need to know, and there's no two ways about that. Because it's very difficult for them to relate to real life experiences if they don't have the knowledge to go with it. And that's what I try to tell my learners as well, that as much as we also do case studies as Prajna mentioned in her subject, in Biology we also do that, in Life Science. Lots of case studies based on climate change, based on your health and a lot of the issues about your health, the kids enjoy very much because it deals with their body. And they're always interested in knowing about what happens if I do this, or if I eat that food will I really not get rickets or that sort of thing. They're always curious about their body. And doing these case studies makes them see the other side of the picture, that they're not just learning these facts as facts, but they're learning it to apply it to real life situations, and that's why I think this NCS is actually a good thing. You know, the way they want us to assess the learners is a good thing. But I think also they do need to put a little bit more emphasis on memorising certain bits of information. Because that must not be lost. And I think, well for my subject, there are a lot of facts that you need to know.

policy
SV-access to internal goods
teaching

CRG159-P I never liked your subject and I hope that it they will do away with it forever. (laughter).

CRG160-C Huh! I never liked your subject.

CRG161-P We can take this outside if you like (laughter).

CRG162-C I cannot adapt or relate to any commerce thing. (laughter)

CRG163-P I don't even know where my ear buds are, you know, I mean, I don't want to learn that, seriously. Why did I have to learn that?

CRG164-C So that you know if you have a pain in that part of your body it's a pimple in your ear. (laughter)

CRG165-P I currently have a pimple in my ear. Ok, now it's relevant for me, all that knowledge I learned.

CRG166-J But that's true, I mean, at school you often hear...and I like to listen to the kids' conversations.

CRG167-P Talking, ya.

CRG168-J Especially when they think you're not listening, because they speak about it, and when they're very frustrated they say: aah, I'm never going to use this again! And that is the point to

learners...

CRG169-P Why do I need to learn this?

CRG170-J Ya...I'm never ever going to use this again. And a lot of them feel like that about many of the subjects. And to show them relevance to real life is extremely important because then they lose that attitude, as, well, if I'm never going to use it again, what's the use of knowing it or understanding it. And they do, they feel like that, and I mean, especially something like maths. Yes, the basic sums we use every day, we go shopping and we add up, but something like, you know, trigonometry, they sort of think, well, actually, I'm never going to use this again, why would I...you know. And to relate it to, if you are going to be an architect, then you need to do this, this and this. You know, you'll use it in your job one day, then of course they're going to be more interested and more motivated to learn it, but I agree with you, there's certain things that you cannot just understand. There're certain things that you need to know the facts before you understand it. So I do think that they need to...there needs to be a balance of between, knowing the facts, knowing the facts in order to understand and use it in daily life, and things like that.

CRG171-C I think with maths, you know, a lot of children also talk about that relevance of algebra. When am I going to learn about x plus y = c, or whatever, you know.

CRG172-I Or Shakespeare or whatever.

CRG173-C But I think a lot of it, and a lot of people don't understand that from how I feel about it (laughs), that's why she calls me a nerd all the time, but anyway (laughter)....

- aversion-fear
- policy
- SEE - policy
- strongly expressed emotions
- SV-access to internal goods
- teaching

CRG174-P You are. (laughter) And so is J. But I'm not.

CRG175-C I think with maths the kids need to understand that, you know what, we're teaching them all of these different methods of solving problems because that's how you have to deal with problems in real life. It's logical, it's systematic, you've got to follow this rule in order to get, you know, this grouping rule or whatever. And it just teaches you to think in a certain way.

CRG176-P So building blocks of your mind.

CRG177-C Ya. And that's how I think maths should be applied. It's not just knowing why is m plus x = c, or whatever. It's not that, you know. That rule is unimportant, but it's how your mind is able to solve the problem based on that algebraic expression, that's what's important. And also with Shakespeare for instance, it helps you to learn about how people related to each other in those days,

how did...and Shakespeare's got a lot of emotion. I mean, his characters are so rich with, you know, with their understanding, their feelings...

CRG178-P And it's a study of people's behaviour.

CRG179-C Ya, their character development and all of that, it helps you to see people better. I mean, when I did Shakespeare in school that's what we were looking at. And you know, it dawned on me...

CRG180-P So we have to approach subjects more holistically, like to relate it to the now and the here, and kids want that, where we didn't question it. Again, that's what's changed, you know. They question it.

CRG181-C Precisely. Because it teaches you to think about people's motives. Like why are they doing that particular action? How is it going to impact them? Are they doing it for their benefit? Or are they doing it for somebody else's good? You know, and Shakespeare, I think, taught me that. Looking at how people treat each other, just to satisfy their own intents and whatever...

CRG182-J ...And gain.

CRG183-C But I think if kids know it from that point of view. And I think with this NCS a lot of it has been done to actually try and get the kids to think holistically, but maybe we're not doing it the right way. Because we're not doing cross-curricular enough. And maybe there's a lot more opportunity for it but it doesn't...

CRG184-P There again it's that fear of the unknown, you know.

CRG185-C Ya, and also how do you...

CRG186-P It's not wanting to go into each other's space and saying, what are you doing in your class, you know? We feel scared as well.

CRG187-C Yes. But I think it must go...it must be more than that. Because this...the other question here is how would you ...? If you change assessment policy, what would you suggest? It would be to make it less rigid. Because how do you schedule cross-curricular activities in a 9 period day? You know, how do you schedule notional time, because the department specifies that you've got to have so many hours for maths and so on, so how would you do cross-curricular activities if the times are so rigidly allocated to you? Or prescribed to you? And that's what I would do differently. But then of course the problem with that is, there would not be any...maybe, there wouldn't be any measurement that

assessment tasks
policy
SV-access threatened

would come in, you know, specifically for that subject.

CRG188-I You mean, for the cross-curricular subject?

CRG189-C Ya. So how would you assess maths for instance? I don't know. I just feel that, you know, that's a bit of a double-edged sword.

striking metaphor

CRG190-P I think again it comes to the challenges, actually the ball is in our court, you know. That it doesn't have to be now physically cross curricular, but we have to now start looking as a world view, and that's how we have to change, and that's what I was saying initially, you know, that we must start thinking: I wonder what's happening in the maths class that I'm doing here as well. And sometimes the kids bring it to your attention and they say, you know, this is what we were learning in Accounting, companies, and there I'm teaching companies in Business Studies. And it's a pretty obvious one, you know, but we never thought that two minds should meet and discuss this, and maybe we don't have to, but we should be thinking about it: Remember in Accounting you did this? And see here in Business you need it? So again, we are getting world views. And I also feel that this policy is so brilliant that we're not going to see the fruits of it just yet. But when these kids, and especially the ones that have, you know, lived through it from very early on, not only FET but the entire thing, you know, like let's say, OBE NCS, everything, those kids that really started from the beginning, I think we are going to see the fruits in their adulthood, that they are going to have world views that we didn't have, as I said. When I was 25 years old, I don't think I knew the things that these kids have been exposed to, you know? And so again, it's a positive for me about this policy. And that's why I enjoy, you know, implementing it, rather than always being on the attack and saying what is this government up to by doing this and blah blah blah. Ya, I think we are going to see the fruits, I think that...ya, we need to really play our part in it as well.

attribution- self
learner characteristics
policy
satisfaction-happiness
SEE - policy
self image
strongly expressed emotions
teaching

CRG191-C Ya. But at the same time...

CRG192-P It's experience.

CRG193-C ...I agree with what you're saying about it being good in that way and that we are going to see the results at some point. But I also think that, you know, they should not have thrown out the essentials from the old curriculum.

comparison with pre-OBE assessmer
policy
SV-access threatened

CRG194-J Have a balance.

CRG195-C Ya.

CRG196-P But again we have control over that as well, don't we?

CRG197-C No, I don't know. Maybe we do.

CRG198-P I feel like we do. There is flexibility...

CRG199-C But I think in terms of like literacy and numeracy, which is basic, I don't think that's done enough.

CRG200-P That's our fault. I think a lot of shortfalls here come back to the educator. The policy is in place, the learners are there to be taught, you know, it just comes back to us, I feel. Like even literacy, our literacy levels, we've decided that, we don't want to perhaps teach them as much as we used to, or whatever. Like there seems to be huge gaps in the primary school assessments, and, you know...so there are shortfalls and they are coming back to us.

CRG201-C But that is why, we are trying, as our school, is trying to get a link going between the primary schools in the area. And we're trying to see what is the problem there, because we are now faced with their mistakes.

CRG202-P Their mishaps.

CRG203-J Totally, yes.

CRG204-P We are living with their mishaps, ya.

CRG205-J You can see it straight away.

CRG206-C Yes.

CRG207-J Especially in the English. And you just...I mean, to try and mark a paper that a child has written and their sentence structure doesn't make any sense, you feel: how have they gotten this far? So there is, we definitely need to link up to their...

CRG208-C Ya, but I think with them as well, they've got a lot of problems with the way they have to implement policy. It's not that they didn't have...it's not that they had a choice. Because they were given instructions, I think, when OBE started. That they were supposed to not include numeracy anymore on the time-table, or literacy. Like when we were in school we did reading, we did writing, there was a period for writing.

CRG209-J Yes.

CRG210-C Where we were taught how to form our letters, how to do cursive writing. They don't do that anymore in primary

- attribution- self
- attribution- system
- colleagues
- comparison with pre-OBE assessmer
- dealing with failure
- disappointment-sadness
- image of profession
- policy
- SEE - learner achievement
- strongly expressed emotions
- teaching

school. That is why the kids that come to us now in high school, they can't form their letters properly.

CRG211-P But again if you like, because this policy is so flexible, we become too academic. You know, I'm sure, they could have made means of saying, I know this is important, I mean, any person would know that this is...I have to teach these kids to read at least by the time they finish grade 7, you know? So again I feel the flexibility is there, it needs to come back to us. And they need to take responsibility, you know? Again, it comes to listening to criticism and accepting that we've fallen short in the long run. Ya...

CRG212-C But the thing is the problem is that it's everywhere. Most government schools have that problem.

CRG213-P It is.

CRG214-C It's only some private schools that have kept the good elements from the old curriculum and they've brought in the new elements from this one, from the new one. But most of the government schools haven't done that. They've completely thrown away the old system, they don't do reading, writing, or mathematics anymore, the way we did it. They don't do bonds and tables anymore. So these kids' mental abilities for maths especially, is almost non-existent, ya. So how can so many government schools have been wrong? Just some private schools I know that have done it.

CRG215-P But I feel we've chosen to take the easy route out and say, well, let's blame it on the policy and still do injustice to these kids, as government schools, you know?

CRG216-C But maybe it wasn't as deliberate as that.

CRG217-P Ya, not as deliberate, but it was there. So they thought that silent sort of protest would...you know, change the policy or something.

CRG218-C Ya...I think that would have to change in the, ...if we could change the policy, it would be to introduce that element.

CRG219-P Not only in literacy. Also for math and English.

CRG220-C Ya, definitely.

CRG221-I Ok. I mean, it's hard...I just want to say it's hard for teachers to go against what is perceived to be policy.

CRG222-P Mm. Ya, perception.

- aversion-fear
- comparison with pre-OBE assessmer
- dealing with failure
- image of profession

policy
SEE - learner achievement
strongly expressed emotions

CRG223-I And I've analysed the Curriculum 2005, that was ... you see, the high schools were protected in some way because they continued with the old syllabus until three years ago...

CRG224-P Very recently, ya.

CRG225-I And the primary schools were being asked to change much earlier. And the original Curriculum 2005 Policy was incredibly vague. And it was about...reading happens automatically, writing happens automatically...

CRG226-P So they took it for granted, basically.

CRG227-I Mm. But they said, no more text-books, you know, no more rote learning. There was a very distinct policy pressure on teachers. So...I don't know, don't blame the victim...

CRG228-P It's not totally their fault, ya, ok. But it's a huge gap that we're facing. I mean, as you said, when the kids arrive here in grade 8 and we do base-line assessments, it's shocking, it's scary actually, you know. And kids that have been in the system for 7 years and nothing's been done, you know.

CRG229-C Ya, they haven't learned the basics.

CRG230-P And yet we literally work miracles here. I've seen kids from grade 8 to grade 12, you know, just becoming different people altogether just by being more literate...literally they are more literate, you know, by the time they're in grade 10...I mean, I never thought I'd see someone not literate in high school. But you see that change and it's phenomenal.

attribution- system
aversion-fear
dealing with failure
learner characteristics
policy
SEE - policy
strongly expressed emotions

CRG231-C But what's scary for me is that these are the kids who are going to be adults in the real world.

CRG232-J That's right. They're our future.

CRG233-C And what kind of adults are they going to be if they can't even write a sentence properly. Because they still can't. I mean even in matric...

CRG234-P The next years' groups that are going out are going to be...going to be like misfits, or whatever, you know, they're not going to...

CRG235-I Sorry, who's going to be misfits?

CRG236-P The current groups that are going out, you know, the victims as you said, like let's say these kids that were the initial

guinea pigs of this policy, are going to be falling short of what's normal and acceptable in the real corporate world. You know, they might not be able to write letters properly, they can't spell properly, they can't read documents and comprehend properly, so there's these huge gaps.

CRG237-J Yes, it's not their fault in the end...

CRG238-P ...And it's not even their fault.

CRG239-J ...it's nothing that they've done wrong. It's...

CRG240-P And they haven't built the capacity either because a lot of that is built...your mental capacity is built in those first 7 years, so we've lost it completely and then whatever we could say from grade 8 to grade 12, for example, we tried and, you know, only did that much, kind of thing. So there are going to be some casualties, definitely. But...we'll see.

CRG241-I Ok. So learners...oh, maybe can I just ask something about Assessment Policy. Do you work with those assessment guidelines?

- aversion-fear
- policy
- SEE - policy
- strongly expressed emotions

CRG242-C We do. We have to.

CRG243-P Very, very strictly, ya. Not, I mean, strictly to say, but we keep in touch with it, like, you know, it's part of our planning, it's part of our assessment, so even when we're assessing you must write there what we're assessing from the document. Like learning outcome whatever, assessment standard whatever. So it's so nicely done for us and then we just use it.

CRG244-C I think that's for the FET. But for the GET I don't think it's that clearly specified.

- assertion-anger
- attribution- system
- comparison with pre-OBE assessm
- policy
- portfolios
- SEE - policy
- strongly expressed emotions
- SV-access threatened

CRG245-J No, it's not that clearly specified.

CRG246-C I think there's a lot of flaws with the GET policy at the moment, because there's no guidance enough for teachers, not enough guidance at all. They have no clarity in terms of what subject material to teach. The depth of subject content is not explicit at all. And yet...

CRG247-P There's chopping and changing in the course of the year.

CRG248-C Ya. There's no order in which the topic should be taught. So that now at the moment you are aware that we're having SATs being done with the grade 9s, and that's causing a lot of problems. I know with Arts and Culture for instance, because

there's no clear guidance as to what topic should be taught in the first term, etc, the SATs are based on we don't know what! Because now the SATs that have come for Arts and Culture are not in keeping with what was taught in term one. So now the teachers have to teach this whole new section because the SAT is based on that...

CRG249-J ...Is on that section.

CRG250-C So now what it's doing is it's cramping the teacher because they have to push this content in, this period of 26 days or whatever, just to answer the SAT, and not because they're teaching it for...as part of the syllabus.

striking metaphor

CRG251-J And I think that...that almost...that cramming of teaching goes in this ear and out that ear. You know, they'll know it for a certain amount of time to be able to write the SAT but it's not a comprehensive...they're not going to learn it and be able to comprehend to it later on, because of the cram style, and that doesn't make any sense.

CRG252-C Mm. Because they're being crammed, ya.

CRG253-J It's exactly the same with Technology, I mean, most of the stuff is on par but you see and you go to the cluster meetings and you get there, and they're talking about a totally different set of work that they're doing, and when you ask questions, you know, there's a couple of people who are using a certain text-book, and the cluster leader is talking only about that section, you think, well, we're using a different module and we're not all based on that section and that's not the order in our module.

policy

CRG254-C So it's too wide.

CRG255-J Ya, it's too wide, but then when it comes down to the SATs then they try and focus down and then you're losing this...the rest of the stuff that's...you know, in between.

CRG256-C But that's exactly it because now they're also talking about having common exams for grade 9s and the question I ask is: how can there be a common exam if there's no common text-book to start off with?

CRG257-J Exactly.

CRG258-C So what are teachers supposed to really use? What framework, what...what's going to point them in the right direction? There's nothing!

CRG259-J Yes, exactly.

CRG260-C But they want to introduce a common exam. So for me that's a huge discrepancy there. How can they ever put those two together? So I think for grade 9s that's a huge problem.

CRG261-J Ya, especially grade 9. For the grade 8s you're still ok, because you do all the assessments and the tests and exams...

CRG262-C And the basic things

CRG263-J ...but once you get into grade 9 you've got to make sure that you are on par with the rest of the schools because it's a common SAT.

CRG264-C Yes, and it's an exit level year for the grade 9s, so it's...

CRG265-P Although we haven't reached that...as much as they said, GET is then over and they can go into a trade or something.

CRG266-C FET college

CRG267-P Ya, but that hasn't happened properly either, has it? I mean, our kids haven't exposed to that properly, so...

CRG268-C We only expose them to it if they've failed grade 9, and we try to...

CRG269-P So it's still got that negative...

CRG270-C Ya.

CRG271-P It's like, if you've failed, then we just...

CRG272-C Then you can't come back to school, you must go to a college or something.

CRG273-P Shove you off to this FET college.

CRG274-I Thanks. Ok, learners. Research studies show how teachers in fact identify with their learners' results, and you started talking about that at the beginning as well. So my question is, can we elaborate a bit more about how you feel about learners? Think back on learners that have failed, how did you feel about that? Think back about learners that have passed, how did you feel about that?

- attribution- learners
- attribution- self
- marking
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access to internal goods

CRG275-J Well, I...I mean, I've had a...obviously everything of mine is recent, but...and I'll speak about a specific child in grade 8. He came in and he was a very slow learner, he needs a lot of time,

he gets distracted very easily, and we did the first project, he failed. The first test, he failed. But 32% sort of, not, you know...

CRG276-C Drastically.

CRG277-J Ya, not a drastic failure but...you know. Working extremely hard. Then the next assessment, the next test that we wrote, it was harder than the first one, and I can see it from the marks, and you know, you can feel it when you're setting it, you feel that it's...not harder but it's just the one level up, and he improved from 32% from his first test to 76% in the second test.

CRG278-I Wow!

CRG279-J And I became...speaking about emotional, I'm a very emotional person so I get quite like...when I was marking it, the first page I thought, shoo, this is good, marked the next page and I thought...and I started getting excited! I wanted to turn the page and see if he was carrying on, if he was getting marks like this. When I came back to class the next day...he's...I don't know if you know Jane...she's the top...

CRG280-C Ndlovu?

CRG281-J Yes, she's the top grade 8 student and she's extremely bright, she's clever, she's hardworking, she's enthusiastic, she's a very good child, and it's almost, she's the one to beat, you know, she's always been like that since primary school. And they're in the same class, this Keketso and her. And when I handed out the tests I didn't hand all of them out first, I kept some, and I said: we've got a star of the class. And everyone said: oh Jane. And I said: no. I said: Keketso. He did not get the top mark, but the improvement was, I mean, absolutely amazing. And it did, it made me feel, and you speak about emotions, I almost had to hold myself back almost because I just felt so emotional that this boy had done so well. And the smile was from here to here. He was just so impressed and I just felt that it was not on me but for himself, you know, that he had worked hard. Not that I had pushed him in the direction, but that he had done it for himself. And that was, I mean, extremely emotional and I think it just...and it's not just him. He's just the most extreme example, but there's a lot of kids that you...and again, the other way, where you've got a child who, when they first come into grade 8 you don't know them, they behave in class, they study, they do everything, but then when it comes down to the actual assessments they're battling. And that also, you feel...I feel very...

CRG282-C Inadequate.

CRG283-J ... sympathetic towards them, and then inadequate in

myself, that you feel like, you know, am I doing enough? Is there something I'm doing wrong? Can I help them if they're doing something wrong? And you do, you feel...that's where I...I've had to tell myself many times this year that I've got to stop being so sensitive in my emotions towards the kids. Especially the ones that have...not appealed to me, but have...I've identified with and that I've formed a certain connection with, obviously, and that's natural to happen. But I...especially those children. And it's not that I've got favourites but my emotions towards them when I'm marking something like a test, is a lot different. But I do, I get very emotional when I...especially with kids that have improved and something like that, I do.

about emotions

CRG284-P I'm still thinking about my opinion.

CRG285-C Oh, ok.

CRG286-P For a change.

about emotions

CRG287-C I just think that, you know, last year we had two students that I expected to fail, in the grade 12 exam, and they didn't. And for me, that was a bit of a blow because...we all know that they passed because the marks were inflated. We know that. But as teachers, I think, we felt...we felt like, you know, the wind was knocked out of our sails, because the whole year we had problems with these learners. They never worked, they never handed in their work. Their CASS mark was a failing mark. So, you know, it was very de-motivating for us to tell them the whole year that, you know what, you're like heading for failure, and this and that, and then at the end of the year in the final exam, they all pass!

assertion-anger
attribution- system
dealing with failure
department
disappointment-sadness
learner characteristics
purpose and value
SEE - department
self image
strongly expressed emotions
SV-access threatened

CRG288-J They walk out as though, well, you told me this and it doesn't actually matter.

CRG289-C Ya, but look I can, you know, prove you were wrong and that sort of thing. And for me that was very...I think undermining, as a teacher. Because it...

CRG290-P Because we told them and what really happened was two different things.

CRG291-C Ya, and we could see as teachers that they didn't deserve to pass. But they did. So for us, for me, I think the system was at fault. And the problem is it has a ripple effect, because now this year's grade 12s are much worse than last year's ones. And they know...

CRG292-P Are bad and last year's ones were good.

CRG293-C Ya, ok. (laughter) You liked the last year's ones.

CRG294-P They were my stars.

CRG295-C They are really a very weak lot, this year.

CRG296-P This lot, ya.

CRG297-C And if they know now, that you know what, those two weak students from last year passed, and look at how they behaved...

CRG298-J ...Well, I can.

CRG299-C We can as well and we don't even have to try. We'll pass anyway. So for me as a teacher I think that's very demeaning, because the department has undermined us, our authority as teachers in the classroom, and as a school, and it hasn't placed any importance to what we've been doing. It's like, you know what, these two learners may as well just have slept through the exams, which they literally did, but they passed anyway. So where do we stand at the end of that?

CRG300-P Ya, I think that with those kind of discrepancies again, we don't know whether...we start to question ourselves as well, that as much as we know what we did was right, you know, and those kids genuinely should do matric again, so they can learn something because they now have a piece of paper that...

CRG301-J Means nothing.

CRG302-P Ya, and it also discredits the work of anybody else's piece of paper, just those two pieces of paper, you know?

CRG303-C Ya.

CRG304-P And it also then makes me question that, is the department sending a signal out here that we need to, you know...

CRG305-C Loosen up.

CRG306-P Ya...and you know, like...I don't know, be more lenient with the kids.

CRG307-I I don't think so. I think it was one year.

CRG308-P One year, ya, before the elections and all those things.

CRG309-I I don't think they'll do it again.

- assertion-anger
- attribution- system
- dealing with failure
- department
- disappointment-sadness
- image of profession
- purpose and value
- SEE - department
- strongly expressed emotions
- SV-access threatened

CRG310-C Because last year was a travesty.

CRG311-P I hope this year does set a new precedent, but I also think that with learners, like as J's saying, we do get emotionally involved like, you know, when it comes to it, and sometimes it can even be on a negative scale where a kid thinks they did brilliantly well without studying, and how do you then convince that kid, you know? They come fighting, guns blazing to you and say: well, if Mr Ndlovu marked my paper, then I would have got an A. That's what Karl Leonard told me.

- about emotions
- attribution- learners
- attribution- self
- judgement - making it
- learner characteristics
- SEE - judgement
- SEE - learner achievement
- strongly expressed emotions
- SV-access to internal goods

CRG312-J Ha, that's nice!

CRG313-P Ya, I mean, Karl Leonard he's repeating, and Mr Ndlovu taught him last year (laughs). But you know, again also the discrepancies between different teachers, between the GDE and us, and then the learners' emotions and the parents thinking, well, I helped my child with that project and, you know, does that mean I got a double F as well, kind of thing? (laughter) Yes, you did and you'll be sharing your genes kind of thing, you know. Genetically your kid is challenged as well, and that proves it. But you know, there's so many of those emotions and then, you know, like sometimes we use it as a weapon almost, you know, to strong-arm these kids into behaving and...

CRG314-C Doing their work.

CRG315-P Ya, like agh, if you make a noise then you're going to subtract ten marks and stuff like that. So there's a lot of emotions involved in the assessment process. I mean, ya...especially when you become cynical. It becomes a huge weapon. Ya, and I think again emotions as well, that you have to earn these children's confidence, you know, like Karl Leonard saying that then makes all the other kids think, hey, does she like look at my name and mark this paper? You know, so I think it's also up to us to draw the kids in and say: listen, you are emotional about this right now, well and fine, but we need to then say well, I've marked fairly, here's my memo, so we must be transparent as well, to then be able to remove the emotional part of it. And then we have to be the adult in the whole thing to say that guess what, I've done this above board, anyone who checks will be able to tell. You know, even if a parent had...like we do remarks for matric, I mean, if we do remarks of those two kids (laughs) they're going to be in trouble, you know? But say a kid that's got a B and he should have had an A. So I can say that any kid who comes and challenges me, I can say well, guess what, let's get someone else to mark this paper, let's get your parent in and we all four can sit together and do it. So we win the confidence of these learners as well. Because they can become very convincing and their argument is that they

did study and they did know their work. So it's very emotional.

CRG316-I Well, that's why you need the rubrics. And the criteria.

CRG317-P Ya, the criteria must be clear and in advance, that whether you're being IQMS'd or whether you're assessing the learners, that they should know the criteria in advance as you're saying. Definitely.

CRG318-C I think that's one of the policies of this NCS anyway. That the learners have to know beforehand, they've got to know...

CRG319-P Otherwise it's just shooting in the dark. We used to shoot in the dark, literally. And half the time miss the end completely, you know, so that was very unfair. So now we're...

CRG320-C So now we're giving the learners everything...

CRG321-P ...giving them that, ya.

CRG322-C They know everything beforehand.

CRG323-P Transparent, ya. Totally transparent.

CRG324-I Doesn't mean they always understand.

CRG325-J Ya, I was just about to say that. It doesn't mean that it helps some of them. Some of them take the piece of paper you give them and they go at the bottom of their bag and it rains and that's it (laughter). That's about as much action as that piece of paper sees, or if they read it and don't understand it, it also doesn't help, but you sort of think, well, I've done my part, they should know, I've discussed it with them, they should know. I mean, what they do from there...it's out of your hands. That's their responsibility after that.

CRG326-C Mm. Ya, because it also defeats the point of just giving it to them. You've got to explain it to them as well.

CRG327-J Yes, ya, ya of course.

CRG328-C Ya, and then if they don't then...because a lot of times you're explaining it to them, and most of the grade 8s, they just sit! And I know in that class that you mentioned earlier, it's only Jane who writes down notes, you see! She's amazing.

CRG329-J Notes, yes.

CRG330-P Those kids don't have the culture of doing it?

- comparison with pre-OBE assessm
- enabling learner achievement
- policy
- SV-access to internal goods
- striking metaphor
- attribution- learners
- attribution- self
- enabling learner achievement
- learner characteristics
- attribution- learners
- learner characteristics

CRG331-C You're explaining in the front and she writes down everything you say!

CRG332-J Every word, ya.

CRG333-C And she's getting it...

CRG334-P Can I have her in my grade 11 class as well (laughs).

CRG335-C Ya, she's amazing.

CRG336-J She's brilliant. I just...you know, especially with the grade 8s, because I can see obviously a difference between the grade 8s and the grade 9s. The grade 8s love the walls, that's why I mentioned looking at the walls, because they won't. You'll stand there and explain and you're walking around, you're giving examples, and your hands are going up and the chalk's going and the children are staring at the wall behind you.

CRG337-C Ya! Completely uninterested.

CRG338-J And you think: is something more interesting there, or because they are...you explain and they look straight through you.

CRG339-P ...they're looking through you.

CRG340-C So then two minutes later when...they'll ask you exactly the same question that you've just explained. Because they haven't written anything down, their memories are like a goldfish, it's like three seconds. (laughter)

CRG341-J Ya, go around, and then they can't remember that they've gone around.

CRG342-P Have I just been here? (laughs)

CRG343-C Ya...but I think a lot of them they need to know exactly what the rubrics are all about, and then they must take it from there. But ya...that transparency is very important for learners.

- enabling learner achievement

CRG344-I Ok. And marking? How do you feel when you do the marking? (laughter)

CRG345-J Well, I'll start because I do love marking. I've got a thing about marking, I always have.

CRG346-C Really?

- judgement - making it
- marking
- purpose and value
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

CRG347-J Yes, I...shame, a friend of mine from a different school used to get me to mark last year while I was at university. I love it, I do...

CRG348-C Are you serious, you love it!?

CRG349-J I do, I'm not being sarcastic at all! That's why I'm saying, I do enjoy it. Speak to me in six years and I probably won't. But at the moment I am enjoying it, especially when it's something that I've set myself. Because then I feel...because I've just set my first exam now. So I set it and I got extremely involved in it. Did research, again, we spoke about making questions interesting and, you know, making it something that flows. So I've really spent a lot of time on this exam and I cannot wait till next week Friday for these children to get out of the exam so I can start seeing how they reacted to the way I've done it. And to mark their work and to see...and it's also, again we've spoken about this but, to see my adequacy: am I teaching them correctly, or am I just standing in front thinking that I'm doing great and it's not actually...it's not sinking in.

CRG350-C Registering on them, ya.

CRG351-J But I do, I enjoy marking and I usually do my marking straight away and altogether. I find that I...especially in something when it's an open...not an open question, but something that you could sort of think, ...

CRG352-C Like an opinion based thing.

CRG353-J ...Opinion, then I like to do them all at the same time because...and I know it sounds funny but you're in a...

CRG354-P Trend or

CRG355-J Yes, and you're in the same mood. And it does, your mood does affect obviously the way you're marking. When it's true or false, nothing matters. But when it's an open question or an essay type question, of course you're going to, if you feel a little bit sad that day or angry, you've had a horrible class and then you start marking, you are going to feel differently. So I try to mark all the questions that are open, all at the same time, and then I know that I've got this...I'm in the same mood, that I'm going to mark it fairly and not think: oh, I'm in a bad mood, I don't like that sentence, you know? So I try to do that. I do enjoy marking.

CRG356-C That's very interesting, I must say, I'm amazed. (laughter)

attribution- self
marking
purpose and value

CRG357-P I'm disgusted. (laughter)

CRG358-C You're an anomaly.

CRG359-P You're a phenomenon.

CRG360-J That's what everyone keeps saying. Even I said to Mrs G now, I'll mark her grade 8 Technology papers, give them to me.

CRG361-C Good grief!

CRG362-J I do, I enjoy it.

CRG363-C Wow, I think you're a treasure then.

CRG364-J Ya, wait, like I said...maybe don't...let's not even give me six years. Let's give me one full year here and then we'll see if I still enjoy marking. It might not be the same.

CRG365-C But I think if you're marking because you want to see how the learners are performing, I think that's a very good motivation. And that's how we should all be motivated.

CRG366-P Curiosity, definitely.

CRG367-J Ya, it is, exactly, that's the word, curiosity.

CRG368-C Maybe because we are teaching for so long that we've become jaded, but I think as a first year teacher, yes, you would really like to see whether as a teacher, you have...it's still the right knowledge to them and have they understood your questions? Are you worthy as a teacher because you've set the question paper exam...

CRG369-J The actual exam, yes.

CRG370-C Yes, it's a very good indication of how you are doing as a teacher, so that should be all our reasons, I think, because we are, as you said earlier, P, that we are learning all the time.

CRG371-J Ya, exactly, ya.

CRG372-P I mean, in my first two years I also felt that way about marking and it was the most exciting part of my day, you know. Mark the same day and I would mark certain questions first, then eventually I would know which learners to mark first, you know, so it was very exciting. But now that, I can almost predict the results (laughs), it becomes a bit more difficult, you know, to approach it. Ya, but when you do eventually get those aha

- SEE - marking
- self image
- strongly expressed emotions

- attribution- self
- marking
- purpose and value
- SEE - learner achievement
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

moments when you see kids are answering the questions the way you want them to, then you really know you've done your deed, you know. So it's like a reaffirming of what you've done.

CRG373-I And the amount of marking?

marking
SEE - marking

CRG374-P For me I'm very fortunate, I mean, it's a well-kept secret that Business Studies has minimal marking (laughs). No-one wants to teach the subject but, I mean, I'm very happy because there's not that much marking, you know. So, I'm quite ok. I would imagine with English, Afrikaans, Maths, there's huge loads of marking. I mean, my compulsories are, let's say, two assessments per term, whereas Afrikaans is like nine assessments per term, or something like that, you know? So I can't compare. And then they write three papers in June: Paper 1, 2, and 3, and with my kids they write one 2-hour paper and that's all I mark for June, you know. So there's no comparing it, so I'm quite ok. So different subjects I think.

CRG375-J Ya, I've got...we've got quite a lot of marking for Technology. For Computer Literacy it's, at the moment, a little bit of a blur. So...but for Technology we've got quite a lot of marking because we do quite a lot of practical subjects...practical tasks, and with that there's a practical component but as well as a written theory component, so then you've got to actually mark the practical part as well as the theory part. So that obviously becomes a little bit more...

marking

CRG376-P Double the marking

CRG377-J ...but we do, we've got a few tasks to mark, but I think, manageable. Not like we sit there marking...

CRG378-C And plus you enjoy it.

CRG379-J And I enjoy it, so I think that also...I think if I didn't enjoy it, it may look a little bit more, but...

CRG380-I How many kids in your class? Because that also makes a difference.

CRG381-J Per class? Between 35 and 39. 39 is the biggest class, ya. So that's in each Technology class. Between 35 and 39.

CRG382-C I feel with marking...it says there the...most recently when you had a big pile of marking. Ok, I do the matric marking at the end of the year and for me that's a big pile of marking. And...the question I had to mark was the essay question. And that was a very long question. Normally I zip through a batch in a very short amount of time. Normally it takes me like...it used to take

marking

me 15 minutes to get through 50 scripts of short questions.

CRG383-I One five minutes?!

CRG384-C Ya.

CRG385-I To get through five o scripts?!

CRG386-C Yes, for the matric exam, I'm talking about.

CRG387-I That's astonishing.

CRG388-J That is, wow.

CRG389-C Ya, because you mark quite fast then. But this past exam when we had to mark, because I was marking the essay question, it was taking me an hour and a half to get through 50 scripts. And that's how different, how long it took.

CRG390-P And it was very stressful because there's that pressure on you. Even if you're marking your own batch of scripts, I mean, even though...like as you said, if it's a huge pile, and now FET is more difficult marking because it's factually based opinions. So everyone's opinion counts.

- marking
- SEE - marking
- strongly expressed emotions

CRG391-C So you've got to sift through the ...

CRG392-P ...and you have to sift whether it marries to the facts. That's a huge challenge. I forgot about that.

CRG393-C So for me that was a...very...it was very tedious, it was exhausting, and I really felt that it was just becoming too dreary, because I wasn't getting the satisfaction of finishing fast enough. And for me that was...that was the worst...

CRG394-P You needed that momentum going, that, you know, you're getting it done.

CRG395-C Ya. So I felt very frustrated for that session. But it still went ok, but we were the slowest question. Because it was the essay question.

CRG396-P And then everyone's pouncing on you...

CRG397-C Ya, but then anyway we got through it at the end of it. And...scripts that frustrate me are scripts that have bad handwriting. That frustrates me a lot because I can't understand the learner's writing...

- judgement - making it
- marking
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

CRG398-P Does that marry up to poor performance as well?

Because I'm not sure about that sometimes. That sometimes I've been compelled to read through, even if I can't understand the writing, I think, just in case this kid knew his work but I still haven't figured whether there is a correlation.

CRG399-C I find sometimes when the handwriting is really bad that...

CRG400-P The kid doesn't know their work.

CRG401-C Ya, they don't know their work and you're trying to make sense of what they're saying but you can't. And you spend too long sometimes trying to analyse what they're saying, and they're not saying anything that makes sense. So I think there's a link between poor handwriting and...

CRG402-P Poor performance.

CRG403-C Poor performance. But not always. I think there are kids, although I haven't come across many, who write...handwriting is really bad but they do well. And I can't even remember any at the top of my head now.

CRG404-P Zuza? You taught Zuza last year.

CRG405-C No.

CRG406-P Ok. They are my .....

CRG407-C She's got her favourites from last year, right (laughter).

- learner characteristics

CRG408-P They were the best. They were my...they were the first lot who ever did FET in this school. So I taught them from grade 10 to grade 12. And that really helps you. I mean, you go up with your learners as well. You learn how they...they learn about you and how you assess and how you...you know, give instructions, and so it just gels so well, once you've got that relationship. There's no breaking it, you know.

CRG409-J What I just thought of now...sorry, with regards to the marking...we've got, for Technology, I mean, I'm setting all the grade 8 tests, etc, etc, but we have got certain portfolio assignments that have been set by the lady who wrote the module. And I feel...(sighs) sigh, to have to mark somebody else's...something else that somebody has set, if I haven't set it myself. So I feel a lot stronger about marking my own stuff than marking something that somebody else has set. Because that that's...you know, they put the work into it and it's nice, I do, I enjoy marking it, but I don't feel so...

- colleagues
- enabling learner achievement
- marking
- SEE - marking
- strongly expressed emotions

CRG410-P It's less personal.

CRG411-J Less personal, exactly. A lot less personal to mark something else...something that somebody else has set.

CRG412-C But do you feel it's set differently?

CRG413-J Yes.

CRG414-C To the way you would have set it?

CRG415-J Ya, very differently.

CRG416-C And it's harder to mark because it's not asking exactly what...

CRG417-J ...exactly what I would have asked. Ya, exactly. Exactly that.

CRG418-I So what's the difference? That would be interesting. How do you analyse what this other teacher, her style of setting, compared to what you think is important to set?

CRG419-J I think...with hers, she's...especially with the grade 8s, we've got to be quite specific about things, and she...I think...yes, it is a she, I was just about to say, I don't even know if it's a she or he. It is. She's very vague and then she...she'll...it's all printed out from her book. So after every chapter there's the portfolio assignment with the rubric and everything on it. And for a grade 8 you cannot give them the minimal amount of information. For them, unfortunately...we are trying to guide them, they're growing, they are still growing so let's not put so much pressure on them now. She's saying...she's only giving a few sentences for a huge project that they've got to do the technological process where they've got to investigate it, design it, give the theory on it, and then make it, and she's giving one or two sentences. Now I feel for somebody to go and get involved in a project like that, they need a little bit more information on what they need to be doing, in order to do the proper research on it, to successfully get into the project, instead of just saying, well, ok, let's build a bridge, ach, let's do research on a bridge. You know, rather say, it must be this type of bridge for a themed park, or you know...that's how I feel...

CRG420-C Make it exciting for them.

CRG421-J ...it needs to be exciting and give a lot of information, whether it's direct information for the assignment or for the actual thing that they are making, you know, and she's just

sort of...it's almost...

CRG422-P Could you tell her that?

CRG423-J Not quite yet, let's just build my confidence up...you know...

CRG424-C No, but you must. Because I think she's open...

CRG425-P She might just take it, ya. She's not a teacher here.

CRG426-C It's Yolanda.

CRG427-J Yes, yes. I don't even know her. But I do feel that, I mean, the way I would set it is a little bit different to the way she would. I mean, I'm not saying it's wrong, I'm just saying that...

CRG428-I But in fact, the way you're talking, because you're providing more detail, you will get better projects.

CRG429-J Yes.

CRG430-I And then the better projects are more pleasurable to mark.

CRG431-J To mark, yes, exactly. That's exactly what I'm saying. And also, it's also, to see other people's tests and to mark other people's work, it's also a learning curve again, I mean, P was saying now, we learn from everything, so I can see what I wouldn't do in an assessment because I'm marking it and now I'm thinking, but this poor child has got to really clutch at loose straws because not enough information is given. So this child is struggling instead of enjoying it and getting themselves involved in it.

CRG432-C That's valid.

CRG433-I Good. Ok, there's a specific question here: what happens when there are scripts that frustrate you or that surprise you? What do you feel and what do you do with that?

CRG434-P I always get angry.

CRG435-I That's ok.

CRG436-P Always. I used to get so angry, and I take it very personally as well, because I feel like they didn't listen to me and why? So it's always what they did to me (laughter), and I become this huge victim in this whole thing, and I know it's wrong (laughs) in some ways, because it's probably like, you know, sometimes if you think about where this poor kid's coming from,

- about emotions
- attribution- learners
- attribution- self
- learner characteristics
- marking
- SEE - learner achievement
- SEE - marking
- self image
- strongly expressed emotions
- SV-access threatened

you know, I mean, literally, he probably took a taxi here that was like not licensed and falling apart and then they were like totally dishevelled and disorientated and then he wrote my paper and didn't understand the instructions. But I don't think of any of that, you know. As soon as it frustrates me, as soon as they haven't followed one single instruction, I become punitive and angry and frustrated and...ya. And I do punish...punitive as I said, that I might subtract marks and, you know, say...and I don't think that's very effective, quite frankly, but I still do it.

CRG437-C But teaching is very personal. So...

CRG438-P Ya, it becomes that, ya.

CRG439-C I mean, you tend to take things personally if they do. Especially if you've made the instructions as clear as possible and they still don't follow it. So then...ya, you should take it personally (laughter).

CRG440-P Ya.

CRG441-C Because it means that they can't read, and they didn't listen to anything you said during class time, so...what were they doing, basically? So you would feel...

CRG442-P What were they doing? Ya.

CRG443-J You know...I've...we used some of the questions from the CTAs of grade 9s last year for the grade 9 test this term. And those...every single one were almost, extremely frustrating, and I'm not an angry person, I don't get angry...not that I don't get angry, I obviously do, but I don't...

- about emotions
- assertion-anger
- attribution- learners
- attribution- system
- department
- enabling learner achievement
- learner characteristics
- marking
- portfolios
- SEE - learner achievement
- SEE - marking
- strongly expressed emotions

CRG444-C Not as often as I.

CRG445-J ...I don't vocalise it and it's not often. I get more...I'd rather cry than shout at somebody, if you know what I mean, that's how I work. But with these ones I just...I almost...I had to laugh. I landed up laughing, and I know it sounds really horrible but I just...the frustration of the silly things that people said and when I'm talking about silly I'm talking about: why do kayaks not have a great impact on the environment? And the answer is because there's no whales on land. I mean that's...ya, that's one answer

CRG446-P That's hilarious.

CRG447-C Why in the department?

CRG448-J That's one of the few examples that I'm talking about. These children had absolutely no idea and my frustration built up

and I started feeling a bit angry and eventually I just laughed, I just thought, there's nothing else I can do but laugh, because if I get angry, you know, it's not actually worth it for me...

CRG449-C ...What's that going to achieve.

CRG450-J ...It's not, it's not and I just...I had to have a little bit of a giggle and I shared it with a couple of teachers in the staff room and we had a nice laugh about it, and I mean...just...you feel like, what can you do about something like that?

CRG451-C You feel helpless...

CRG452-J You do feel very helpless.

CRG453-C Because that's coming from the GDE and you expect it to be of a very high standard...

CRG454-J ...high standard, exactly.

CRG455-C But it isn't. And that's not...I don't think that's only...

CRG456-I Sorry, the answer was the mark memo or the answer was a kid?

CRG457-J The child. Sorry, I'm talking about the...

CRG458-C Oh! I thought it was... (laughs) sorry!

CRG459-J No, no, no, sorry. Again the questions in the CTA and the SAT that I'm looking at now...the children are not equipped to answer it. That's what I'm trying to get at. They're not...they haven't been given enough information. Again, I'm talking about this information given in an assessment. No information given...

CRG460-P To be able to answer the question.

CRG461-J Yes, do you understand, ya. So that's why then these silly mistakes come and there's no whales on the land, which is obvious.

CRG462-C So they're asking questions but the information and the background knowledge is not enough.

CRG463-J Is not enough, ya. So it's just...it is extremely frustrating but...I've started giggling about it, I think that's my way of dealing with it.

CRG464-C Ya, I know, when the kids give you answers like that

you would laugh, and share it with everybody.

CRG465-J ...Ya, you do, and share it with everyone.

CRG466-C But I'm not surprised, because, you know, also, I mean, I assumed it was the GDE who said it.

CRG467-J Oh, no, no, no, shame, no. Poor people.

CRG468-C It's not far-fetched because they have been known to make mistakes like that and typos as well, so...

CRG469-J I don't know, sorry. It's not...

CRG470-C That's why I thought it was them. (laughter)

CRG471-J Oh shame, no, no.

CRG472-I Ok. Report writing and accountability. Do you find that you need to write a lot of reports? Does it put pressure on you or is it within bounds? Do you find the report writing useful?

reporting demands

CRG473-C This is report writing for the children? Their results?

CRG474-I All sorts of reports.

CRG475-C Even the reports we have to do as teachers for admin work and that sort of thing?

CRG476-I Ya. So it's reports for the kids and their parents, but also reports for the school, reports for the GDE, your sense of accountability to the GDE.

CRG477-C I think in terms...in our school we're very fortunate because we've got a computer system that does the reports for us, so teachers don't need to physically make out reports for their classes, which used to be the case in the past. So in our school we're very fortunate in that case, in that sense. There is a bit of...there is a lot of accountability because the marks still have to come from the teachers, so each subject teacher is still responsible for their marks and those marks have to be correct before they submit it to the computer system. And if there are errors and queries it does slow down the process a lot, and then it means the reports have to be re-done, and that's...that's basically where they should be more accountable. But I think a lot of the teachers are not and they don't take those precautions before submitting the marks finally.

colleagues
reporting demands

CRG478-P That's lack of diligence from educators. I think also in coming to reports the obvious one is, you know, giving a kid a

assertion-anger
department

term report or whatever, and that's all very nice because it sets sort of...

purpose and value
reporting demands
SEE - department
SEE - purpose and value
SV-access threatened

CRG479-C A benchmark for them.

CRG480-P Ya, it does set a benchmark and it also gives them...like they know four times a year that the parents will get feedback, so it gives them a sense of that, you know, this is what's going on in the school, I don't know how to say that...ya, like...and also like a routine. You know, it puts everyone into a routine, so we all know that in the beginning of term one these are the assessments that I need to do, so I know in advance that by the end of term one I'm going to have to report back on whatever's happened, you know, the assessment, and that's really great. The thing is that, I think what doesn't happen, what's missing for me is...or the stress comes in when, I don't find value in it, you know? So I've talked myself into saying, well, beginning of term one, these are the assessments I'm doing and the kids will get a report, so I know the value of that report. So I know the value of drawing up the marks, calculating the marks, going to do a spreadsheet, I know the value of that, you know, so I don't mind doing it. But then there's other things like the accountability part that sometimes it's just shoved on us in the last minute, and that's what I don't like, that I don't see value in it, so I don't want to do it, so I don't do it as well. And so I'm not accountable. But if we are properly work-shopped through certain, you know, accountability things like: do a report on your term one results, this is what you assessed in Business Studies, you know, what did the children learn? Where did they fall short? And all those things. So I can be accountable but tell me why you want, you know...like so...so give me reasons as to why I need to do those things. So very often the GDE then just, you know, has a top down approach of in the last minute they need to do some stats and then we need to do...suddenly we become, you know...

assertion-anger
aversion-fear
department
reporting demands
SEE - department
strongly expressed emotions
SV-access threatened

CRG481-I Just talk a bit more about that.

CRG482-P Umm, C. About?

CRG483-C Stats. About the stats.

CRG484-I And the last minute and...

CRG485-P Ya, it seems to, as I said, be very much a top down approach, that's been my opinion and my observation over the years. And it happens, you know...like I feel like when you see it...just like with the kids, if you give them the rubric and say, you are transparent, the GDE needs to give us a rubric and be transparent and say, these are the expectations of our teachers for 2009 and we want accountability, you know? So don't tell us in

December when all's been said and done, tell us in January so that over this time we will set standards, we will maintain those standards, we will assess, we will do whatever we need to do, you know. But I find that we're always like sort of panic accountable, panic accountable, you know, that's what it becomes. So it's like, I feel accountable to the GDE but they're doing me a disservice by not doing it properly, you know, and I have a huge problem with that. And then again also, I'm always falling short, so as much as I'm accountable to them and they're assessing these great things about me, but I'm falling short because they didn't tell me in the beginning that I should have done these things. They're telling me in the end, why didn't you do these things, so it's rapping me over the knuckles after the fact. And I really despise that, you know, and I feel like a lot of...especially like with new teachers if they haven't been through it, it's like really bombarding them in that last minute, and that is grossly unfair on the teachers because they're feeling inadequate all the time and falling short of what should be done, you know. So again, as I said, panic accountability. So that's me.

striking metaphor

CRG486-I Thank you.

CRG487-C I think also this issue about the education department making us be accountable for assessment results is a bit...I don't know, I think sometimes they paint all teachers with the same brush. Because how can all teachers be accountable for learners who don't do their work, or who have no interest whatsoever in the subject, and then they just...they don't put in the amount of work, they don't study properly and then they fail your paper, then are you still accountable for that? Compared to a teacher who does nothing, who doesn't come to school regularly, who doesn't give them the work that they should be doing, and then those kids fail, and then that teacher is not brought to task, not brought to book at all about, you know, their lack of professionalism and that sort of thing. So I feel sometimes that as a teacher and as a school, we are not classed as an under-performing school, but we are not given any kind of recognition for doing our work, for being professional, for following the policy statements, and policy documents, for handing in things on time, we're not given any recognition for that. But as P said, the moment there's something to be due or something that's done, it's due yesterday, you know, and we've got to like bend over backwards to get it done and then when it is done and handed in, so what, you know?

attribution-problem
aversion-fear
department
disappointment-sadness
SEE - department
strongly expressed emotions
SV-access threatened

striking metaphor

CRG488-P And to some extent we are being enslaved, you know, in that panic accountability, we still feel the pressure and we still do it just because we know that it's...

assertion-anger
aversion-fear
department
disappointment-sadness
image of profession

CRG489-C It has to be done.

principal
SEE - department
strongly expressed emotions
SV-access threatened
working conditions

CRG490-P It's oh god, GDE, you know, and it has to be done. And then also like, you know, they seem to be pulling it out of a hat half the time. And it seems to be that they use the stronger schools for them to be accountable to some higher authority. So they are using our sort of good things, our systems, never recognising us, making us do it in the last minute, and using it for their own sort of whatever that they're doing...whatever they do we don't even know what they do.

CRG491-C Ya, because for instance, as P said, if they tell us at the beginning of the year what we need to hand in at the end of every term, then it wouldn't be a problem.

CRG492-J You prepare yourself.

CRG493-C But if, like for instance, in many cases our principal is placed in a very difficult position because she is told at the last minute, and then she has to come and tell us...

CRG494-J 'Kill the messenger'.

CRG495-C So like certain statistics and things like that, I mean, the GDE tells us like two days before the deadline that these statistics are due.

CRG496-J Must go in.

CRG497-C And then all the HODs are in a tizz because we've got to pull these marks from wherever, you know...

CRG498-P And even formats and things, it's like, you know, like suddenly this spreadsheet arrives from nowhere, you know, and it's like, now suddenly we must change everything we've already done and then redo it the way they want us to, you know. So their poor communication, lack of transparency...

CRG499-C Lack of communication as well.

CRG500-P Ya, almost on the verge of being dishonest, I feel, so ya, they are adding to our frustrations.

CRG501-C And then on top of all of that they are not accountable.

CRG502-P Yes, to us.

CRG503-C The GDE is not accountable to us in any way. You know, for many issues, in terms of human resource issues, in terms of support, if we need to sort out particular students for

discipline issues and that sort of thing, we get no support from them, no accountability, but they want all of that from us. And for me I feel that's not very fair, because we need to get that kind of support from them and we don't get it. They're full of bureaucracy, they...they're unaccountable...

CRG504-P They're not doing their job.

CRG505-C They don't, well, that's the bottom line. And they're unreachable. If you need to ask them anything.

CRG506-P And that frustrates our assessment.

CRG507-C They lose our documents most of the time, we've got to resubmit the same statistics because they lose things, they're moving offices and they don't have an idea where they've put our files, you know, that sort of thing.

CRG508-P And the difficulty in it is that they've lost our confidence completely. So even if they do dare try to do something great for us, we're never going to realise it, you know (laughs), because it hasn't happened as yet. A total lack of support.

CRG509-C But it's like they're expecting professional behaviour from us...

CRG545-P But they don't demonstrate...

CRG510-C ...but they're not professional themselves, so what standards are they using to even judge our behaviour?

CRG511-P Exactly

CRG512-C That's what I'd like to know about them. And they just infuriate me generally. (laughter)

CRG513-I Thank you. Now that's the reality principle here.

CRG514-C This is in confidence, right? (laughter)

CRG515-P It's been recorded and we're selling it to the GDE, remember.

CRG516-C It should be sold to the GDE. (laughs)

CRG517- Another teacher opens the door and puts her head in the room.
Hello. What kind of party is this?

CRG518-P

To Interviewer: There's another one with an opinion if you'd like to know.
To other teacher: You're too late.

CRG519-I To other teacher: This is an interview.

CRG520- Oh, sorry.

CRG521-I (laughter) Alright, just in terms of GDE can I ask you about two more things? One is cluster meetings, how do cluster meetings work for you? I

CRG522-C For me they work very well. For Life Science, I think, we've got quite an organised department and we had a very, very effective facilitator, she got promoted last year to Umalusi, so she's not with us anymore, but because she did such a fine job we're still able to function without her for this period of six months. We're organised, our policy documents are in order, our school based assessment is 100% because we know exactly what we're going to do each term, pace-setters are sorted out. At the cluster meetings themselves we do cluster moderation of each other's portfolio files and I think it's very fairly done. There's a rubric for us, we have it beforehand, so we know what our files should look like, and it's assessed according to that. So I'm very impressed with our cluster.

CRG523-J Well, I've been to both the cluster meetings for the Technology. Both times the cluster leader hasn't been there and then they put somebody else in to facilitated it, and obviously that's...

CRG524-I The cluster leader is a GDE person?

CRG525-J Yes.

CRG526-C No, it's usually a teacher. The facilitator

CRG527-J The facilitator is GDE, the cluster leader hasn't been there.

CRG528-I So that's a team member responsible teacher?

CRG529-J Yes...

CRG530-I And you've never seen a facilitator?

CRG531-J So I've got...it's always been a...I mean, most of the time the person who they send in their place, is usually up to date, but, I just find that, you know, after two meetings you'd expect to have seen at least, you know, one of them. But, I mean, we're

- assertion-anger
- aversion-fear
- cluster meetings
- colleagues
- department
- disappointment-sadness
- reporting demands
- SEE - department
- strongly expressed emotions
- SV-access threatened

organised in a minimalistic way, you know? It's organised to the least amount of organisation that we can have to function, that's what we're functioning on at the moment. The cluster meetings have been nice because you can speak to...it's more about the interaction between other teachers than it has been, you know, of the organisations from top down. It's been more of a discussion between us. Again, I've only been to two cluster meetings so I can only speak from two examples. But I would love to, myself, meet the facilitator and the cluster leader; that would be really great.

CRG532-C But you learn a lot from cluster meetings.

CRG533-J Of course you do, and I'd say that's why I mentioned talking to the other teachers because you do. You open up and see what they're doing and their type of assessment, etc, etc. But, you know, if you're talking about a leader and a facilitator, you'd expect to...

CRG534-I Them to be there.

CRG535-J Them to be there, exactly.

CRG536-P For me, I think, with cluster meetings, the concept is brilliant but again it hasn't been work-shopped properly, you know. I feel like my understanding of a cluster meeting is firstly to liaise with each other as teachers, you know, sharing the same problems and the same whatever, and then also to set standards and then to see that...to meet at the cluster meeting and say that these standards have been met in the classroom, you know, of assessment and whatever. But I feel that that's so idealistic and it's not happening at that level, and why, because people are not equipped enough, you know. Like the cluster leaders are not qualified enough to do their job, the facilitators are absent and shirking all the time, from what I can see, their communication with us is minimal to panic again. Panic accountability where if they suddenly need to hold a cluster meeting, whether it's for whatever purpose, then it's, you know...although most of the time, it is set in advance, especially over the last two years it's been set like at the beginning of the year, the dates are set, isn't it? But previously it wasn't happening like that. But even we know the dates in advance so we'll move heaven and earth and be there, but our facilitators never meet us and I think that they need to be there, they need to communicate with us, they need to tell us about developments, you know. Sometimes even, like this year, the SBA document was drawn up for the first time. You know, the guidelines were a very clear: 10, 11, and 12, that this is how assessment must be done; even the tasks were set, like assignments. But I find that I can't use some of those assignments and who do I ask, you know? My final authority is my facilitator, but I don't know if my facilitator exists, I've never met a facilitator

striking metaphor

over the last three years, you know. So those things are not happening. The communication with all these different parties is just missing completely. Again, it's just us teachers who are totally stressed out in the classroom, that are pitching up at these meetings, complaining and then going home, kind of thing. And that's been my personal experience. So if there isn't one good person, the facilitator there at the top like with Camy's group, with the Life Sciences, there was one person and then she took charge and said, let's do this. But in my area it hasn't happened, you know, so there's this huge gap and us teachers are just groping in the dark again. And so it's really a very frustrating exercise. And then, you know, we just go there because we have to, not because we're learning something. It's great that we get to meet other teachers, I've learned a lot from other teachers and, you know, just to build that confidence that we are, you know, all part of the same sinking ship (laughs) but we're trying to keep it going, like you know...so that's been great for me. And knowing that...ya, there's some absolutely brilliant people out there as well, that are doing such a fine job. And yet, the facilitator is hiding somewhere, you know. It's tragic actually. Ya, it would be great to meet the facilitators.

striking metaphor

striking metaphor

CRG537-J And I'm complaining about two meetings. You're complaining about three years. (laughter) shoo

CRG538-P Ya, exactly, three years. Maybe more.

CRG539-J That's a serious problem.

CRG540-P And I feel it's, again very bureaucratic. You know, it's like, a lot of these people are there in namesake and, you know, they get promoted, that's what I found with my previous facilitator. So he was pushing his own agenda all the time and we were doing things just because he wanted recognition, and then as soon as he was gone, there was no systems that he kept in place, you know, he never...like...it's so frustrating. It's endless.

CRG541-I And those forms, 435 or something that you have to fill in, if you want...

CRG542-P 450.

CRG543-I 450, ya, that if kids...if you don't want to promote kids to the next class?

CRG544-C That's specifically for the grade 9s. And what we're supposed to be doing is having a 450 form for each child. Each grade 9 child. And it should be in operation from the beginning of the year. Every teacher who teaches that child is supposed to put in, onto that form, any extra work they've given them, any

attribution- self
attribution- system
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additional lessons, expanded opportunities, any discipline problems, any transgression from the learner's side is supposed to be recorded on those forms. So that at the end of grade 9 when we take the schedules to the department, we take those forms as well, and then they check against those, because that's their evidence. If a child has failed grade 9, they ask: what have you done as a teacher to help this child? And those 450 is our evidence. They are a huge inconvenience because teachers don't keep it in operation for the whole year. They only tend to do it when it's needed. And then it becomes a real pressure...stressful time of the year, because all the grade 9 teachers are running around trying to fill in these forms, and trying to remember what have they done for this child from the beginning of the year.

CRG545-P And I think, sorry just to come in, that's a perfect example of when that was first introduced, it came in probably a day or two before we had to take the failure schedules or something... Am I right?

CRG546-C Retention schedules

CRG547-P The first time those 450A forms, however many years ago. And so suddenly in September we had to find all these long things that we did with these kids, which we did, but we just didn't have record of it.
And so again it was that panic accountability that we had to suddenly remember all these things we did in January and you don't remember because so many things happened, you saved so many lives, you resuscitated so many people, but you don't know how you did it, and now suddenly you must write it down on that form. So again…sorry, to disturb you there.

striking metaphor

CRG548-C No, it's fine. But that's exactly it, and so now what we're trying to do is trying to encourage the teachers to keep it going from the beginning of the year.

CRG549-P From the beginning, ya.

CRG550-J We had that grade 9 meeting right at the beginning of the year where, I mean, I'd never heard of the forms, obviously, before, and they spoke about it and I also have had to have extra lessons for the grade 9s, and for me it's just about recording and doing admin on your own part because if you say: I am giving extra lessons, you sms, you know, A, B, and Cs parents, you put that down in your...your own admin...

CRG551-P Your own records, your personal records.

CRG552-J ...your records, your personal records to say, I've

done this but they haven't arrived. So that when the 450 forms come in, that I mean, that we have to have them in a weeks' time and at least, instead of scrambling around thinking, mm, do I, don't I, I haven't filled the form out yet, but I know that in my personal file...

CRG553-C You've got a record, yes you did.

CRG554-J ...I've got a record that these children should have been coming to extra lessons and they didn't, or this child really came to extra lessons all the time, tried their heart out so now...

CRG555-P So now it's really a good tool, to keep us accoun...it's an accountability tool, isn't it? To say, we're not just failing this kid because we don't like him or because he...he's whatever, you know.

CRG556-C But we've tried .....

CRG557-P It's genuinely that we've tried so hard and the kid has not made the mark.

CRG558-J It's to protect ourselves because there's always fingers pointed, it's your fault that my child failed, or it's your fault that there's so many grade 9s fail.

CRG559-P ...and genuinely it has happened in the past where, you know, a teacher didn't like a kid's face, so he decided to fail him, you know. Probably there's a lot of kids out there...I mean, adults out there who think that, but now there's more accountability for us.

CRG560-J But it doesn't happen like that anymore, ya.

CRG561-C I think those 450As should be working like that, but I don't think they are.

CRG562-P Doesn't really, ya.

CRG563-C Ya, and in our school as much as we drive or, you know, push the teachers to keep them going, I don't think they are, actually. I mean, we are...

CRG564-P ...It's difficult, ya. I think also we haven't built that culture, it's a fairly new thing, I mean, how long? Three years, four years?

CRG565-C About three years, I think.

CRG566-P And ya, we haven't built that culture of being

accountable to that level so it's also for us to get used to it and to learn to use it properly and, you know, workshop it in our own minds, make it a part of our teaching, because before it was just teaching and testing, teaching and testing, and now there's so many more things that are happening that we can try and do.

CRG567-I Ok. So have you had experiences where you said kids must fail and then the department passed them?

CRG568-C Yes. There have been cases like that. (laughter) Because...you see when we take the schedules to the department, the department is just looking at names and numbers. And we know the background to the child, we know how many times this child hasn't done homework or how many tests this child has failed and so on. The department doesn't know that, they just see the...they just see the summative assessment at the end of the year. And based on that alone then they want to pass that child. So if we don't have the evidence then they will be passed. The child will be passed. They just give them the marks that they need to pass, and they're condoned. So that's how...we...and I think also there's a certain percentage of children that can fail in each grade. I think it's 5%. So...when we are doing the schedules as well, before we take it to the department, we've got to ensure that we don't pass that 5% mark.

CRG569-P So we must be very, very instrumental in what we're doing. We must say: well, this kid really has not...

CRG570-C But we can't exceed that mark. We cannot exceed 5%. So if there's like borderline children ...

CRG571-P ...For those children included in that 5% must be very serious cases.

CRG572-C Must be definite failures. But the ones that are on the border line and if they're exceeding the 5% then we've got to give...we've got to find marks, we've got to like go to J, can you give this child 3 marks...that's what happens at the end of the year! And you pass...

CRG573-P I remember before we used to sit together and...all the teachers and say...say a name and then you'd...I mean, if the parent was there, they'd be crying, you know.

- aversion-fear
- comparison with pre-OBE assessmer
- dealing with failure
- department
- judgement - making it
- policy
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CRG574-J But again, what you said about the matrics, you're saying to them, if you don't study you're going to fail, if you don't do this you're going to fail. Listen in my class, do your homework and you won't fail at the end of the year. They don't do it, they get pushed through because they're not in the 5%...

- assertion-anger
- dealing with failure
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CRG575-C ...ya, and the department is responsible for that.

CRG576-J Exactly, and now you as a teacher, what you're saying to them means nothing. And that effect, it will have a rippling effect. It will go down to the next year, agh don't worry, I was supposed to fail grade 9 but I was just pushed through.

CRG577-P And there's so many cases like that where kids have said...I mean, some kids have even figured the system out, they've said, well, I'm old enough now, so I'm not going to fail even if I get zero in all my papers, and you hear kids saying that. Ya, because I'm already 16 and they say it blatantly and proudly...

CRG578-C And they know they're not allowed to repeat a grade more than once...

CRG579-P A phase.

CRG580-I Once in a phase.

CRG581-C So they know that and they...

CRG582-J So they don't care. So the second year that they're in the...they just ?

CRG583-C There was even a case...two cases in our school last year where learners failed. The department failed them at the schedule meeting last year. But they went back to the department and they contested it and the department passed them. We've got two learners in our school this year who have been in that situation. So we've had to readmit them as if they had passed.

SV-access threatened

CRG584-I Ok. Last area of questioning. How do you manage your emotions? How do you work with them, how do you...?

CRG585-J (laughs) I don't know if I can manage my emotions at this stage...no. I just think it's extremely difficult, especially...I'm obviously young, I'm new in this situation, and it's extremely difficult to come into a new situation like this and it's not like I'm working with colleagues alone. You know, there's kids involved and kids can be ??? and, you know, a lot of emotions rush through you and I think you...I don't know, I don't know how to explain how you manage that. I think you've just got to... Mm. I just think you've got to look at the whole picture, so that when something happens, whether it's…you know, you're happy about something, extremely happy or extremely sad about something, or angry when a child does something, you know…or, you know, frustrated when they write something silly in their script…in their answers or something like that, I think you've just got to look at the holistic view and try not to take it, like you said,

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personally. And we do. Or as Camy said, that we…teaching is personal. You're never going to not take it personally but you've got to sort of take a step back and think, well, you know, this child out of how many, yes, is doing this wrong, or is answering this question wrong, but stand back and think, well, ok, let's go onto the next one. You've got to sort of stand back and take a holistic view of everything and not just focus: oh my gosh, this child has written this and it reflects badly on me, etc, etc, you've got to try and take a step back from the situation and sort of calm your emotions before you react badly. I think that's the worst situation you can get yourself into is to react badly.

CRG586-C I feel that you, as teachers, because we are professional, we've got to...we've got to keep a check on our emotions; that's critical. And it does take a lot of getting used to because as teachers we've got to develop very thick skins. Because of the abuse that we are subjected to in the classroom by many...by many children. But I think if we don't take it personally then it helps, but it's very difficult to do that. And it does help a lot if you know, you know what, this child is probably also having a bad day, so let's not get into an argument and make it worse, you know, we can sort this problem out maybe outside the classroom or something. But if we don't get involved then that's one of the ways in which we can keep our emotions under control. I think it's important not to get involved in the argument and...and just focus on the teaching and learning and not on the personal issues that the child is trying to bring up.

- about emotions
- learner characteristics
- self image

CRG587-J And I also think, I mean, between any people, I think it's a...sort of a natural...it's natural that certain people will not get on. It is natural...

CRG588-P Ya, definitely.

CRG589-J ...I mean, I'm not going to love everyone, yes, and that's why I connect with obviously certain children in the class, and again there's certain children that...it's not a one way thing that we just...

CRG589-C Don't gel.

CRG590-J ...you can't see eye to eye and we don't gel and I also think that is a crucial stage where you say, concentrate on the learning and the teaching and step back personally and totally. Especially from a child like that, where your negative relationship with them can have an impact on their learning. Because if they...I mean, if you're sitting in a class...if you don't really like somebody you don't really want to listen to what they're saying, so to be able to step...you know, you, yourself as a teacher, take a step back and, you know, break away all the personal...

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CRG591-C Barriers, ya.

CRG592-J And then try and encourage them...not encourage them because they probably won't listen to you, but, you know, if you do it they would maybe go by example and do the same thing. So instead of getting emotions involved and affecting your teaching and their learning, you've got to take a step back and make sure that your...especially the negative relationships. I think the positive relationships are slightly easier to control, but the negative relationships are the ones that are quite hard, especially with a disruptive child or something like that.

CRG593-P Mm. Ya, I think, you know, I've...as you said, a personality clash is something totally different with a kid, where it's just two worlds that are meeting, that just can't get along, you know. And I've probably had that once that I can remember. And another colleague helped me with that, you know. And so, it's also sometimes that we don't see some things because we are emotionally involved as well, you know. But we can support each other in that way, I feel, very much, because it...like if we're saying, how can we not be emotional when it's convenient and then be emotional when it's convenient, because it's actually such an emotional job. It's like, I love teaching, that's emotional, I love the kids, that's emotional, I get angry with the kids, that's emotional, you know, so it's such this huge balancing act that we are constantly doing, and the kids on the other hand are constantly manipulating the situation in their favour, whether it's to the parents or to other teachers or to whatever it is. So they have, over the years, I've found, that kids have become more manipulative, in my personal experience, you know. That they've learned how to pass the blame and, you know, stuff like that. So that's difficult as well. Ya, and I feel like...ya, it's a tough one, hey, the emotional part of it, but managing it, ya, I think over the years you also learn how to, you know, through trial and error, as much as you get into certain fixes and situations, you learn how to find that balance, you know.
And…I mean, I remember in my first two and half years, I think, it was like, ooh! And all these kids were taller than me and I was teaching 11s in my first year and 11s and 12s in my second year. And it was like, I was this softy, you know, and then I realised that I was being viewed in this certain way by my colleagues as this person who was being taken advantage of by the kids. And once I realised that in my second and a half year kind of thing, I realised, guess what, there's no turning back, I'm going to sort these kids out now (laughter) and I'm going to sort my emotions out and I'm going to sort…you know, they're not going to take advantage of me and my colleagues are going to think I'm the most like, you know, strictest teacher…

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CRG594-C Now who would have thought that about P? (laughter)

CRG595-J Having being taught by her I've got a very different view than anyone else ...(laughter)

CRG596-P I can promise you and it used to be...I remember, once this fight broke out in my class and it was my first year. And it was a bunch of grade 11 Economics boys, and it was mostly boys, probably about three or four girls, you know. And the two boys started fighting and then other boys started joining in and I get in there and I'm trying to get rid of them, so then I decide ok, let me ask my neighbour, and he just walked...the man walked past the window and the fight stopped. I was not impressed with these boys (laughter). I was so angry that day and I felt so hurt by the whole thing, you know, that they didn't listen to me, and those were sort of the building blocks towards what I am now (laughter), the terror that I am, ya.

CRG597-C But I thought you always were like this.

CRG598-P Never! I was so soft, it was...I was hideously soft.

CRG599-J Maybe I need to come for training. (laughter) I also, they rush out of my class, ach we've got to get to Mrs V class. I say: why don't you rush to my class!

CRG600-P Ya, and that's what I started asking myself, you know, in those first two years, how come they react to that teacher like that, and yet with me they can't be bothered, you know? I used to feel like, no matter how nice I was to them...

CRG601-? They ???

CRG602-P Ya, like, and I was nice to them, you know, that was what was wrong with the whole situation. And so, thinking that, you know, you can't earn respect like that. You can still be nice to them and earn respect but I just couldn't find the balance there, you know, so I went to the other extreme and…and it's, you know…I mean, if you have the kids long enough, and I find that I can build a relationship with them and it's quite good. But always trial and error, always trial and error.

CRG603-C Because every child is different.

CRG604-P Ya, definitely.

CRG605-C And every class is made up of different

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personalities, so you can't always apply the same rules to every class and that's why, you know, when you talk about emotions I think that's why it's always important to be objective, and focus on the teaching and learning. That for me is how I keep my emotions in check. If there's ever an altercation with a child, then I simply deal with it, or try to deal with it afterwards.

self image

CRG606-P Afterwards. Definitely.

CRG607-C And because, I always try to remember, you know what, it's this one child that is having a problem. What about the 29 other children in the class who need that period of education? And I'm not going to spend ten minutes arguing with this one child at the expense of the others.

CRG608-P And I found that, like a kid arguing with a teacher, that's just...you've lost the battle immediately, you know. The best thing is just to be quiet and just let it happen so the kid can basically, you know, verbalise their emotions because they don't have a hold on their emotions...

CRG609-J No they don't.

CRG610-P ...because they...and they also like, it's all that adrenalin and the hormones and, you know, so their emotions are actually...they're feeling it much more strongly than we are, and we are in control.

CRG611-C But also as an adult...sorry...as an adult in the room, we've got to be the better one, you know.

CRG612-J Yes, we do.

CRG613-C We can't give in to our emotions the way these kids sometimes do. And they sometimes test you, they drive you to that point, they want to see how you would react if you're behaving that way. But I must say at the same time, strong pleasurable emotions like, if you're happy about something or you're excited about something, the kids actually respond to that very positively.

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CRG614-J And they feel it, they do.

CRG615-C And they like to see the teacher excited.

CRG616-P And those are the moments when you gel with them more.

CRG617-C Ya! And they actually...they want to see that you know what, oh, Mrs R can actually smile (laughter). Or that she can laugh with us, you know. And that makes them, a little bit,

they feel that connection with you, as you said. And I think that's a good...

CRG618-P ...and that's sort of a trust thing as well, that you are able to display happy emotions with them, means that you're building trust with them.

CRG619-C Mm. And you can relate to them as well.

CRG620-J Ya, without sort of...you're saying, giving them happy...you know, share your happy emotions with them without appearing soft.

CRG621-P Ya. Exactly

CRG622-J So when you've gone through the stages of making sure that, no, they respect you, they know what the rules are in the classroom and passed that, then you can almost say, well, you know, I can laugh a little bit and do this and that, but before that respect is earned, you do something like that and your whole classroom structures will fall apart.

CRG623-C It's got to be established before that, ya. Your structure, your system, and I think as our principal always tells the new teachers: you must always start off being a strict disciplinarian.

CRG624-J A monster, she called us. (laughs) She told me.

CRG625-C A monster, ya. And then, you know, after they've learned you are...that you know what, you're not taking any nonsense from them, then you can start showing them this lighter side of you...

CRG626-P ...Then you can loosen up.

CRG627-J What did she say to me? She said: go on monster training during the December holidays and you can smile in June. (laughter) That's what she said. She said, because by June you've set your standards, that the learners have started respecting you and then you can smile. And then you scare them. (laughs)

CRG628-C Because it's no point, you know, trying to be...behave like their best friend from day one.

CRG629-J Oh, no, it doesn't...

CRG630-C I mean, that wins you no favours at all.

CRG631-P You've seen a lot of, you know, colleagues over the

years, just failing hopelessly with that, ya.

CRG632-C Because they want to win the kids over, by being nice to them ...

CRG633-P But I think a lot of that...

CRG634-C ...and it doesn't work. Because the kids then treat you as a doormat...

CRG635-J And they treat you as their friend. And if you've seen the way they treat their friends, you can't be a friend. Not to these kids. (laughs) I think they just...

CRG636-C ...then there's no barriers between you and the learners. And I don't think that's an acceptable situation at all. There has to be a barrier for me.

CRG637-P Ya, a line has to be drawn in...

CRG638-C ...A line, ya. There has to be that line.

CRG639-P But I find again it comes back to that life-long learning situation, you know, that...some of us might think we have the formula, and then tomorrow a kid springs up with a new trick up their sleeve, and so again, we know we can be humbled on a daily basis, you know, learning from these kids. And so, emotions that we might not even have known we had, we end up having...

CRG640-C And showing.

CRG641-P ...and showing and then also that other teachers that are, you know, new, or that are, you know, just personality wise may be a little less strict or whatever, we all can learn from each other again there as well. That how do we deal with certain situations. Again, I remember in my second year or something, a kid came to me and said, I don't know what was the question, like you know, like...like what is this or something, you know, and they said, it's a box, and...or they said it's a square and the answer was a box or something. So they showed me the notes in the book and they're like, this is right because it was in the notebook. So then I'm like, ok, maybe it is right, and then I realised, guess what, it was the question related to the answer, and like, you know, sometimes they catch you off guard, these kids catch you off guard, so in seeing other people dealing with these situations that these kids catch you with, you can easily learn, you know, more on your feet, rather than waiting for...waiting to learn it when the kids are bombarding you with it. Don't know if I was clear about that? Ya...

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CRG642-I Ok, and when you're angry and frustrated, how do you manage that?

CRG643-C That's a good question (laughs).

CRG644-J Anger, again, I'm going to...I mean, it's the only answer I've got. I'm not an angry person, so I can say that the five months I've been here I haven't been...angry.

CRG645-I ...alright, sad?

CRG646-J Ok, when I'm sad, there we go, that's a more appropriate question for me (laughs). I just...I don't know, I just...I think, getting into the right frame of mind when I am sad to reverse my steps to get to a point where I was happy, you know...if you're talking about happy sad here. Where I wasn't sad, I think I've just got to, in my mind to say, you know, this is what I've got to do to get back to myself. Because also, again we talk about, you know, angry and sad, and to show anger in front of kids is not good, but to start crying in front of kids is not good either. I mean, I haven't done it, but I've...and that's also in my head the whole time, you've got to realise that you can't show them...like you say, you're showing them emotion, you can, but up to a certain point, and...

CRG647-P Balancing.

CRG648-J Balancing that and to make sure that in my head I realise that it's not time to break down or to express myself in a classroom to learners. I can sort of get myself back to a happy state instead of...

CRG649-I And then when you get home?

CRG650-J Then my boyfriend gets it (laughter). No, shame. I do, I let go. I'll obviously tell the story to either my parents or...you know, I let it out and then say what I have to say and then it's over...you know, but I must admit I have to then...

CRG651-C Release it.

CRG652-J Release it, ya. Let go of the steam, and but once I've done that I can almost feel I can come back and I'm fine.

CRG653-C Calm.

CRG654-J Ya, then I've gone through the steps, I've gotten angry, I've come back down, I'll really gotten angry to express it, to let it go, and then I can come back and I'm ready to face the next

challenge, instead of holding on to everything.

CRG655-P Ya, I think for a bigger part of the time I would take my frustrations home, you know. Fortunately I don't have children (laughter).

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CRG656-C Yet.

CRG657-P Yet. Ya, but I think over time you do learn...it's very difficult to separate your home life from your school life, but you do learn how to again balance it. But for me it used to be very much, you know, like...like these kids don't almost appreciate what you're doing for them, you know, until much later. So, you know, that was what I used to really struggle with, that...I'm trying so hard here and this kid just doesn't see it and he's the only one that stands to lose from it, you know. So as much as I take it home and then the next day come and reason with that kid and then all is well after that, you know. But very often it's a process with the relationship with that kid, and with taking it home, you know, and having to deal with it and stuff like that. Ya...and also what I find difficult in dealing with my emotions is the way that a lot of these children's parents deal with them. You know, like giving in all the time, so it becomes a battle of wills at home where the parent is giving in, so sometimes it can be a battle of wills at school, you know, that the kids know that this is what's happening at home so they're doing the same thing at school. And so that for me can become a highly emotional thing as well, and difficult to deal with. Ya...that's what I think.

CRG658-I Ok.

CRG659-C For me in terms of the anger and frustration it's...I think I'm able to compartmentalise a lot. In the classroom if I get frustrated and angry with a child, then I have to make a concerted effort to control myself. And I've learnt over the years not to show that I'm frustrated. I try to be extra patient and explain something again and again until they get it. And in terms of anger...

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CRG660-P Like with Sizwe. Like with Sizwe and Sobantu.

CRG661-C Like with Sizwe and Sobantu (laughs). And with the anger part of it, if I'm angry with one child or the class - maybe they were misbehaving or whatever, and I give them a good talking to, then I have to tell myself, right, I'm finished with the talk now, I'm going to start with work. So then, that's how I'm able to leave that anger part, because I've spoken to them about it and I expect them now to toe the line, and then I start with the work that I'm supposed to have done with them.

CRG662-I Ok, thank you. So is there anything that you want to

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ask me? Or anything...wait, maybe I should first say is there anything else you want to say that I haven't asked about and that you haven't talked about in the last two and a half hours that you still want to say (laughs).

CRG663-P I'm scared to look at the clock. (laughter) I'm too scared to look, I know it's five o'clock.

CRG664-C But it's been interesting, I think it's...you know, we are colleagues, we teach together, we're friends together, but we've never interacted on this level.

CRG665-P On this level, ya.

CRG666-C And I think it's amazing that as teachers we can learn from each other in this way. So I think it was a very beneficial exercise.

CRG667-J Definitely.

CRG668-P Absolutely.

CRG669-C And I really wish we could have done it with more people.

CRG670-P But I just want to ask because our principal is very liberal, you know, and she's always into life-long learning as well, and, you know, we do run sessions with the teachers, so I think we all stand to benefit. I don't know if you'd be able to...you know...

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CRG671-I Come and do a workshop?

CRG672-P ...give this, ya, to us. As a staff.

CRG673-J That would be brilliant.

CRG674-C As a staff because a lot of the time...there's a lot of teachers who would benefit as well.

CRG675-P Ya, and you know, we are such emotional beings and a lot of the time it's like we don't even acknowledge that, we don't even use the word emotion because we are not supposed to be emotional.

CRG676-J Emotional.

CRG677-P We are not supposed to be that.

CRG678-C But we are emotional. We are.

CRG679-P But we are. So if we sit in a forum like this and discuss it, it becomes so not taboo anymore, you know, it makes me feel better that I am an emotional being and that's why I probably am in this profession...

CRG680-C ...Ya, and that we all...

CRG681-P ...that it's not a science.

CRG682-C ...we're all sharing those emotions but because we've been...we're meant to repress it, we don't talk about it.

CRG683-P And it's like, ya, we've divided ourselves from each other and separated and, you know, been conquered like that.

CRG684-C So you might now consider that.

CRG685-P So I think that would be so brilliant for us.

CRG686-J I think, like you say, a lot of the other teachers would benefit from it.

CRG687-P Definitely.

CRG688-I I'll do that with pleasure.

CRG689-P Thank you. We must set up a date and through Camy we'll do something, because...ya, it will be very nice. Even if 20 of our teachers do it, there's something to be done, you know.

CRG690-C Absolutely, because it's something different. I mean, we're always going for workshops about discipline, which is out there, but it's not connected to what we're feeling.

about emotions
my research purposes

CRG691-J It's per...ya, exactly, it's personal. This is much more personal.

CRG692-C Ya, or assertive discipline and management and all of that, but it's not something that, you know, we can relate to.

CRG693-I But let's be honest, all I've done is ask questions.

my research purposes

CRG694-J Yes. But...

CRG695-I And you've done the workshop.

CRG696-P We're so highly opinionated. (laughter) But all we need is someone like you to ask the right questions.

CRG697-J If the three of us sat here with nothing in front of us,

I think, we would have started talking about shopping and...you know, we would never have gotten to the right...

CRG698-C But these questions directed us.

CRG699-J ...ya, gotten to speak about what we spoke about today.

CRG700-P Ya. And we could do slides, we've got a slide projector.

CRG701-I And we can do it in small groups. Because it is difficult to discuss this kind of thing in a group of 20.

CRG702-J Yes, I agree.

CRG703-I But I could structure it like that.

CRG704-P Yes, simultaneously, we all break into small groups.

CRG705-C Ya, we can get into little focus groups.

CRG706-P We can have the questions.

CRG707-J Thank you so much.

my research purposes

CRG708-I So I brought you some articles if you want some bedtime reading. The first one talks about emotions and teacher reflectiveness. And teachers working with positive emotions, working with negative emotions, and strategies for dealing with emotions. The second one is written by a teacher who found that she was getting a bit ineffectual. She was getting overwhelmed actually. She was getting completely overwhelmed and she said, well, what am I supposed to do here? And she started thinking about herself and now to build herself. And the third one is called the function of teachers' emotions, the Good, the Bad and the Ugly. And it's about a lecturer who went for his sabbatical, went back into a primary school and started teaching, and was writing his journal for the year because he wanted to research his teaching methods, and at the end of the year when he wanted to write the article about it, he discovered that half his journal was all about his emotions.

CRG709-? Wow.

CRG710-I And so he started investigating teacher emotions and started reading about that. and he says that - there are functional ways of working with our emotions and there are dysfunctional ways. And a functional way of working with our emotion is to recognise it, especially, I mean, it's fine, happy emotions are fine.

It's the dark, the difficult, the negative emotions, the ones that we think we're not supposed to be having, but of course we do have.

CRG711-P We do have them, ya.

CRG712-I Ya. And he says, a functional way is to acknowledge them, to notice I'm feeling sad, I'm feeling depressed, and then to, in a way, write down or become conscious of what this...what you're feeling sad or angry or depressed about. And then analyse that, and then find a plan to deal with it, to change that situation. And he found that he was able to do that really well with stuff that was happening in the classroom. But with stuff that was happening with parents, and the administration of the school, and the department, he was just blaming and venting. He didn't actually act on anything.

CRG713-P That's what we do. (laughter)

CRG714-I And he says that's...in the end that's a dysfunctional use, because then the emotions keep on coming back because you're not changing anything in the situation.

CRG715-C Ya, absolutely.

CRG716-P And we also distance ourselves from reality in that case.

CRG717-I Mm. So I brought you these articles if you have time to read and...

CRG718-C And it will help you, Jacqui, because you're studying

CRG719-J I'm studying at the same time, so I think it will definitely help me.

CRG720-P It will help me because one day I will study again as well.

CRG721-C I will not even say anything.

CRG722-J Next year.

CRG723-P No.

CRG724-C One day she will study.

CRG725-I But they might be enjoyable to read even if you're not studying.

CRG726-C Thank you Carola, this was very enlightening. So

Methodology

we will get to see your thesis and everything, right?

CRG727-I You definitely will. I haven't told you, when this interview has been transcribed, I will

CRG728-P Give us the CD.....

CRG729-I Do you want a CD? I was thinking of giving you a paper versions, but if you'd rather have a CD version .....

CRG730-C Maybe make us ... Paper version is fine. I

CRG731-I When I've done, which will probably take me about a year, done a first draft of the evidence from all the focus group interviews, I will give that to you as well. And in both cases, please feel free to say, I want to change this, or I don't want you to say this, or, actually, reading this I now have another thing to say. So use them as something that you want to add to or subtract from.

CRG732-C Ok, that will be good. We will do that.

CRG733- Conversation about my typing being too slow to do the transcription myself. I

CRG734-I I mean, just listening to you was so exciting for me.-

about emotions
SEE - about emotions
strongly expressed emotions

CRG735-P No-one else wants to listen to us. (laughter). So we're so thrilled that you were here. -

CRG736-C To listen to our emotions!

CRG737-P Of all things. No-one in my 11 years has asked me that question. (laughter)

CRG738-J Ya, when was the last time somebody said to you, how do you feel about that?

CRG739-P Everyone in my immediate circle is too scared to ask me that question anymore, because I'm going to dump on them. This is what happened today, and this, and I'm never going …

CRG740-C And I've got so many scripts to mark.

CRG741-P To mark, ya. We're always moaning about something.

CRG742-C We're always griping and groaning about these things.

CRG743-I But you see if you could have a space to express it,

about emotions

then you get through the griping and you do something about it.

CRG744-P Do something about it, ya.

CRG745-J Solve it instead of going back ten steps by complaining every day.

CRG746-C Ya, exactly.

CRG747-I So, thank you very, very much.

CRG748- You are welcome. Thank you

1

S Group Interviewed by Carola
November 2008

SG1-I Hello, and thank you very, very much for coming. And, I think I want to start maybe with you (K) talking about what you said just now about the causes of stress for you and where assessment fits into that. And then I will start working through the questions here.

SG2-K I'm Kathleen, and I'm teaching...at the moment I'm teaching NS (Natural Science) and Technology for grade 9s, so 8 and grade...grade 8 and grade 9s. Assessments are sort of in place now so it doesn't cause that much emotional stress that it did before, because everything is in place. But...I think most of the socio-economic problems of the children and the language difficulties and the discipline of the children is causing more stress and emotions by the teachers now.

- attribution- learners
- attribution- system
- language
- learner characteristics

SG3-I Thank you, that's really useful to place. Ok, um...my first question is: what do you think is the value of assessment? Why do we do it? Why is it valuable? Do you think schools could do without it? What do you think the value is?

SG4-S What do you mean by assessment? The assessment we do with the kids? Ok...the assessments we do with the children.

SG5-I Yes.

SG6-K Well, I think we have to do it. We have to see where a child is in a certain subject, where his development is, whether he has mastered the subject. Um...that is why we do it. So that is the value of it...to see whether a child has mastered, whether he's ready to move on to the next level.

- dealing with failure
- purpose and value

SG7-I Ok, that's fine.

SG8-K And assessment nowadays is um...helping each individual with coping on his own level. So it's not just like answering and question and answers, it's sort of about the whole skills, the values, everything. So we sort of do it with the whole child not just certain aspects with the children.

- comparison with pre-OBE assessmer
- purpose and value

SG9-Sus Yes, and I feel assessment these days is actually more diverse because you've got self-assessment, you've got peer group assessment and then you've got facilitator's assessment. And I think when they do the self-assessment it's kind of they see whether they are coping with the work, and when it's peer group, the peer group kind of, you know, look at them. Um...and then it's

- assessment tasks
- comparison with pre-OBE assessmer
- judgement - making it
- policy
- purpose and value
- SV-access threatened

facilitator, we, we as teachers look at how they are coping in the class, but um...I still don't know whether that's sometimes successful, l ... whether they as peers, I don't think they can be very much objective. So they try to give their, you know, their friends a little bit higher marks laughs than usual. So...I don't know whether it's that objective. I think it's very subjective.

SG10-I I'm interested to explore more what you meant when you said, we now assess the whole child and it's more skill based and more varied than before. Can you elaborate on that?

comparison with pre-OBE assessmer
policy

SG11-K Well, we're teaching at a special school, it's an LSEN school that has children with learning difficulties. And if you just take the reading and the writing they're on different levels. So with the assessment you can sort of get to their level and still assess what they know...and not just what is given by writing and reading.

SG12-S And it's not only knowledge, in our...when we grew up, when we went to school it was knowledge. You studied the book off by heart and you just regurgitated it in the exam. It's more about skills as well now. To apply skills. To be able to analyse a table. To analyse a source...a history source for in case, it's not only knowledge questions, it's more skills based as well.

SG13-K Ok, with the new technology I don't think the children or the students they have to know everything by heart. Like, they can use technology. They don't need to have the whole thing in front of them, they can just take it from the internet or from wherever, read the article, they don't need to remember it because it is there for them to use.

SG14-Sus My name is Sustelle Smuts and I teach Afrikaans, second language Afrikaans, also at a remedial school. Yes, and then about assessments, um...I also feel now in Afrikaans it's much more diverse than it was previously. They are giving (given) the chance to really stand up and have a bit of a debate sometimes, to have...it's not just language -learning their trappe van vergelyking, or learning, you know, those kind of skills or writing an essay, which can be very boring for them. But I think it's diverse in that sense that they can have a little bit more interaction with um...and role play. Much more talking and speaking and it's much more alive as what it was before.

SG15-I Ok. Alright so now what I want to ask is...I mean, for all of you it's clear that assessment has a value. So my next question is: how does assessment make you feel? When you do it...you know, what are your feelings around assessment?

SG16-S I can't say that I actually have specific feelings. It's

about emotions

something that you have to do. Because we have quite a lot of freedom I um...I could adapt it to what I found interesting, what I like. So I can't actually say that I have specific emotions. It's something you have to do and you do it. So um...what I'd felt about when I was at school, I was negative because exams was the only assessment that we had. So whether you did well during the year and you're not a good exam writer or something happens - your dog died the morning - that was your mark. So what I feel with the assessment there's more opportunity to have a better mark of your overall performance, but um...there's no emotions involved for me.

- personal history
- purpose and value

SG17-K Um, I do think that sometimes when I mark my emotions is sort of part of it. Because then you sort of look...um...at your rubric and then think of what you've got in front of you and then...maybe you think more about what's going on around the assessment than just sort of the paper work that you normally did.

- about emotions
- marking
- purpose and value
- SEE - marking
- strongly expressed emotions

SG18-Sus Yes, I think when you're doing assessment in the class or with an activity...um...that they're busy doing a mondeling, an oral or whatever, then it's alive and it's...you know, you interact with the child. But if they write these long papers in Afrikaans for instance - it's my first year now that I'm teaching Afrikaans again, I find it very boring um...sometimes and very hard, and um...I've just got hours and hours and hours at the moment that I'm marking for...and I mean, we don't even have that many children, so...I don't know what they do in other schools where they have so many...much more to mark, but I find it very...extremely hard. A lot of work and a lot of small little marks. Especially in languages. It's a little mark for that and it all adds up. So it's columns and columns and columns of little marks.

- marking
- purpose and value
- SEE - marking
- strongly expressed emotions

SG19-I Ok. So, before I ask about your assessment practices, what you do now and how you feel about it, I want to ask about memories. Is there...because I think that often what we do now in assessment is also shaped by our memories. You were saying that just now S, about what you didn't like about assessment when you were a school child. So I'm asking now, is there any particular incident that you remember from when you were a school child that...that imprinted itself on you, that you carried emotions around, and that has in some way affected maybe how you assess now?

SG20-S Um...what I can remember is um...I had accountancy at school and I did very well in accountancy, I won the awards every year. Half way through matric our teacher left and we got an OLD lady that obviously hadn't taught the subject for years. I ended up getting a D in matric. Now I mean today it doesn't matter, but still it was one of my best subjects, nothing was ever brought through,

- comparison with pre-OBE assessmer
- judgement - being judged
- personal history
- SEE - learner achievement
- strongly expressed emotions

today I have a D for accountancy. And...that is a very...I mean, it's how many years ago? Laughs I still remember that, so...that's the only negative thing...

SG21-I Can you put a name to that feeling?

SG22-S Um...I would say it's disappointment. That all the work that I put in is not reflected in the end. I just have the D now. Laughs I mean, it doesn't matter 23 years down the line, I don't need it, but I was...I was good at it! And I got a D! So yes, that is what I remember. That nothing that I've done through all the years was ever reflected in my matric certificate. That's why I like the continuous assessment more, that if you make a mistake once, you have time to rectify it. Which we never did. It doesn't matter, I never used it. But still...the D is sitting there. Laughs

SG23-K Um, I think that the feedback is much better now with the assessment because you have sort of a rubric that is more positive. In the old days, (from what?) I know, you just got about 2 out of 10, or 3 out of 10 but no explanation, just these wrong marks the whole time, and that can reflect. Like me, I'm not good with spelling and it still reflects on me because I get very upset if I have to spell, because I always sort of remember getting about 3 out of 10 for my spelling. And there was no way that I sort of could correct it in any other way.

- comparison with pre-OBE assessmer
- feedback
- judgement - being judged
- personal history
- SEE - feedback
- SEE - learner achievement
- strongly expressed emotions

SG24-Sus Yes, I remember always when I was a child or a student or a learner, you got your essays back and whether it was Afrikaans or English or German or what it was, it was just full of red marks. And on the side you just have your sp for spelling and what they said what it was for. Now, when you mark an essay you actually mark for a few things. You look at content and you look at, you know...and maybe you will not in that case, mark spelling. So it's much more choice orientated, the marking, where you don't have all these mistakes and you just see red and you...it's also very disappointing, I think.

- comparison with pre-OBE assessmer
- judgement - being judged
- personal history
- SEE - judgement
- strongly expressed emotions

SG25-I Yeah, I mean I agree with all of you. I also think that the new emphasis on formative assessment rather than only summative assessment is a real improvement. Ok. And is there anything as a teacher, once you were a teacher that you remember, that actually made a shift and a change in your understanding of assessment? And that has influenced you? Any particular memory?

SG26-K Um...one day I was marking projects, and you know normally you look at the project and then you just sort of give them a mark out of a hundred or something....and then just after that I sort of marked with a rubric the same thing, and then I saw, hang, I have to look at this girl's thing and actually read what she

- comparison with pre-OBE assessmer
- judgement - making it
- marking
- SEE - judgement
- strongly expressed emotions

was saying. And then it really changed my whole perspective of that project. Because it wasn't so nice looking as the others for the eye, but it really had content in that.

SG27-I Thank you. Ok. Um...alright. Now I'm going to ask some questions about general assessment practice. And I want to start with the policy. What's your feeling about the new assessment policy that's come with the National Curriculum Statements?

- comparison with pre-OBE assessmer
- disappointment-sadness
- policy
- SEE - policy
- strongly expressed emotions

SG28-S Um...let me first tell you what happened, I was teaching Social Science for grade 8 and 9, and half way through the year I started teaching Visual Art for grade 10-12. Now the Social Science we had excellent training when they changed the curriculum, so I knew exactly what to do. But with the Visual Art I relied on the policies that was there from the department. And actually only reading the policies, you don't have a clue what to do. So that is what I found difficult. I actually had to drive to other schools, speak to visual art teachers, steal portfolios from children, from my daughter's friends, look through them, because what it said in the policy I didn't understand. So I think that was the only thing. But I like the system and I like the freedom that the teachers have and that the children have more than one opportunity.

SG29-K And I do think that the policies for up to grade 9 now is in place with all the things that they have sorted out. Grade 10, 11, and 12 is still...they're still battling with that, so that is where all the confusion and the emotions is also there. Because nothing is in place yet.

- assertion-anger
- policy
- SEE - policy
- strongly expressed emotions

SG30-S What is also a frustration is that the department with the grade 10s and the 12s still changed. Like for in case our visual art portfolio was A3, and about a month before the end of the year, they decided, no, it must be A2. So that kind of frustration to go and rip apart old portfolios just to stick it on A2 pages, doesn't make sense. Luckily everybody felt the same and the power of the school could actually convince the department that the change will only be from next year. But you know, they don't have...and we have only a few kids, I could still do it if I have to. But I don't know what mainstream schools do with 30,40 children taking art and you have to redo all the portfolios because someone decided he wants it a different size. So it didn't actually change the mark, they just wanted it physically in a different size, which is ridiculous for all the effort that we had to put in.

- assertion-anger
- department
- portfolios
- SEE - department
- strongly expressed emotions

SG31-I Ok. Um...learners. There's a lot of research that shows that teachers identify quite strongly with their learners. And they get very happy when the learners do well and they feel very disappointed or frustrated or guilty when the learners don't do so well. So I'm asking you, how do you feel towards your learners in an assessment situation? And maybe, how does that compare to a

teaching situation? How do the feelings change from teaching situations to assessment situations in response to your learners?

SG32-S I don't...yes, it is quite frustrating if you have taught something and you're very interested and you tried your best and you get...um...the results from the learners and it's absolutely atrocious, it doesn't even look like you were in the class. Um...I find it very frustrating because sometimes it really sounds like you did not teach them at all. So it can be very frustrating. I also find that you can't always be objective to...that's the problem with me...if I really have a bad child, or a badly behaved child, it is more difficult to be completely objective. You know if it's a...um...either or question, the nicer child or the child that you like you would lean towards the positive side, and if it's a child that you don't like you would lean towards the negative side. But it is very frustrating if you mark things and there's just nothing. Laughs

- about emotions
- judgement - making it
- marking
- SEE - judgement
- self image
- strongly expressed emotions

SG33-K Yes, well, especially with the assessment these days, sometimes it's group assessment, peer assessment and all those things, and then while you're busy with the one group, because you don't have any assistants, then while you're busy with the other group, the others are playing. So that also...it frustrates you, so by the time maybe you get to the last group you just feel 'I had enough' and then maybe the marks is the same.

SG34-I What do you mean 'the marks is the same'?

SG35-K I mean the mark is the same as what I feel. I mean, by that time I'm really fed up and I just say, ok, no, I don't really sort of think ok this group exactly the same thing it's just the frustration is building up, and then maybe I'm not very objective, I don't know.

- judgement - making it
- learner characteristics
- marking
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

SG36-Sus Yes, I think in Afrikaans especially it's some of their third languages, you know, and...many of them are not even interested in talking Afrikaans and learning Afrikaans, so I think it's motivational. I think it's hard to motivate them really to why they should be taking Afrikaans. But um...some of them I think, if you see how eager some of them are and how nice they try and how nice they learn then of course, you feel, you know, it encourages you as a teacher. And of course you want to...give them good marks if they put their hearts into it. But then again, you know, if they...if they don't, then yes, it's hard. It's hard to give your co-operation if they don't.

- marking
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access threatened

SG37-K Luckily nowadays there is continuous assessment so maybe tomorrow you'll feel better...to mark. Laughs

SG38-Sus Yeah. Laughs

- about emotions
- judgement - making it
- learner characteristics
- marking

SG39-I So you're saying two things. One you're saying...what you were saying is that you reward effort. If the kids are making an effort you (Sus) want to give a higher mark. And the two of you were saying...your current...well you (K) were saying your emotional state in response to what you're marking makes a difference, and you (S) were saying your response to that particular kid makes a difference. Now it's...

SG40-S Yes, if it's not an extremely objective...you know, if it's an exam paper the answer is the answer. But I think with something like a poster or a project you will be more lenient towards a 'nicer child', in inverted commas.

SG41-I Now, do you think that allowing emotions into the process of assessment, given that we're talking about open ended assessments, ok, not correct answers or not, I mean, those are objective and there's no issue there. But the more open ended ones. Do you think it's a problem to bring emotions into the nature of that judgment?

SG42-K Um, I don't think it's a real problem because I think that is life. Life is full of emotion and even in your...the whole issue with education and stuff, emotion is there. So to make it part of the assessment, I don't think it's wrong.

SG43-Sus Yes, I think if you still can stay objective, um, as much as possible...um...even though you feel more negative towards one child than another, it's always good and healthy I think to look at a situation objectively as much as possible but I agree, your emotions will always be there and you can't take it all away.

SG44-I Ok. Um...alright, let's look at marking. I mean, you've talked a little bit about marking already but I want to talk a bit more. I mean, my experience of marking is that it's the shadow side of teaching. Laughs

- marking
- SEE - marking
- strongly expressed emotions

SG45-K I thought it was only me.

SG46-I You thought it was only you? No. And it's interesting that you all went down to...with your heads to the table...um...in agreement. I mean, it's like when I'm teaching it's got potential, it's got growth, it's got excitement. Me and my students are learning and growing. And when I'm marking I'm faced with the inevitability of imperfection. So I want a bit more from you...talk about that, how it is for you and what you feel?

SG47-S I feel marking is like gym. It's the worst is to get started. Every time I postpone it postpone it, and once I get started I think, ach, it's not that bad. It's actually not that bad. It's initially to get

- marking
- SEE - marking
- self image

started. To be faced with this pack of papers and...yes, the marks only need to be in 4 weeks time, so we'll mark it and 3 and a half weeks time. But once you get started it's actually not that bad. The worst is getting started, getting yourself motivated.

SG48-I And why do you think that is?

SG49-S Ach, it's just effort, and it's so senseless, you know you're not...if you're teaching you're communicating with the kids and here you are sitting with all this work and it looks like you weren't even in the class and...um...I can't actually say why I hate it so much. As I said, while I'm doing it, it's actually not that bad...it's just laughs yeah...

- strongly expressed emotions

SG50-K And I must say by using the new assessment it's much more interesting for me because when I do assess I look at the whole project and then it's sort of not just the answers, sometimes it's the answers, sometimes it's what they felt, sometimes it's what they make, sometimes it's...it's really just not that boring as it was before. There is emotion.

SG51-I Just, what kind of emotion?

SG52-K Sometimes I sort of do feel happy because I can see something. I can see the project that they have done. I can see what I was teaching them they really did make the thing. They do understand. It maybe took a little bit more effort from me, and from them, for sort of go to the research part and then to look at the thing and then also getting excited about the things that they did learn.

- about emotions
- assessment tasks
- comparison with pre-OBE assessmer
- marking
- SEE - learner achievement
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

SG53-Sus I think it's very demotivational...what's the word? Demotivational to teach Afrikaans as a second language and I think every time I mark I just feel I've taught my heart out and what do I get? Zilch. That's how I feel.

SG54-I So how does that make you feel?

SG55-Sus A failure! I feel a total failure at teaching them. I get very excited when some of the kids they speak lovely and they talk lovely and they try in class. But when I mark the papers and I see it's so hard for them, and I know it's hard for them, and aagh, sometimes they just don't even bother. And then I just feel, you know what, I'm a failure as a teacher!

- attribution- learners
- attribution- self
- marking
- SEE - learner achievement
- self image
- strongly expressed emotions

SG56-I Yes, what can I say?... laughs

SG57-I Maybe I can ask one more question about this: when you have these feelings of failure, or you have the feeling of a little bit of happiness, because it's interesting, and you have that feeling

of...now I've forgotten...

SG58-S I would also say a feeling of failure sometimes but...

SG59-S Yes, well I feel both because some...as you say, there's a variety of things. The papers, maybe the exams and the tests, very demotivating. Projects, posters, that kind of thing, so there's a variety of things. But I can't actually put one emotion to it. You feel like a failure sometimes but luckily I've been teaching at this school for a long time so I don't take it personally anymore. Because there are a few kids that I can actually show that I did do something.

- attribution- learners
- attribution- self
- marking
- SEE - learner achievement
- self image
- strongly expressed emotions

SG60-I Ok, that leads me into my next question: what do you do with these feelings? Ok, how do you get to the place of not taking it personally anymore? What do you do with your feeling of failure? How do you extend your feeling of happiness? So I'm asking, how do you manage and work with and do things with these feelings? Or do you ignore them?

- about emotions
- attribution- learners
- attribution- self
- dealing with failure
- learner characteristics

SG61-S Yes, I think I've just...I've learned at Delta Park not to expect too much, so that when a child does succeed tremendously then you feel very happy about it. I think...I think we, I give up sometimes. That's how I deal with it. You just don't expect too much...so then you can't actually be disappointed. I see when we have new teachers they are still very enthusiastic, very accommodating towards kids and you think, well, now I've actually given up on some of the kids. But they learn quickly. You see them change laughs quickly. So yeah...I just don't expect anything.

- SV-access threatened

SG62-K Um, I think I don't deal with these emotions...they're just there and then sometimes I get very frustrated and that's the way that sort of...it's coming out. But I think it's the wrong way. So at this stage I don't really know how to deal with the emotions.

SG63-Sus Yeah, I can say both. I think sometimes you think you can deal with them because of...I've also been teaching long in a remedial school and you can accept, ok this...you have to expect less. Um...so it's ok, you can...it's alright. You feel the sense of failure, but you know it's not your failure, you know it's actually the child's failure and you can accept that. But sometimes you don't know what to do with your frustration. Whether to go to the gym, maybe there's not enough time laughs or whether to listen to some classical music. I put on classical music, and you go and have a drink with a friend or whatever, or two drinks, or more. laughs You know, that also helps. And I think we as a staff we talk a lot...and what I feel is wonderful that we share a lot in the staffroom sometimes about the child and I can ask K or S, do you find this child being like that? And I feel especially in the high

school, I...enjoy that kind of share...that you can share. In the lower classes you have this class only and only you dealt with that child. Now we share the same child and that really helps to share the burden.

SG64-I Good, thank you. Ok, report writing and, sort of, accountability demands. I mean, at the university, November time is marking time and there's like this general air of depression. (Yeah) And it changes a bit with graduation when it's all over. So I'm asking, how do you feel during report writing time? What are the things that stand out for you most emotionally?

SG65-S Well, I think they work with marks more, so we don't actually write reports. Yes, it can be very depressing. It's also been the other way around that you've had a very badly behaved child that actually does well. I felt just as disappointed at this child doing well in my subject, because I actually wanted him to fail, and wanted him to be punished...yes, that has also happened. But I can't say...um, it's very much a mechanical thing the reports. You just add up the marks, you've been through the thing and you type it in to the computer. So I can't really say that there's a lot of emotion. I'm responsible for the reports, so for me it's just crunch time getting the marks in. So there's not really time to think about the report.

- SV-access threatened
- SEE - learner achievement
- strongly expressed emotions
- reporting demands

SG66-I And do you need to report to parents?

SG67-S Yes, we do, we have parents calling in...um...which is often a problem because children don't hand in their work, and then the parents would come and demand from you. But all of us keep good evidence, so um...if a parent comes I can show them exactly we did this and this and this, and the child did not hand it in or he did not do it. And then they usually accept it. And the record keeping is important but I think we all do it.

- parents
- reporting demands

SG68-K Although we're on the new system our sort of year mark report is the same as always. They get a mark for it and we give it in, so actually it's the marking of the papers that's still there that is a little bit depression, but not having the children or the learners around you makes that effort a little bit more easier to do. And the feedback is just the report that they get from the teachers.

SG69-I And the report just has marks or also comments?

SG70-K No, the report most of...just have marks and a little comment you passed or didn't. We're not even allowed to say they're not...didn't fail, they just...what is it?

SG71-S Did not meet the requirements.

- dealing with failure
- learner characteristics
- marking
- reporting demands
- SEE - marking
- strongly expressed emotions

SG72-Sus I was working for quite a while in the lower classes and the intermediate phase as well and sometimes in the...you had to write essays and essays and essays about this child. I find in the high school it's much easier in that sense, you actually more just have a mark and then comments and luckily we can send it to people like S where they just put in the computer and it's much easier. So the paper...marking the paper is much more stressful but then giving in the mark and putting it on the computer is these days less stress and less effort.

- marking
- reporting demands

SG73-I And do you have any problems or any issues around if you want to fail a child? And the paper work associated with that? What's it, the 403 forms or something, the forms that you have to fill in for the department?

SG74-S 450As and 450Bs. I think that has been phased out quite a bit this year. We did not fill them in this year. Um, the frustration is sometimes that we have children that totally fails, that the department just puts through. They just insist whatever their reason may be. And sometimes a child would actually benefit or parents would realise the reality. That is the frustration that we have children that are put through and put through and put through. And then at end of grade 10 they can't cope anymore. So that is a big problem. But the admin around the failures was much less this year. We didn't do all those 450s. As long as you have your evidence, your...well we have the computer system, so all feedback with parents, everything goes on the system, so it was easy for them just to print exactly when you spoke to the parents. So this year I found it less. I don't know if it's because I moved away from the younger grades, lower grades, but it wasn't that bad as it was before. Then for no effort the department just decides no, the child goes through. Because we have one like that now that has failed every single year in the high school and he's now going to grade 10! And he has never ever passed. So um...by himself now...so yes, that is a frustration. And then another child that will fail twice. So we don't always understand their reasoning.

- assertion-anger
- dealing with failure
- department
- reporting demands
- SEE - department
- strongly expressed emotions
- SV-access threatened

SG75-K It is more easier with the portfolios these days to prove that a child is worth failing or worth to pass. And because if there is discrepancy from the department you can just show them their portfolios because some of the children don't hand in anything. And if there's nothing, that is the mark that you give them. It's not sort of just one time thing, you can sort of show them with the continuous assessment that there isn't progress, so I think it is easier for them and the paper work is definitely less.

- assertion-anger
- dealing with failure
- department
- portfolios
- reporting demands
- SEE - learner achievement
- strongly expressed emotions

SG76-Sus A few years ago when we started this new assessment, I just remember there was quite a few incidents where we felt the child was not...it was not going to benefit the child to go to the next level or the next standard. And the department just

refused. Um, they just said if the child could write a minimal sentence or a minimal reading could be done by the child, or a little bit of counting, then it's not a failure. So we had a very hard time in helping this child actually to cope the next year. Um, but it seems like that they understand more and more, it is important to let a child repeat the year if the child can't cope.

SG77-I Ok. Um...yeah, I do want to ask once more about just managing your emotions in general. Um...it's like we've got lots of ways of dealing with emotions. Sometimes we ignore them, sometimes we deny them, like you said at the beginning you don't have any emotions, and then it changed. laughs

SG78-S I don't speak about them.

- about emotions

SG79-I Exactly! So that's what I want to know.

SG80-S Yeah, where I feel the stress at the end of the year, I'm not someone that talks a lot. Especially not about my emotions. But I get sick, physically sick with my stomach. And I mean, I had to leave the other day when we had a meeting because I looked nine months pregnant. And now, like now today again, my stomach is sore, so it comes out that way with me. And this time of the year I'm back on Nexium and everything because my stomach is sore. Laughs So I think that, but you know, I also try not to...I have a daughter, luckily, that's super fit, so we do go to the gym often. We swim, we do that kind of thing, which is a big release. And I won't do that by myself. I'm not a born athlete but luckily I have this daughter that is, so she forces me, and it does actually make a difference. Because I've been to the gym a few times with my stomach swollen up like that, half an hour in the gym and it's gone. So it does actually work, it's just not...you don't feel like it, especially this time of year. You don't have the energy to go. But if she makes me...um...it helps.

- about emotions
- personal history

SG81-I Ok, so what is it about this time of year that makes life more stressful?

SG82-S I think everybody's emotions is high at the school. Everybody is irritated. We fight...I had such a huge fight about playground duty with our HOD...I mean swearing, screaming, something ridiculous. I think the emotions are just high. We are irritated with each other, with the children, with the principal. I think it's just everybody's emotions is high.

SG83-I Ok, now, why do you think that's happening?

SG84-S I don't know, I think you've finished off with the children, you've finished off with the year, it needs to end so that you can start again next year. Especially with me and changing

- about emotions
- colleagues
- dealing with failure
- learner characteristics
- personal history
- SEE - about emotions
- strongly expressed emotions
- SV-access threatened

subjects, it's taking over from someone was very difficult this year so I can't wait for next year where I can start the kids my way. Because I took over from someone else and um...it was not my way. So to change the children and to get them to get used to a new teacher was very difficult. Especially the grade 12s. I had to realise that I had to give up. I can't save them. But I think it's just this time of year, it's always this time of year.

SG85-I Now do you think assessment could have anything to do with it being this time of year?

SG86-S No, I think we can't wait for the exams, so that you don't actually have to teach children anymore. I think it's just the fact that as soon as we stop teaching and it's just the exam, then it's much better.

SG87-K I think that it's not the assessment that's caused these problems at the end of the year but definitely the behaviour of the children. Because we have lots of things to work with the children and lots of different ways, it's not sort of just sit and I'll put the work on the thing and they have to just do it. They have to actually take part. And that takes a lot of effort from your side, so I think at the end of the year you're really tired and you feel like you had enough of these children, and I think they also think that they had enough and then they slow down and you have to have this...um...specially with the CTA that they brought in...that they have to complete it in sort of from 8 o'clock till 2 o'clock, and they are busy, busy, busy the whole time, that they're not used to as well. That caused a lot of frustration and emotion with both the students and with the teachers.

- about emotions
- colleagues
- learner characteristics
- portfolios
- SEE - about emotions
- strongly expressed emotions

SG88-I Just talk a bit more about the CTAs.

SG89-K Ok, and the CTAs, we sort of do a lot of work through the day...uh... through the year, that they sort of give you a syllabus that you have to work through. And then all of a sudden at the end of the year they give you a CTA that they have set up. They're not in a class situation, they didn't really look through what was done, and then everybody sort of didn't do the same thing. And then all of a sudden you have to get the learners on the level that they have to be. And then they must produce. And sometimes you didn't do the thing and then you get upset about that. You first have to sort of...what you actually had to do during the year, you have to do it in a very short time now. And then explain it to the learners and...then let them do the task. Where if you did the whole thing during the year it wouldn't have that stress at the end of the year, because now we're writing a CTA b as well, that we don't even know what they're going to ask. Whether it's just about the CTA a we don't know, or whether it's about the whole year's work, that you also don't know.

- attribution- system
- aversion-fear
- department
- learner characteristics
- portfolios
- SEE - department
- strongly expressed emotions
- SV-access threatened
- teaching

SG90-S The thing is that there's more of a syllabus now but there's no standardised book for in case from the department, so we use Oxford. But if you look at some of the other books the emphasis on things are...so everything is covered, but the emphasis in different books are completely different. So at the end of the year you get a CTA and for in case, last year, what I did in globalisation and what they asked was not at all the same, so I actually like had to redo everything. So there's no...like when we went to school there was one book and it was used by all the schools. Um, it's...I don't know how you do it with matrics that you just...I don't know, you can do anything and just hope they get it in matric. You know, there's not enough structure with regards to that. Exactly what they have to know, because the learning outcomes are very wide. No, it's very vague.

- comparison with pre-OBE assessmer
- department
- disappointment-sadness
- policy
- portfolios
- SEE - policy
- strongly expressed emotions
- SV-access threatened

SG91-Sus I think you were asking more about the emotions earlier on, hey?

SG92-I Why was it this time of year that was so stressful?

SG93-Sus I think it was S that said she sometimes doesn't feel emotions or...you know...I on the contrary, she's a more I think, phlegmatic person. I'm much more volatile, you know, so... laughs Yeah, so you know, um...and I wish sometimes I was just much more phlegmatic but um...that's not me, so I give more expression to my emotions. I get sometimes I...it's hard for me not to show my...you know, my frustration. So um...and in my body as well, I mean, I've been in a few car accidents with my back and so I think that where you (S) said it goes to your stomach, it goes to my back. And at this time of the year I just have to go to the physiotherapist and I'm in a lot of pain. Probably because of the stress as well, and...then I have to start doing exercises. So that also, I have to be forced at this stage of my life to do exercises. The minute I do them then it's fine and then I can cope better with the stress as well. So yeah, that's mine...

- about emotions
- personal history
- SEE - about emotions
- strongly expressed emotions

SG94-I So, just talk a bit more. What are the stress factors? What is it that sets off the pain in your back?

SG95-Sus Um, I think the end of the year...um...with the children and to deal with the children as such, that it is just hard to deal with them. They are just...I think they're tired. Everyone's tired, it's like each one of us said, we're irritated and they are irritated and...I know one year then still they were asking us to do a whole lot of...it was all the colour papers, it was a pink paper and a white paper and a blue paper and I don't know, an orange paper...and we still had to do at the end of the year, they said we had to do admin! You know, and do the files!

- assertion-anger
- learner characteristics
- reporting demands
- SEE - reporting demands
- strongly expressed emotions

SG96-S And that it is admin that is actually unimportant.

SG97-Sus Yeah

SG98-S We had to do admin in files that no-one... The admin that they want us to do at the end of the year is I find useless because you have to now fill out a pink form and a yellow form and an orange form, that must go in a file, that no-one ever opens. So next year they come, now they've got a green form that they want you to fill in and another colour, purple... laughter

SG99-I A purple one too!

SG100-S That's what they really do. And I mean in all the years that I've taught in the high school I've never actually gone to that child's file to open it.

SG101-K It's ridiculous.

SG102-S Yeah, it is ridiculous and I've actually also threw a few tantrums with regards to those files. And so we're waiting. I don't know what colour form they're going to think of this year. But every year. And it's this time that they come. And even with in-service training. All of a sudden we have 2/3 afternoons a week that we have to stay until five because we have an in-service training for this and an in-service training on leave, and we had the whole year when we did nothing. And now when everybody's tired and there's papers to set and papers to mark, now we have to sit every afternoon for in-service training, so 7...the habits of highly effective teachers laughter we don't need it now. We're not benefiting now. We'll benefit more in January if they do it. Because no-one wants to be there. We're all aggressive, we fight. But I think, I don't know if it's a general thing, or if it's just our school. That's actually our principal sitting over there, so we must ask her why she does all these things laughter this time of the year.

- assertion-anger
- department
- principal
- reporting demands
- SEE - reporting demands
- strongly expressed emotions
- working conditions

SG103-K No, it's not just our school, it is a general thing because I don't know whether they think they must keep us busy at the end of the year, but we are so busy already, that they think they can sort of build a team for next year. But you can't. You first have to start next year before you can build a team for next year. This is the end of the year and you feel like you want to sort of END the year. Not start a year. So, maybe all those things must be done in the beginning of the year.

- working conditions

SG104-Sus Um, yeah, did you ask what actually built up to the frustration, or the emotion? I just feel um...I...you give your life...I've given my life now, up to now, since 1985, I was teaching. And you come to the end of it and you see, you know,

- image of profession
- principal
- SEE - image of profession
- self image

you almost feel so disappointed and say, but for what? Because you don't get recognition. You don't get a little bit of extra um...I think you've put in so much and someone can say to you, ok, I feel you've put in this so much, so I'll be lenient towards you, you know. I'm talking about the principal as well. I think she can be much more lenient towards us, whether it's leave or whether it's sometimes be um...just say, ok, I give you early to take off Friday, you've worked so hard and I'm not going to expect of you to do this admin the end of the year. I'm not going to expect of you to have all these hours of in-service training the end of the year. It builds up to a frustration where you can actually...don't know what to do with your frustration.

- strongly expressed emotions
- SV-access threatened
- working conditions

SG105-S And we had a problem with a lot of teachers that do get away with murder, so you feel frustrated because whether you do your work or whether you do not do your work, you are all treated the same. There's no leniency. And we have teachers there that actually gets away with murder! And we're all treated the same. There's not even, you know, as you said, you can leave at 12 on Friday. That is...and when you come back in January you feel fresh again then you can cope with it better, I think. Laughs

- colleagues
- principal
- SEE - image of profession
- strongly expressed emotions
- working conditions
- S

SG106-I And my last question is: do you think...I mean, I didn't realise that you were all working in a special school. Do you think that your um, attitudes and feelings around assessment are shaped in any way by being in a special school, that it might be different to a normal school or do you think it's pretty much the same?

SG107-S I think...I never taught in a mainstream school like K have done. I can only compare with my child that is in a normal school. And I think it has shaped...I do a lot of spoon feeding, because the kids...firstly they don't have access to...it's difficult for them to do research some of them. They don't have the access to the internet, they don't have access to libraries, the school doesn't have access to the internet for them. So I found, especially when I was teaching Social Sciences that I did the research and gave it to them and say now you make a project. If I compare it to my child in a mainstream school that just gets their stuff, it must just be done, I think it has changed my perception of assessment. We do a lot more than the mainstream school teachers, because we just...our children are very despondent. We get very little back. And to give a research project, you're lucky if you get 3 or 4 back out of a group of 50. So it has shaped in the fact that I do a lot of the research and they just reproduce it.

- attribution- learners
- enabling learner achievement
- SV-access to internal goods

SG108-S Because our children are very negative towards school. A lot of failures in their lives, so they just don't see the point. A lot of emotional problems as well, so a lot of the children the last thing on earth that they're concerned about is school. Because they don't even have a place to sleep because the parents have kicked

- attribution- learners
- dealing with failure
- enabling learner achievement
- learner characteristics

them out, or parents are drug addicts. So I think...not that I don't think a mainstream school like my daughter's school has it, but just much less as we've got. All our children have got a life story. So it makes a difference. I think we're much more lenient as well with regards to the assessments.

SG109-I That's it. Alright, so then, is there anything else that you would like to say about assessment and your feelings, or what makes you happy, what makes you frustrated, what makes you sad? Anything else that wants to be said?

SG110-Sus What S just said about the type of children that we work with, I think emotionally we give a lot. And I think that's also part of the draining. I think after a day's teaching you feel totally...when I...well speaking for myself I feel totally out of it. I am just so tired and I think all of us. And it's because we give so much of ourselves to these children. Um...yes, that's all I wanted to say.

- about emotions
- SEE - about emotions
- self image
- strongly expressed emotions
- SV-access to internal goods

SG111-I Anything that you want to ask me?

SG112-K Yes, how do you think the emotional...with sort of what level or hook do you going to put this in? To your PhD? Where do you look at...? Where are you going with this?

SG113-I Some days I think I know, and other days I'm not so sure. Laughs Um...the one place where I want to take it is to show that assessment is an emotional thing. And that it's important...I think it's really valuable to make use of the emotions. And to not say, oh, I don't have them. But to say, actually when I'm marking, I feel very emotional. So...to do a development process of how can I deal with it? You know, how can I use my emotions to gain insight? So if I feel like a complete failure, but there's a part of me that knows I'm not because I taught my heart out, ok, how do I deal with it? Do I deal with it by going to the gym? Or do I deal with it by completely changing my teaching? How do I listen to that feeling of failure in order to make changes? In my teaching and in my life.

- my research purposes

SG114-S I think another way that also works with us when we start marking is sharing some of the answers. Because sometimes it is actually hilarious. And I think that's what we enjoy marking together, is the humour, because you sometimes have to laugh at the answers that you get. So I think humour in the end helps us as well. It's just that we haven't started marking yet so that's where the frustration...but yeah, the humour during that time, especially with our children, helps.

- colleagues
- marking
- SEE - marking
- strongly expressed emotions

SG115-I And the collaboration.

- colleagues

SG116-S Yes.

SG117-I I mean, you said, when we mark together. Ok, I think that collaboration between teachers alleviates...and makes all of it much more fun and enjoyable and learning...

SG118-S Yes, from each other as well.

SG119-I So that's the one area. That's like emotional labour for teachers. It's like, how do you deal with it? And there is an article if you're interested that talks about a functional use of emotions versus dysfunctional use of emotions. Would you be interested?

my research purposes

SG120-K Yes.

SG121-Sus I would also.

SG122-S Yeah, I know I'm dysfunctional because I don't talk about it. I deny it ?

about emotions

SG123-I Just say that again.

SG124-S I know I'm dysfunctional with dealing with emotions because I don't talk.

SG125-I Yes, that's right. So then...so that will be a focus for me in my teacher education is to work with teachers so that they start dealing with their emotions. Another thing around assessment is I want to be able to say to policy look at what factors in the policy and in the implementation really frustrate teachers. And if you want to carry on losing teachers then carry on with these policies. If you want to make life better for teachers then .... don't ask them to fill in so many forms. You know, it was very interesting that you said, this year it's much better because we don't have to fill in so many forms. Ok. So...these are the points at which teachers really freak out, so how about thinking of changing those. I want to be able to make those kinds of statements. So in other words to make a claim that when you are making policy, or when you are making administrative decisions, that the emotions that are coming back from teachers should be heard...and lead into you making changes. So that's the other place where I want to take it.

my research purposes

SG126-S Are you doing a PhD in teaching...in education?

SG127-I Yes. And my students are teachers.

SG128-S Where at? Which university?

SG129-I At Wits. And then I think another place I want to take it is the debate between formative and summative assessment, and

my research purposes

particularly systemic assessments. I mean, you haven't talked about that, maybe I should ask. Do you at your school have to write standardised assessments? Like you were talking about the CTA now. And then suddenly you have to do a lot of teaching. Ok. Is it a problem for you, if you have to do standardised assessments, is it a problem for you that your kids have to write the same assessment task compared to all the other kids in other schools? And how does that make you feel? Actually let me ask that question, because that's another area of my interest.

SG130-K With regards to it as being a special school? I think that is a big problem because you can sort of lower down the work and then sort of assess them on that, but at the end of the year we still have to sort of produce like the mainstreams. And even though our kids also write the normal matric exam, so if we sort of at the grade 8 & 9, sort of lower down the subjects for them, they won't cope in grade 10, 11, and 12. So that is a big problem. And also they don't really understand the way the questions are asked. So you get a lot of...firstly they can't read it, and then they don't understand it. So that is a frustration. And sometimes, it's fine with the first class, but when it comes to the third or the fourth class that you have the same day it is a big frustration for the teacher because they come and over and over with the same questions, you just sort of explain to one kid about this thing and then another one comes, and then you have to do it all over and over again. So by the fourth class it's not...a joke anymore.

- dealing with failure
- learner characteristics
- SEE - learner achievement
- strongly expressed emotions
- SV-access threatened
- teaching

SG131-S Yes, I also feel that especially teaching grade 10, 11, and 12 now, previously we had standard grade and higher grade papers. Our kids can't do higher grade. Now the papers are actually higher grade. Now there's a small percentage that is now for the lower grades, so now a child that would previously had 60% on a standard grade paper, would now get 30%, which is still a pass, but I mean, emotionally for them to get 30%..... And the papers are much more abstract. I find, especially teaching art, it's very abstract and our kids can't do that. So there's definitely not a benefit in them not having higher grade and standard grade any more. I don't understand the motivation for that. I don't.

- comparison with pre-OBE assessmer
- learner characteristics
- policy
- working conditions

SG132-K I think maybe they must sort of set the papers more visually or more auditory. So it's not just reading and writing because I think right...the whole spectrum of kids these days don't really read and don't write a lot anymore, because they use the computer where they have spelling checks and all those things. And they also don't sort of learn with the telephones or the sms to really write properly as well.

- enabling learner achievement
- learner characteristics

SG133-S That I found with my own daughter that is in a mainstream school that is above average student, she would write essays in sms language. And I would say to her, but there isn't a

- learner characteristics

word like sys, it is sy is, but that's the way they write. So yes, she spells atrociously but I mean, she does well, but she writes like she smses.

SG134-I I don't know how one...I mean, I don't know what it will do to the spelling of our...internationally, if everybody starts spelling like 'sms'. I don't know what. Laughs. It will be a new world. Laughs

SG135-K Maybe they can sort of record the whole thing on the telephones and then they can just listen and then answer.

SG136-S Previously we had tape aid as well. Where the paper was read on the tape and the children could listen to it, especially those that could write. But now we're not allowed to have the matric papers beforehand, so that fell away. So the only thing we have is amanuensis, where we read to a child and then you write his answers. But that, we can't give it to everybody so the fact that there's no tape aid anymore, so those what you said, maybe they could make tapes for the children that can't read so well? Because previously we always had it, but they've taken it away completely in matric.

SG137-K How does this help you with your study, with no emotions?

SG138-I But I mean, alright, if you say it has nothing to do with the emotions, then my question is: well how does it make you feel to have had a support and now the support has been taken away?

SG139-S You see the thing is, our children, like you would ask them a question: is this picture red or blue? And they would say, yes. So they don't understand what they are reading. They are just more auditory, so it must be...it's very frustrating, you know that the child actually knows the answer but he can't read it or he can't put it on paper. That I think is part of our frustration.

SG140-K And emotionally it will make me / them? (1:04:43) very happy to sort of know if they could have just answered the question that was really asked, because they do understand it.

- assertion-anger
- comparison with pre-OBE assessmer
- department
- enabling learner achievement
- SEE - learner achievement
- strongly expressed emotions

SG141-I Ok, so this is my last question: how do you feel when all your kids get 30% in higher grade? What does it do to your morale as a teacher that your kids are compared in the exam with other school kids, other schools' kids, and you end up with a bunch of 30%s?

SG142-K This is definitely this year a big problem for our school because there's a lot of matrics so they can't all have the writing and the reading, so they have to sort of rely on themselves,

- about emotions
- comparison with pre-OBE assessmer
- dealing with failure
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access threatened

and it's definitely going to make a difference on their marks and their performances at the end of the year. They've been used to helping and helping aids and now all of a sudden they don't have it. And it makes them sort of like...feel sort of like a failure and I suppose the emotion is also transferred to us. Because if they pass then you feel happy and you feel, ok, we've sort of done something. But now if you work so hard and put such a lot of effort in and there's no results, or no positive results, it's very demotivating.

SG143-S I was also embarrassed this year, taking over from someone else. We have very talented kids but there was no structure in the visual art. So now I've got to go to a cluster meeting with schools like Linden and Parktown and National School of Arts, the teachers pitch with these R500 canvases of paintings and I've got a few papers under my arm, because our children doesn't have the financial back-up to go and pay R500 for a canvas to do a painting. They've got to do it on a piece of paper that I've given them. So I must say I was quite embarrassed this year. I was like hiding away just talking to the teachers that I know, let the National School of Arts just not see, because they compare us with the mainstream kids and our children can't...I mean, we have talented kids and they can do excellent work, but I mean comparing to a child from National School of Arts...I was very embarrassed, I actually didn't even go to the last cluster meeting because I feel like an idiot. I do, and it's not my fault and it's not the kids' fault but...and that's why we as an LSEN...LSEN school is a Learner with Special Educational Needs...we came together with the department and they're going to mark us separate. So that was better. Because sending in your portfolio, us not even being able to be there, there's someone that doesn't know anything about our school, is going to go through those portfolios and judge me and the children. It's actually very scary because they don't understand. Not where they come from.

- attribution-problem
- cluster meetings
- dealing with failure
- judgement - being judged
- portfolios
- SEE - judgement
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access threatened

SG144-I Thank you. Anything you want to add? Is that it? Thank you very much.
Break. Written comments of some things said during break

SG145 - Sus There are 5-18 children in one of our classes. That makes a huge difference, compared to 57 in a class when I was in a mainstream school. Then you feel like you are never done. I had a friend, she used to pay university students to do the marking.

- working conditions

SG146-K I don't know how they do it.

SG147-S We don't have sports in the afternoon, we can go home in the afternoon.

SG148-K I will never go back to mainstream school, that's for sure.

SG149-S We don't have these high expectations of learners, so there are not such high expectations on us as teachers.

SG150-I What you guys say ..... Please put that on tape, it's useful.

SG151-Sus It was wonderful, thank you Carola, that we could actually come together and speak, and it was very enlightening to hear my colleagues also speak and um...that we actually go through the same things and yeah...thank you.

- about emotions
- colleagues
- self image

SG152-I Just say what you (K) said about it's scary and emotional and say why.

SG153-K This is also very scary and emotional because I'm not used to speaking on a tape and now all of a sudden I have to speak in front of 3 other people that is judging me now right at the moment. Laughs

SG154-S No, we don't judge each other. I just find these social gatherings, like we had on Friday afternoon is actually very good for one. And I don't think we do it enough. We should do it more, just go and have a coffee somewhere, because Friday as well we did that and it was actually so nice, because you get so involved in the school and in your family that we never actually do that, and I think teachers need to support each other more and not fight amongst, like we do, sometimes. Laughs But yeah, you need to do that.

SG155-I Why do you (K) think we judged you? And if you did, you were very brave, because you said lots of things.

- about emotions
- principal

SG156-S Just going to tell the principal everything she said. laughter

SG157-I So you're threatening to go and tell the principal. laughs

SG158-K That's why I didn't want to do it.

SG159-I Ok, so then this is a deal. This was a confidential conversation. When I write about it, I won't use your names and you don't go and tell other teachers. Because that does have to...otherwise the sense of trust just goes. And I mean, you've (S) made a big shift in this hour. You started off saying, I don't have emotions and you ended off saying, I hate this, it's scary, I'm embarrassed. You started using all sorts of emotion words, and giving expression to your feelings.

SG160-S I know, I don't do that. If I lose it, then I lose it. I swear and I throw things, like they saw me and everybody's like, can you do that? Yes, I can get so angry. Laughter And it was something really ridiculous like playground duty. It wasn't even something big. So yeah... laughter

- about emotions
- SEE - about emotions
- strongly expressed emotions

SG161-I So, you've also been really brave this hour.

SG162-S Yes, I suppose I have, but I've known them for a long time. I haven't known K as long as I've known Sus, but I mean, I trust K. I consider her one of my best friends at school. And Sus I've known for ever. Laughter We fought and we became friends again, and we fought and we became friends again...

- colleagues

SG163-Sus Did we fight?

SG164-S Yes, a few times.

SG165-Sus I can't remember. laughter

SG166-K Get rid of all of this emotion, you see, that's the whole thing.

- about emotions
- SEE - about emotions
- strongly expressed emotions

SG167-I Why do you think you should get rid of the emotion? laughter

SG168-S You take the emotions home. Because my daughter would always say, aagh you're in a bad mood again. I mean, you do. You get frustrated and irritated at school. You can't go to the principal and shout at her, so you go home and you shout at your kids...my husband passed away, but your husband or whoever. You do. And I go and sit in my room and I close the door and I don't speak to anyone, so you do take it home and I think you shouldn't.

SG169-Sus I think I'd like to say one thing in conclusion from your...what? In closing, hey? Is that I think I've been all over in this school. I started, you know, being in grade 3, grade 4, and then higher up again, and then also now grade 8 and grade 9, and worked with different deputies and everything and I can just say one thing that I find having a deputy that we have at the moment is just absolutely wonderful. It made the difference in my life that this lady is the deputy of the high school at the moment. And she's just been so helpful and accommodating and makes a very great difference and...if you compare with another person that's your deputy and it just wants to give you hell all the time laughs

- about emotions
- principal
- SEE - image of profession
- strongly expressed emotions

SG170-K Can I just add there. She's definitely showing us a lot of emotion and I think that makes a difference because when she

sort of show us her emotions we know that we can also do that, and then we get rid of the emotions.

SG171-I Key point. Yes, Ok. Perfect place to stop. Break

SG172-Sus I'm leaving teaching at the end of this year, and I've been asked whether I would teach again where I go, which is in New Zealand, but um...I just feel, I never want to teach again in my whole life. I feel like I've never been appreciated - we as a profession. Never mind the financial rewards, that's besides the point. But I think appreciated as a teacher and rewarded. Maybe not financially but rewarded in other ways. We haven't been rewarded enough.

- image of profession
- SEE - image of profession
- self image
- strongly expressed emotions

K Group Interviewed by Carola 20th March 2009

my research purposes

KG 1-I I'm doing research into teachers' emotions in relation to assessment. I started this research because I was very interested in teachers' emotions, because I was watching my own ups and downs in my emotions when I was teaching. And I was starting to learn how I could use those emotions. But particularly assessment I found to be quite an emotional issue, not just for me but for other teachers. But in the literature people are not writing about it. They're writing about assessment like it's objective and, you know, everybody knows what you mean and this is how assessment works. So I wanted to explore how teachers feel about emotions...uh, how they feel about assessment. Assessment is like so much part of the school system that we seldom stop to actually think about it. We just accept it and we do it. And so, I think it can be useful every now and then just to stop and look at what is the value of assessment and why do we do it? So that's why I'm asking you: why do you think assessment is important? What do you think the value is for you as a teacher? What do you think the value is for learners?

purpose and value

KG 2-NZ As an educator I think assessment is important, we are able to determine whether that you have been delivering in the class, they have achieved it or they didn't. Whether the learners were competent or not. And you, at the same time you develop their skills. I put it that way. Their knowledge, skills and their values.

KG 3-I Ya, I mean, that's a very important...that's like the most important part of assessment, the purpose of assessment, I think.

attribution- learners
striking
attribution- self
dealing with failure
learner characteristics
purpose and value

KG 4-TH My answer is: the assessment is the crown after everything has been done. But the steps that leads to the end effect, it's very much difficult. Number 1: we work with learners who doesn't understand exactly what is assessment. Number 2: most of them, especially these days, they are very lazy. So at the end it works hard on me as a teacher, because I'm supposed to fight with them for you to get what you want, which is not easy. But at the end it's very much important and it's very nice the value that you get from them, the skill. So to me it's like the crown on top of the cake.

KG5-I That's a nice image.

dealing with failure
judgement - making it
purpose and value
SEE - purpose and value

KG 6-K For me I believe it's very important, because I think we always look for the way forward. When we assess it's like we stop for a moment and try to look back, whether we have achieved what we were working towards or not. Which means it's speaking both to the teacher as well as the learner. To the teacher is: have

you delivered, or have you reached your goal as you planned for it. Stop for a moment and think about that, looking at what the kids have given to you. So it's some form of looking back or a reflection of the actions that we've been involved in, whether we really achieved the set goals. So it's like, an assessment is an indicator like the robots work: red to say whatever that you were trying to do you did not achieve it. Or amber to say: now not bad, you are there, you did try but not enough. And then green to say: ok, you can move forward because you achieved quite well whatever that you have done. Even though it has different sections and different levels that you wanted to include in assessing the complete understanding of somebody's...I think...ya, somebody's entire...a certain direction with somebody, that's what I wish to say so far. And at the same time it can be an affirmation to affirm that what you have done it's alright, or sometimes it can work negatively as I've used, I think, the symbolism of the robots. That's how far I can look at it. On the delivery is there something that was learned or nothing? Something like that. Or is your teaching...was something wrong with your teaching as well as a teacher? So it wants you to reflect a little bit and look back. Not just to go on and on and on without stopping a little bit. Is it worthwhile whatever I'm doing, or not? That's how far I can go with the value of assessment. Ya.

striking metaphor

KG 7-I I like that idea of it tells you whether you can go forward or not. Ok, so sometimes our feelings aren't exactly the same as what we think. So I want to ask sort of the same kind of questions again, but like, how do you feel about assessment? You've talked about what you think is the value, so now my question is, well, how do you feel? Are there parts of assessment that make you unhappy? Are there parts of assessment that make you happy?

KG 8-K I've come with this...when I was looking at this question something came up, I came with a simile. Assessment to me is like a deep ocean. I fear drowning because storms start anytime in the ocean, so that's how I look at it. (laughs) Which means, especially when I look at assessment with regard to accountability. When there's pressure, especially from the Department of Education saying: we want this and now. So that really looks like a storm to me, it really rattles with my feelings. And in most cases you find that the understanding that the department has and the understanding that we in the schools have, there seems to be a huge gap. Our readiness as to what exactly they want sometimes differ, because we never sit down and talk in full about: what is the crux of what you're looking for, you as department officials? So that really gets into my emotions, you know, this is how I view it, you know, like a deep ocean, you know, I fear drowning immediately whenever I have to account. Because there are certain areas whereby you feel you're not strong enough to jump up and say: aha, this is great, I can do it, and that's it. That's how far I can

aversion-fear
department
SEE - department
self image
strongly expressed emotions
SV-access threatened
s

striking metaphor

striking metaphor

go with this.

KG 9-TH I'm going to say, to me assessment is very much tiring. As Mr Ntuli has said, you find that you're swimming in a very deep ocean. Sometimes you're not even sure where to go. Especially when it comes to this side of the department. You find that you are struggling whereby the department doesn't care, that time you need help, nobody comes. When they come, nobody can give you a clear direction, that you say, you have these problems so you can try this way and this way. Everything is just left upon you as a teacher. There are learners, you find that maybe they had a problem last year, and then you felt that that learner cannot go on, supposed to say on the same grade, even this year. Still again, the very same child, you find that he or she cannot see anything. So you are still stuck on the same level with the same learner and nobody comes to help you. So what is expected of you as a teacher? A learner is not supposed to repeat a phase twice. So at the end of the year, you are going to take those learners to the high school. But when we look at all the LOs, all the assessment standards have never been achieved by the learner. So I'm not sure whether is that very same learner going to learn that at high school, meanwhile at primary the learner couldn't achieve those LOs. So it gives me a problem. Even our parents, they're not sure how to assist you as a teacher. There is that gap between you, the parent, the department, you are not sure who to talk to, but it frustrates a lot.

- assertion-anger
- department
- disappointment-sadness
- judgement - making it
- learner characteristics
- SEE - department
- strongly expressed emotions
- SV-access threatened

KG10-NZ To my opinion, when it comes to assessment, there must be two educators. The one who's doing the admin and then the one who's observing you while you are teaching.

KG11-I That's a very good idea. (laughter)

KG12-NZ Yes, the one is doing the admin and then the other one who is observing you on everything that you'll be doing in the classroom. Or even identifying those learners who are not gifted. Because you have to give them extra work, come up with the way a learner who will be able to find simpler ways of presenting a lesson to them. And then again, looking at those who are gifted, you must create some extra expanded opportunities for those so that as I said, maybe you had to have someone who's doing admin for you at the same time while you be teaching. Keeping records again, when it comes to that, because they say you must always do continuous assessment. Everything that you do, whether it is formal recording, but you must record it. You have to do recording, so it's a lot of work. Looking at the number of learners, you wish that you can do remedial work but sometimes you never have that opportunity. Our hands are full.

- reporting demands
- SV-access threatened
- teaching
- working conditions

KG13-I How do you record?

- assessment tasks

learner characteristics
reporting demands

KG14-NZ You choose the activities, the form of assessment that you are going to follow. Then out of that form of assessment you check the activities, the one that you wish to cover for that particular period. And then you decide, oh I'm gonna record this one. Then out of that sometimes you have already chosen that, I'm going to do this form of assessment, then you'll do creative writing. The following day when you collect your work only half of the class, some of them did write, some they didn't. Then you had to go back to those learners again. And at the same time you are falling behind. There's a due date for to submit the mark sheets, to do the reports.

feedback
marking
SEE - learner achievement
self image
strongly expressed emotions
SV-access to internal goods
teaching

KG15-K Ya, I think there's another part of your questions, that speaks about the aspect of assessment that makes one happy. I don't think we need to look at the gloomy part of that (laughs). We should also think about the other parts that really make us happy...or sometimes uncomfortable. The ones that make me happy when it comes to assessment it's: when I do the question, that aspect, the interaction with the learners, asking them questions and the responses I get, there are times whereby I would say to them, I don't need anyone to raise hands. Yes, I learned that sometimes like when I was doing my ACE, no-one to raise hands, we listen to the question and then I give you some time, and to think about it or even to speak to someone and then respond. In most cases what I've realised is that after giving them a chance of about 30 seconds or so, and then you allow them to think aloud, to speak to one another like that, the hands that will be raised afterwards, you know, the number increases, other than the ones that understand quickly and then raise their hands and so on. That's what I enjoy. This is something that I've been learning and slowly getting into it, practising it from time to time, it's really, let's say, doing wonders. But as well as giving them feedback as well, maybe to add a little bit more on what they've given me, to extend their knowledge, I like that. That's what I enjoy very much, the interaction with them. Then what really upsets me is marking a low quality work from a learner, after having spent so much time speaking to them or having activities like that that would really lead to better understanding and you still find some learners are just lethargic, they don't even care. (laughs). Sometimes they don't even write anything. Then you wonder, why is this child not motivated? Maybe you also need to think about learners' feelings as well when it comes to certain activities. Sometimes we bore them, we don't know. (laughter)

attribution- learners
attribution- self
enabling learner achievement
learner characteristics
SEE - judgement

KG16-TH I wanted to say it's easier to do assessment with the learners who know that what must be done. So our learners are divided into two: there are those who always will be trying, there are those who are willing all the time, there are those who don't do anything. They don't want to be bored, they don't want to be bored

by any work to do in the classroom. That's where the problem comes in. Because you find that those willing ones they will do whatever which is expected to be done in the classroom as per the instruction of the teacher and then hand that to you. And even when you mark the work of those learners it's very easy. There are those who won't do anything until you give them time, sort of a punishment, sort of, you sit down here until you finish that. Again in that category, there are those who will try to finish even if it's not that good quality. There are those who won't do anything. So now these remain a burden, because you find that you cannot go on with a lot of the class who have completed to do their work. Here it is, being a teacher we are stuck now, you must nurse the two groups. The minute you serve the others you give them more work, which at the end of the day it's going to be useless because you won't assess that work. Trying to give these, the slow ones, a chance for them to complete the work that they are given. But at the end of the day you find that the fruits are not there. That's a problem.

SEE - learner achievement
strongly expressed emotions
striking metaphor
striking metaphor

KG17-K It's frustrating.

KG18-TH I become happy to work with those who'll always try to do their best but it's also a burden. So to me assessment it's two ways, tiring, sometimes it makes me happy. I end up not knowing the mood exactly, where I'm supposed to be.

KG19-I It's really difficult to teach when you have such big differences in a group. And there's big debates about should you teach for the slow ones or should you teach for the faster ones, or how do you find the middle? Because if you teach for the slow ones, then you're depriving the ones that work hard...well, that work hard, that do their homework. You're depriving them of being able to move forward. So it's an intrinsic difficulty in teaching.

KG20-TH And the more you try to give those, to occupy those who are willing all the time, you find that you are in a big mess now. You have given them more work, which at the end of the day you're not going to assess.

enabling learner achievement

KG21-I Well, maybe you start making different assessments.

KG22-TH Don't you think that's where the problem used to come (laughter). You break the class into two groups, the gifted ones, meanwhile at the same time you're neglecting these ones, the balance of work is not really the same.

KG23-K What is the reality? But the reality is we have multi learners in our classrooms. So it means as a...we need to keep on maybe sharing such information, I think as it is coming out, we are

enabling learner achievement

gaining new ideas. We may have to share and see how we begin to string that one up. Otherwise you end up delaying those, and not really assessing them according to their abilities as well, you know. And you find that they get 100% and the test, or whatever the assessment task that you have given them, was not really challenging, because you are thinking so much about those who are not really, you know, making it up. So...

KG24-NZ I think it will be better if we put them according to their levels of attainment. Like we used to in our junior days - there are 7As for those who are brilliant, and 7Bs, and then you go to C, you had to work very hard.

KG25-K A big fight with the department, that's what you ....

KG26-NZ At least you know when I prepared a lesson for 7C I must go an extra mile. When I prepare for the As, yes, I still go an extra mile, I give them more challenging work, but then I go to the Cs, yes...

KG27-K The criticism becomes, we are labelling those kids. To say the Cs...interruption That's the criticism you get from the department and they really go grey with anger, you know, they say, this is absolutely unacceptable! Where the hell did you get this idea! It doesn't exist anymore, we don't want this!

KG28-TH And the problem is, there's supposed to be remedial teachers. And you find that in our schools, there's no-one. As a teacher you've got to cope with three groups in your classrooms. Again, not separating them. So they end up being under that umbrella, you know. Which still gives a problem. And like if we had somebody, that remedial teacher was going to take the learners in the afternoon, and we don't have.

KG29-K This is a deep ocean, for we are drowning in problems. (laughter)

KG30-I Ok...now, let's move on to your memories of being assessed. I mean, because often experiences that we had in the past that were strongly emotional for us, we carry those into the present, and when similar situations come we feel those feelings again. And we also learn from those emotions. We do things now or we don't do things now because of our experiences when we were younger. So I'm asking, was there...let's start with your memories of being assessed as a learner. What are your memories of receiving or being assessed when you were a learner?

KG31-NZ So in our days?

KG32-I Mmm.

- attribution- system
- aversion-fear
- department
- disappointment-sadness
- enabling learner achievement
- SEE - department
- strongly expressed emotions
- SV-access threatened
- striking metaphor

KG33-K To me, let's say, before being assessed I would think: I want to get 100%. It was like a competition to me. We had that kind of spirit to say: I can do best in this class or in this grade. And then...ya, if ever you did not achieve whatever you aimed at, you'd really get worried. But it was really some kind of joy to me to go to that kind of a competition. It was really worth it. Then I would really get the honours, or sometimes I remember I would be given sweets for having maybe got maybe a total in your spelling or something or in your maths or something like that. So there would be little incentives that we'll also be looking forward to get, that was motivating us. And ya, (laughs) it's one of those...but there are times whereby it was, I remember, when I was doing standard 3, that was 1979, I was doing grade 5 in today's language, we were assessed in reading, and then we were all inside the classroom, then our teacher was standing in front there, then we would do reading one by one like that, she would call you at any time. It was a random just calling of names. So I was playing with my friends and then I did not pay attention at all, we were busy playing, we had our toy there, we were enjoying it, and then suddenly she called out my name. Aagh, I was shocked, I stood up, I was shaking and I took the bible to read, I didn't really know where to read (laughter) and then somebody whispered to me to say, read that part, then I read, and I read wrongly, there's a word that I read wrongly, and then the whole class laughed at me! Because I had two thoughts, the teacher is going to beat me up because I was not paying attention. And there was this assessment going on to assess us if we could really read the paragraph. Then I read wrongly and the whole class, you know, broke out with laughter and I felt embarrassed. Therefore was a terrible moment that I still don't forget! (laughter) And then I tried to be strong, I gave a condescending smile, you know, like that, I was trying to deal with those feelings, because in a real sense, deep down I was embarrassed that I was not really paying attention. Then I could sometimes realise, ok, some of the things that make us do these mistakes, sometimes we neglect what we ought to do, and pay attention to things that won't really help us achieve better in that activity. So, this has helped me also to warn other kids not to laugh if a kid is giving a wrong answer or something like that, because it's not necessarily about wrong answers, it's about thinking, and to get to better thoughts as we are all thinking, to a better level of really reasoning. So I usually warn, please don't laugh at anyone who's giving wrong answers. Sometimes when they give wrong answers as a teacher, I would say, I also don't know, trying to cover that up, not to embarrass the other child. That has really helped me because I know what it means to be laughed by the whole class. I don't forget that. It happened in 1979 (laughs) in my standard 3 class.

- enabling learner achievement
- feedback
- judgement - being judged
- personal history
- SEE - judgement
- strongly expressed emotions

- comparison with pre-OBE assessmer
- feedback
- judgement - being judged
- learner characteristics
- personal history
- SEE - judgement
- strongly expressed emotions

KG34-TH I was going to say, when it comes to memories that I had during my days, there are different emotions. Firstly, assessment was divided in different categories at that time. You remember…I'm not sure, because you were in white schools… but here in the location, when you get in, in the morning, we used to, if it's the first period in the morning when you come in, we used to say timetables, whereby everybody stood up and then you had to recite that until from one up to 12. So we used to enjoy that so much where the teacher would there in the classroom and ask you 2 x 3, everybody could be able to raise up his hand and then he'd be saying, very clever, say all those good words. Same thing applied when it comes to poetry. We used to recite a lot of poetries. And then individually the teacher would call on you, stand up there and then you said the poem, and then award to with a good marks or saying whatever. So those were the good days.

But again on that, you find that there were times when we were supposed to do a reading, especially English and Afrikaans, there are words that look more or less similar, for instance like when you said, 'seed', even 'still'. So in English there was a book that was written, instead of saying, my mind reminds me about 'seed', that I normally see in English. And on that day I didn't know that I was supposed to say 'sed'…. I don't know how I was supposed to pronounce the word. Even 'still', in Afrikaans has it has one l, in English it has two. I was beaten because I could mix the two languages. I was not sure. So on that day I got a good hiding given by my teacher. At the end of the day, it created problem that I was not even sure now about my way of speaking when it comes to Afrikaans because I knew that the teacher was going to beat me for that.

And the thing that I liked most during those days, when we get our reports, for position one up to ten, there will be assembly whereby everybody is assembling. And then those positions we'll get up and climb on the stage whereby the whole school is going to see you how excellent are you, or how brilliant are you. And then that will make you to say, every time I want to get this position and I want to aim high to get that because I'll be taken there, and then everybody sees you. Even at home, the issues of Chicken Licken, were not there in those days. So when you come up with your results they'll be saying to you, we're going to buy for you a chicken…

KG35-K A live chicken.

KG36-TH That was something big, you know, and that motivated one to say, I want to get more and do more. Unlike these days, there are lots of Chicken Licken around, and out children know that at that time they get that. So it's like they have everything that they want now. So there's nothing that encourages

them to say, I want to do this, so that I should get that, you know? Because it comes as incentive, it also motivates me intrinsically to say, if I do this, I'll get that. So it's like now everything remains the same, that is why even other learners, they don't try. Because at the end of the day he or she knows that whatever Zodwa has, definitely I'm going to have it. So there's no competition at all these days when it comes to assessment. Again I want to state a point to say, only children who are willing, who always try to do the best for them to get to in assessment.

KG37-NZ When it comes to me I remember when I was in standard 2…or it was in standard 3, our teacher didn't tell us about the difference between 'van' in Afrikaans and then 'van' in English. I remember I was always the first one when we had to recite a recitation. I would stand up and talk and talk and talk there in front of the class. On that day I had a hard luck. I didn't know the right thing. When I stand up I said the red 'van' and the teacher was mad about that. I will never forget that one.

And again when I was in standard 9, I was doing grade 11 during that time, I was always the highest in the class, the best achiever in the class. When we were writing a history test, the teacher told us, you are going to write a history test on this on this, and then I didn't read. You know, I got 3 out of 25 on that day, which means my street (?mark) was under…it was the lowest amongst those children that were in the class, and everybody was enjoying that. And from that day I then said, I'm going to show them what I'm made of. I started to reading, studying. Up to today, when a best learner isn't achieving well, I always worry, so I always think about myself that, oh, I used to, maybe he's doing the very same thing that I did when I was in standard 9. So I always look after them, I make sure that they achieve.

KG38-I Ya, it's important to look after the students and to make sure they achieve.

KG39-NZ I was now proud that I know, oh the teacher has taught me, that I already knew, but on that day I had a bad luck, I got 3 out of 25...

KG40-K You became complacent. You were self satisfied...

KG41-NZ I still remember that, 3 out of 25. (laughter)

KG42-I Now how do you think the poor kids feel that get 3 out of 25 every time?

KG43-TH It creates low self-esteem. And the learner...

KG44-K Gives up.

- feedback
- judgement - being judged
- learner characteristics
- personal history
- SEE - judgement
- strongly expressed emotions

- judgement - being judged
- learner characteristics
- SEE - judgement
- strongly expressed emotions

KG45-TH Ya, gives up. And knows that everyone knows that 'I am a stupid'. So tends to be stubborn, sort of, that I don't care. And always comes to the classroom and just sits down there, because he knows that even if he tries, everybody will try to bring him or her down.

KG46-I Well, that's a problem for when they become adults. I mean, it's interesting your stories, because they are all stories of: generally I did very well, and here was this one time that I messed up. And you remember the one time that you messed up. (laughter)

- judgement - being judged

KG47-TH And it reminds me of this saying like: when you do good, nobody remembers. And the day that you have troubles (laughter) everybody always remembers what was done there, what was wrong.

KG48-K This also reminds me when I was doing my teacher training here at Soweto College. We were drawing lines on the chalkboard. There was this old lecturer, a Mr Klopper. Ya! A real Boer, you know (laughter). Ya, very strict, authoritative, and wouldn't really want nonsense. So it was myself and Eric September. So we were using T-squares to draw the lines, then he came closer, he looked at my lines and he said: do you call these lines? These are the waves of the ocean! (laughter) You'd better rub...wipe all this and start afresh! I looked at him, instead of really getting angry or frustrated I really laughed at him (laughs), because I wondered what went into his emotions. You know, to suddenly burst out like that. And he said: these are not lines, these are the waves of the ocean! And (laughs) I wondered what went wrong with the old man (laughs).

- feedback
- judgement - being judged
- personal history
- SEE - judgement
- strongly expressed emotions

KG49-I If he was having a bad day?

KG50-K Ya, possibly. (laughs) So really assessment, according to him he didn't see lines, he saw the waves of the ocean then (laughs). I wondered, are these waves of the ocean?

KG51-NZ What kind of a T-square were you using?

KG52-K Ya, there are good and bad stories about assessment, ya.

KG53-I So now, are there moments when you as a teacher had strong emotions about assessing your learners?

KG54-K Definitely, definitely. Several times, but I will quote, when I started teaching here, I started teaching here, I was still energetic and looking forward to have everything right as I was trained. That was '94, things were ok, '95 things were ok, I was

- colleagues
- enabling learner achievement
- SEE - learner achievement
- self image

strongly expressed emotions

teaching grade 7 English as well as Geography. Then came 1996 there were changes in grade 6, that was standard 4 by then. Then the group that we got had been taught now by another teacher. That was 1996. Now those were the grade 7s. (sighs) You know, the assessment...when I administered the first assessment to them...because we had the syllabi, that we knew what is that they were doing in grade 6. So now they're in grade 7, we started teaching them a bit of what they were doing in grade 6 the previous year, and then the first assessment task that I gave them, believe it or not, I think the highest would really get 33 out of 100. I went mad. I wondered if these learners really learned anything about that. In records, yes. We would be having in our scheme of work, blah blah, that this is what the learners have learned.

KG55-I Sorry, did you test before you taught them or after you taught them?

KG56-K After I taught them. Because we would start with that, we knew this is what they would do, now we'd like to give...to start with the foundation that they already have, and then...and then test them. It was depressing to see even the highest at 30, you know. Then I wondered what...I tried to speak to them, after that I was trying to hold my emotions, trying to deal with the anger that was inside me, I was burning, I was frustrated, you know (sighs). You know, it was difficult even to speak to the teacher as to, did you really teach these kids? I tried this but what they gave back to me is not even what they have a foundation of. It's like something new to them. And then I even said, is there something I did wrong? I started to look back, maybe there's something that I did wrong.

KG57-I So did you change anything the next year?

attribution- self
colleagues
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judgement - making it
learner characteristics
SV-access to internal goods

KG58-K The next...you mean the next year? Well, what we did we would talk in our meetings to say, ok, as we have this we couldn't really accost them, the teachers like that, we would be getting problems like that. But amongst ourselves as a team in grade 7 we talked to say, so how do we tackle this problem? Then we'd come with strategies to say, ok, let's take as if they don't know nothing. We mustn't have this idea that they're getting this good foundation or whatever. Because we'll end up having difficult times maybe going back to the teachers, speaking to them about, did you do this, or whatever and so on. So we ended up speaking as a team to say, let us even have extra lessons for them in order for them to really come to the level where we want them as grade 7s. So we even have afternoon classes and then assist them. They will start learning in groups as well, they would form groups and so on, so that they would also learn amongst themselves or teach one another like that and so on.

KG59-I So you made drastic changes to your teaching.

KG60-K Yes, yes, yes.

KG61-I You've said two big changes, one is that you decided to teach without all the prior knowledge that you assumed you were going to teach it.

KG62-K Yes.

KG63-I And the other thing is you gave extra lessons.

KG64-K Extra lessons.

KG65-I That's a big change.

KG66-K It was, ya, it was really a big change, because it's difficult to go back to the person as if you are assessing them now through their learners. And then sometimes it can be unfair because there are holidays in between of about a month or so plus. You'll never know then what will really happen to the kids during that period, that gap and so on, then it would be really difficult to say, but this is what I expected from the kids, they couldn't really budge to the next level. So it would really be difficult.

KG67-I But that was a big thing.

And for you, was there any moment in your assessing that shifted things for you?

KG68-TH Carola, I wanted to say, every time, whenever the learners come to the new grade, there are problems. For instance last year, we had lots and lots of children who could not write at all.

KG69-I And they were coming into grade 7?

KG70-TH They were in grade 7. And when we looked, we started to assess ourselves, we wondered: where is the problem? When we looked, we tried to think the grade 6, and we thought that if the grade 6 teachers will be saying, we don't know, the problem was somewhere else. So we did not do making a follow up from them. We started to sit down as a grade, and then we thought that, what is it that we can do to help these learners? Must we take them back? Must we help them? I'm telling you every time those learners, we had to make sure, to punish them sort of, as I've said before, for them whether to sit right in front there before you, so that at the end of the day you make sure that they do write, or they do whatever. That is the reason. Last year we had so many learners who could not go to high school, because their work

- attribution- self
- attribution- system
- colleagues
- dealing with failure
- enabling learner achievement
- judgement - making it
- learner characteristics
- SV-access threatened

was just zero. And then you can be surprised, among that group, most of them were able to run away from us. We only have 20, we did get them this year. In other words, they cannot proceed to high school. They are with us. But I'm telling you, we still have the same problems. We don't know what to do. The very same learners in the same class, they fail.

KG71-I They failed last year, this year they're in the same class but they still haven't learned to write?

KG72-TH Most of them. We're still talking that with Zodwa. And then they were not sure what to do now. We are waiting for the end of the year for them to go on. Maybe at high school something can be done, but for us it's like we have tried and then...there's difficulty somewhere, we don't know where is the problem.

- dealing with failure
- enabling learner achievement
- judgement - making it
- SV-access threatened

KG73-I So you need a remedial.

KG74-TH We need a remedial teacher.

KG75-I To diagnose those children and to create a learning program for them.

KG76-TH Yes. And we don't know because we find that even the SBST it's not established, so we cannot take the learner to the district, no-one will take them to the clinic and say to the parent, take the child to the clinic maybe they can help in assisting. They'll be sending a lot of, sort of a booklet letter, where you're supposed to fill in to say these are the problems and at the end of the day that child will be taken to the nurses...

KG77-K Psychologists.

KG78-TH Psychologists. But it's a long process. And the department will come back to us and say what have you done? You're supposed to follow the process, which is very hard. Even the parents, when we say, they should come, most of them they don't come. Others will be saying they're working. Others will be saying they don't have time. So you don't know what to do, what is the problem. There are those who have improved, for instance this year we were talking about one learner, which is Mpho, at least these are unfolding. But there are others, which we don't know what to do with them. So we're assessing, again, getting the same results, trying to put that in different languages because normally when we see that it's difficult, we use our own mother tongue to say, ok, this is supposed to be done in this way and we find that a learner, it's like, is not prepared to...

- attribution- system
- dealing with failure
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- disappointment-sadness
- enabling learner achievement
- parents
- reporting demands
- SEE - department
- strongly expressed emotions
- SV-access threatened

KG79-I Ya, it's very hard.

- attribution- system

working conditions

KG80-K Mind you, the class size is large.

KG81-I How large?

KG82-K We have 57 pupils. Unbelievable.

KG83-I That's a lot.

KG84-TH And last year we had 64.

KG85-K To 62 or 64...around.

attribution- system
colleagues
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KG86-NZ I want to say, I usually do not rely on base line assessment because I know...I always start the lesson the way as it is, because when you go back to base line assessment you had to find out whether this learner has done this before, you end up blaming some of the educators. How dare do they come here to grade 7 whereas they couldn't even write a single sentence in Zulu? Which causes a conflict among us as the educators. They feel that we are like superior over those intermediate educators, as senior educators.
And again, another thing, this thing of collecting enough evidence. I don't know how much learners evidence is it, because…

attribution- system
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parents
reporting demands

KG87-K The department is speaking of.., ya?

KG88-NZ Mm. They say you have to follow different routes, involve the parent. Yes, I agree you have to involve the parent. We do try to involve them but most of the parents they are quite passive. They are unable to come to school. They only time when they come to school is when there's freebees, if the principal says, oh, today we're going to give you this, yes it will be then that they come to school. Our parents never come to school. So it's difficult for us to collect that kind of an evidence or to find out about the background of the learner. (That's why we end up having those learners who are unable to write sentences but they are already in grade 7.

attribution- system
dealing with failure
disappointment-sadness
language
parents
SEE - reporting demands
strongly expressed emotions

KG89-TH Sometimes it's difficult because you cannot put the blame also to parents. Though it takes two to tango: the parents and you as a teacher. But the problems is one: most of our documents, even assessment, it's written in English. For instance at the end of the term, you issue reports to parents. So now maybe we're asking, and then here you tell him or her, you find that that parent doesn't understand at all. He or she is just happy that my child has got a report and then they said the child has passed. Or maybe you said, this child doesn't perform here well, so the child need to correct this. You find that the parent maybe sometimes

doesn't understand that. Or maybe they listen more to their children, more than to you as a teacher, you know. So you end up not knowing exactly where is the problem, you see. So those are the difficulties that we have, Carola. Unlike when they're saying, maybe we write everything in our own language, where maybe that parent can be able to read that in Zulu, when you say Uzosala, meaning that that child must be retained or can they help in this problem. But that document is written in English, meanwhile most of them they never went to school, some of them the education is nil, they don't know what is expected of them. So this gives also a big problem to us.

KG90-K I think it's the attitude in most cases.

KG91-I But the attitude comes from real circumstances.

KG92-K Mmm.

KG93-I And in the way the teachers are getting squeezed between the department and the children. And the parents.

KG94-TH For instance right now Carola, you find that we have pressure from the department. Last year before we closed there was a lot of paper work. That came before we closed. Before we closed the grade 6 and the grade 4s were supposed to write the test. All of a sudden. And it was towards the closing. The schedules were changed immediately, which were given to us. Meaning that somebody had pressure from somewhere and then gave that to us. We also have the pressure from the department. In the end, the sufferers are those learners on the ground. Nobody cares about them because even the parents they don't come to us. So we end up in the middle not knowing whom to talk to, not knowing to say what to whoever. Unlike if someone was prepared to listen to you as a teacher, maybe then something was going to be done and make it easier for all of us.

- attribution-problem
- aversion-fear
- department
- disappointment-sadness
- parents
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- SEE - department
- strongly expressed emotions
- SV-access threatened

KG95-I What would make it easier?

KG96-TH I don't know, Carola, but I think...I'm not sure, but I think maybe if our documents, especially the ones that we're supposed to take them to parents, they're going to be retained in our own language, whereby we call our parents, we sit down, we show them and make them to read where they're supposed to bind themselves or where they're supposed to change something or whether if they are going to say something, it was going to be easier. So now everything it's new, terms are new, they don't even understand what is expected of them as parents. Sometimes they don't come, they normally send their children who are here at school at that time, who are not parents, just send someone and say, go take for me a report or whatever. So you find that that

- language
- parents
- reporting demands

person doesn't have any concern about that child. Is not even intending to do whatever. Is just there to fetch and go home only.

KG97-NZ And even some of the parents even if you explain to them they seem to understand, but when they're at home, they feel sorry for their learners especially when they have to repeat the grade. Like, Zulu's mother, she seemed to understand everything, then she accepted everything that you are telling her about her child, but later she wrote a letter saying, I think you must give him a second chance. Let him go to the high school. And that learner...but we didn't accept that..., but that learner is still doing the very same mistakes that he's been doing last year. Which means some of the parents, you can blame them as well. It's not the system only.

- attribution- system
- dealing with failure
- judgement - making it
- parents

KG98-TH And our answer to that is, but you ma'am you are a Christian, you know that if somebody has not done well, they must be able to correct his or her mistake. So now if you put the learner into the next grade, still the same problems will be there. That was our answer because at that time we were in a tight corner, whereby this parent wanted his learner or his child to go and be into the next grade. It was not easy for us.

- judgement - making it
- parents
- SV-access threatened

KG99-I Ya, it's a difficult thing, hey. So now, let's talk about the policy. Some teachers are confused and frustrated by the policy, other teachers are very excited and happy about the policy, so how do you respond to the National Curriculum Statement and to the assessment guidelines? How do you feel about them?

KG100-TH The National Curriculum Statement, sometimes you see those things on TV. So now when they're sent to our schools you find that the principal took the document and puts it in his or her office, so nobody has an access, until maybe one day when the IDSO comes in to say that this was supposed to be done. So they come back to us once those problems are there. But if there are no problems he'll be keeping that in his cupboard for until, until. For instance, when you get to other schools, you find that there is that big blatter?poster which talks about Batho Pele principles. When you get around our school you don't know those things, it's not there. Where is it? You end up not knowing, was it given to the school, is it somewhere in the district (office)? You end up not knowing. So other things, it is better when they are given to us directly or maybe make a workshop to call all the teachers to say, this is the new principle whereby everybody must be involved, do this, do that, and how can you do that. So sometimes we don't have ownership of whatever happens in our department. It's just a top down issue, whereby normally, mostly, they report those things in TV.

- aversion-fear
- department
- policy
- principal
- SEE - policy
- strongly expressed emotions
- SV-access threatened

KG101-K Yes, we're working with National Curriculum

- assertion-anger

- department
- judgement - making it
- policy
- reporting demands
- SEE - department
- SEE - policy
- strongly expressed emotions
- SV-access threatened

Statements, yes, we're doing them but, that is still frustrating us...me, let me speak on my behalf.

KG102-I Ok, so you're saying you haven't got the documents. You're saying you've got the documents but they're frustrating to work with.

KG103-K Yes, the truth is that they're frustrating to work with. Why am I saying that? It seems like in the National Curriculum Statement the most important thing is on assessment. And then there's too much emphasis, especially when you're talking of continuous assessment. I think there's a myriad of ideas that you get even from the officials that usually come to maybe run 30 minute workshops and run away, nothing quality that we learn from that time. You know, sometimes I feel I waste my time going to such workshops, or I don't know whether they're workshops or what, I don't know, because it seems like they come to tell you and then they go away. They may even spend about 10-15 minutes instead of an hour. So the most important thing that they will come for: assessment and then' which means what they are looking for, weighing the cow, keep on weighing the cow but you don't feed it. So that's my problem. That's what they're like. They don't even worry about the quality of the assessment task that we give to the learners. Because I think the most important thing even though that would be more especially about the internal accountability kind of assisting, whereby we make sure that the heads of department check, are we really giving quality assessment tasks to the learners? And then again, how regular we do that? That's what I feel should really be happening, so yes, the National Curriculum Statement is speaking to us but it's frustrating me because what it seems it wants us to do is to test small amounts of the work that is done, small, small, small, and put that together, and it doesn't really give you a clear picture about the abilities of the learners in, let's say in good tasks and the task that you need to spend time thinking about and so on. They want you to do a little bit of presentation, a little bit of research there and a little bit of whatever discussion you learn them, blah blah blah and so on. That's what they're interested in! When you want to sum up now the understanding of this child, when it comes to the activities that have been done, the quality of those assessment tasks are not really checked by those people who should do that. I think that's where it's lacking. I would really feel we need that kind of attitude as teachers to begin to say we must protect the quality. We want something that really can convince me this child is really good enough, has really worked, because the little bits and pieces of these assessments that we do, I don't think they really make sense to me. They don't.

KG104-I Ya, it's difficult to implement something that doesn't make sense to you.

KG105-K Ya. And it's also frustrating that I have to do, they must come and dance in arts and culture, and for dance: come and dance, and after dancing, then what? And then I assess this they are able to dance, so they have skills of dancing. But if I have a real quality task that looks at what units of actions they got involved in, in that dance, and then maybe we did talk about that, and then at the same time, and then I look at too, can they also talk about these things, their reflections, or can they create? You know, these are the things that I should be looking at other than just, come and dance and that's it. Yes, these kids are able to do anything, they are successful learners yes, dance, and then after dancing, this and so on. And also the understanding of tasks. I don't know maybe I still need to read more and understand what a task is. Because it seems like what they say a task is, a small activity and another small activity and another small activity, then is equal to one task, yes.

- assertion-anger
- assessment tasks
- department
- judgement - making it
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- SEE - policy
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- SV-access threatened

KG106-I Oh!

KG107-K That's the understanding that they are bringing to us and I'm confused (laughs). This is what they are saying, we even have that, we were talking about it not so long ago, I think on Tuesday, we were holding a meeting about that. They were here, on the 2nd of this month. This is what they were talking about. Then I said, I don't even want to enter into a debate of this nature, I rather keep quiet, otherwise I will get frustrated. Because people may even say, who do you think you are? We are the officials, we are telling you this is how to conduct assessment.

- assertion-anger
- department
- policy
- SEE - department
- strongly expressed emotions

KG108-NZ The scoring criteria that they are using they...it's like they always change, you don't know what to do exactly anymore. Because like in the intermediate, their scoring codes is 1-4, you know that when the learner got 1 she did not achieve, when they got 4 it was outstanding. Maybe you are doing a series of activities, maybe there are five, the learner got 3, 2, 1, 1. They said you must never add that in order to get the final mark, you must look at those reading codes. If there's more 2s, which means the learner get 2. If there's more 4s, which means the learner get 4. That one I don't understand it exactly. And they said you must never do the addition, you must never say 2 + 2 + 4 and then + that other one that you got and divide it by the number of those activities. They do not want something like that. So it's so difficult to score a child and know exactly what you're supposed to write, whether the learner is competent or not.

- assertion-anger
- department
- judgement - making it
- policy
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- strongly expressed emotions
- SV-access threatened

KG109-TH I think the main aim of that one, it's because they are running away from the issues of marks. So they need you being a grade 7 educator to use level one up to seven. So when the learner got four 2s, three 3s and one 6 maybe, so you check, how many

- comparison with pre-OBE assessmer
- department
- judgement - making it
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times does 2 appear in that? And then when the 2s are four, then you give that as 2, the learner got 2 out of the whole thing. Don't count it, because when you count you'll be going to...

KG110-NZ Back to the percentage or whatever.

KG111-TH Back to the old education, whereby the learner was assessed through marks, which is not supposed to be done now

KG112-I But you're still giving a 2, you're still giving a mark.

KG113-NZ It is.

KG114-TH So now we assess in everything that learner has got, so you count those 2s, you put them, that means the learner is on the level 2.

- SV-access threatened

KG115-I Yes, but...then that learner does something really well and he gets a 6...is 6 up or is 1 up?

KG116-TH 6 is up.

KG117-I So the learner does something really well and he gets a 6, but then there's no reflection of the one thing that he did really well. He still gets a 2.

KG118-TH They normally cover that you cannot assess a learner on one thing only, that maybe today he was good and got 6 and then you find you are saying the learner is on that level 6. Normally you assess throughout as continuous and then you see how many 2s, how many 6, does the learner achieve then. And then you cannot assess him on that level, meanwhile he's got that once or twice.

- department
- judgement - making it
- policy

KG119-K But what I like is that they are bowing to the pressure that the teachers are giving them. Look, last year when were doing the final assessment, the summative one, they even wanted us to include percentage for the very first time. Can you see that it's going where we want it.

KG120-NZ We are going to add and divide.

KG121-K Ya. It's going where we want it.

KG122-NZ Because they said: you must never do that. Do not add, you are not supposed to add. Look at the sequence. If there's four 4s, write 4. If there's so much 3s, write 3. Look at the number of the writing codes, they will tell you whether that learner is supposed to get 3 or 2 or 1.

- assertion-anger
- comparison with pre-OBE assessmer
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- strongly expressed emotions

KG123-TH I think the main aim here, the department is afraid of saying: let us go back to what we have been doing all along. They always change things and say, it's a new way of doing things, meanwhile you come from that.

KG124-K They don't want to admit that they did not want to inherit the quality that the education...because anything that is associated with apartheid system shouldn't really be reflected, otherwise 'we don't want our minds to go back to that'. But why can't we inherit the good quality that that education system had? And bring it on board...now we're taking something foreign and then even those so-called officials come to us and they don't even really make sense of what they believe is something that should be done nationally! It's terrible, it's terrible, it's terrible. But anyway you can realise that they are bowing to the pressures because they're confusing a lot of us. Where do you get the level when you...let's say you had ten marks or twenty marks whatever, how do you get that level 2?

- assertion-anger
- comparison with pre-OBE assessmer
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KG125-NZ You convert it into percentage.

KG126-K You see! (laughter) Percentage, yes!

KG127-TH So they're saying that it's a new strategy now. And whereby everyone must understand and say, yes, this is a new thing. (laughter)

KG128-K But the percentage had always been there, they will say level one is 0-29 for the grade 7s to grade 9. And then for the intermediate phase 0-34 is level one. 0% to 34% is...so it's a complete contradiction! (laughs)

KG129-I If you could change assessment policy what would you change?

KG130-TH Ok, may I first correct what I said before, I said you normally hear those things from TV, but luckily Mr Ntuli said, we now have the policy that we're following. I must admit to you that the policy that we're following, we have done this year for all of us, that we should be able to do the right thing. All along and all the years we've been doing it the way that it suit me as an educator. It was only towards end of last year whereby we had to minimise the task following the protocol of the department. But before it was not like that. So your question was?

- department
- policy

KG131-I If you could change the policy what would you suggest? The assessment policy?

KG132-TH The issue of assessing small tasks as Mr Ntuli has said. Some other tasks you find that they don't have value. He

- assertion-anger
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- judgement - making it
- policy

talked about Arts and Culture. In LO this year, the task that we're given, it was that all the phases should do collage. Can you imagine a grade 7 learner doing a collage, then that's it. And you assess that, you give 7 to a learner. So to me it did not say anything. In such a way I decided that, instead of making a collage, they're going to divide this into different questions whereby you find that number one: a learner is going to put a collage, thereafter describe himself in that collage where he or she is, and then later discuss about the family, you know, the culture and the background. But when you say to a grade 7 do a collage, what does that say? So to me other tasks they don't say anything. If it was supposed to be my way, I was going to design everything the way I wanted to: to check the level where the learners are. Because our learners are seniors, very soon they are going to high school, whereby they must be able to express themselves. Whereby a learner must be able to write whatever is needed, it can be creative writing, it can be an exam. For instance, maybe prepare for them that even at grade (?7)12 they should be able to write for work which is more or less an hour, whereby learners express themselves, paragraphing his or her work. When you look at the format, where you can actually say, indeed this is a grade 7 learner. So now you find that they write little sentences there, you know, something which you don't think that can be given to grade 7, that worries me a lot. We don't train them enough for them to be able to stand on their own.

- SEE - judgement
- SEE - learner achievement
- SEE - policy
- strongly expressed emotions
- SV-access threatened

KG133-K I couldn't say more, because my worry has always been their understanding of the continuous assessment, that it would mean many different things from all of us. Some say every day I must make sure that learners are assessed and then I record or something, or every week or something, or every month or something like that. So, I think...we still need summative assessment is important, that's what I believe. And then again we should not be compelled as teachers to say, we cannot allow learners...ok, we cannot as a school have exams, they are still important, I believe they are still important, because what seems to happen is that they don't want anything that has to do with the exams, especially those who come to tell us, to say, no exams, 100% CASS, in particular in the primary school. That even spills over to the grade 7s as well. And then which also kills the quality of...ya, I think of the cognitive development of those learners that we really need to keep on drilling and hammering and getting them right in many skills that are there. So I think we need to be given that time and not be...because I think we are the ones who really work with those learners. The people who write these policies are somewhere there. There should be flexibility in the policy to say, yes, even exams should be there. Even in primary schools. Because it seems like we are locked out. I feel that...I think they undermined the quality of what exams can produce in learners. Because now it's terrible when they have to move to the

- aversion-fear
- dealing with failure
- enabling learner achievement
- judgement - making it
- policy
- SEE - judgement
- SEE - learner achievement
- SEE - policy
- strongly expressed emotions
- SV-access threatened

high school and when they reach grade 10, many of them fail in high school, because when they begin to sit for exams it's something that is not in their culture and then they fail in large numbers and the high schools are beginning now to sift so that they shouldn't appear as a school that is not really working quite well by producing low matric, or poor matric results. So they begin to make sure that they sift quite well then. So if we aren't training these kids from the primary school what are we hoping for at the end? As they grow, not used to sit just for an hour to write maybe a question paper. What does it mean? But in grade 12 they're expected to...

KG134-I To write three hour papers.

KG135-K To write three hour papers. And when they go to university it's going to be even worse. So we are brewing disaster right now for these learners that are going to universities as time goes on.

KG136-I Universities that going to have entry exams. That's how the universities will cope. (laughter)

KG137-TH Because already now there's that outcry that learners are dropping at tertiary level, and especially when you look at our black learners coming from the environment that we have, they are not trained enough. Because they're supposed to have started early, at that age at primary school. There is this saying in my language whereby you take a tree, when the tree is young, normally when it bends you're supposed to pull that up, whether in tape, wood or whatever, so that the tree shall grow and stand straight. But when the tree bends and nobody picks it up to correct that, it will be like that forever. Same thing applies to our learners. You're supposed to grow them at this age, but you find that due to the policy that the government is giving to us, the department, at the end of the time they move from primary to high school without that much work, whereby a grade 7 learner, being a senior learner, must be able to do 1 2 3. By that time that learner finishes at the school, he or she go to the tertiary level, won't cope. That is why maybe Naledi Pandor herself can't see that, that the topping of that rate from the tertiary is being caused by the results that were produced to the primary to the high school.

- attribution- learners
- attribution- system
- aversion-fear
- dealing with failure
- department
- learner characteristics
- policy
- SEE - department
- strongly expressed emotions

KG138-I Well, I think she can see it, that's why she's got that new program for the foundation phase, where she says every day, two hours reading, two hours writing. I mean, it's a very strict program.

KG139-K Ya, even though it's I think these are frantic measures, after a long time this...they've seen it coming but they were hard to admit that we are failing in this system. And the things that we

- aversion-fear
- comparison with pre-OBE assessmer
- department

policy
SEE - department
strongly expressed emotions

are...because what they are doing is that they impose things and they don't want you to really interrogate that and get to the core of it and understand it, maybe adapt and do better. They want us to do things as they see them, not as we see. That's where the problem lies. So these are frantic measures, whatever that they're trying to do, because it is over and above the curriculum delivery that we are already engaged in. So you are saying, have extra hours, have this and...

department
policy

KG140-I No, I thought it was instead of, for foundation phase.

KG141-K Because there is this Foundations for Learning. Which means try to fit it in, in your program as well, which means they're trying to bring that quality of learning and teaching back by introducing this kind of a campaign and saying, do this. It might be over and above. That's what I suspect. Because I think they also have separate, I think, booklets that really speak about...I remember last year when we went to Lakeview Primary, they introduced that booklet which contains the means of how you can go about administering that in the intermediate phase as well as the senior phase.

KG142-I Well, we must check it out because I thought it was a program for foundation phase instead of. I thought it was program to say, this is how you do foundation phase now.

KG43-K Ok. As well as I think it's mathematics and languages.

KG44-I That's the big emphasis.

KG145-K Yes. They call it Foundations for Learning, something like that.

department
policy

KG146-TH You know there's also a problem that I had, especially last year. I think it was 2006 or '07 where Naledi Pandor said something about reading, it's just that I cannot remember. That it's a must, it should be done in our schools. But according to my experience what I've seen, I was at a competition at the district, you know, whereby learners are given new books. I'm not sure whether our learners can read or maybe they get used to a certain book. Or is it maybe because they see that all the time in the classroom, you find that they are saying a learner could be able to read at school, but when it comes to that whereby he's given a new book, so that it should be a book at his or her level, so that he can be able to read it, you find that a learner cannot read. So I'm not sure whether they do cram certain books or not. (laughter)

KG147-I I think they do.

KG148-TH They do. So when you're given a new cover, you

can't read that.

KG149-I Because they never learned to read, they only learned to recite. They heard it so often that they remembered. Children remember much more easily than adults. And then they say it. If you read books to 2 or 3 year olds, and they always want the same book again and again, very soon they know that book off by heart. And then if you're tired, you've read it for the 50th time and you want to read it differently, the child will say, oh no, that's not right, here. (laughter) They're not reading.

KG150-TH So it was also a new problem, which did not bring any effective measures according to what I've seen.

KG151-I Ya, I mean, what you're saying is that the teachers will have to figure out a way of reading that doesn't mean rote learning, that doesn't mean learning off by heart. The kids need lots of books. Not just one book. They need like ten books, 20 books. We need class libraries, school libraries. Anyway, off the topic...So learners...how do you feel about...you've talked a bit already about how you feel about your learners, but let's just talk a bit more specifically. If your learners fail how do you feel?

- attribution- self
- dealing with failure
- SEE - learner achievement
- self image
- strongly expressed emotions

KG152-NZ You feel that maybe there was something wrong with your presentation. Maybe you didn't have...you didn't collect enough resources to...

KG153-I You didn't collect enough resources to teach it properly.

KG154-NZ To teach those learners in the class. And then you didn't meet your aims and objectives that you were aiming on that particular lesson.

KG155-I So you're saying, as a teacher I take responsibility and I feel bad because my students failed.

KG156-NZ Yes, I feel that way. If they don't do well I feel that way.

KG157-K I would also add by saying, what I do is like...it's still hurts yes, it hurts and then I blame myself, as if I didn't do enough or I didn't pay attention to...or I didn't have means to assist them to improve in that situation as she is saying it. Maybe that I didn't teach enough or maybe I didn't have enough time maybe to have a closer contact with the learner, so that maybe I can influence or motivate or charge that learner, a little bit like a charger of a cell phone or something like that, so that this learner can really maybe get to better levels than where the learner is. Maybe...ya, I think, self pain number one, and then feeling that I didn't do enough.

- attribution- self
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access to internal goods
- striking metaphor

KG158-TH I would also add Carola, and say it's very bad when the learners fail. It reflects back to you as an educator because you end up not sure whether did I do right? I am on the same page as those learners because our learners know many things these days. They live in days of technology. So now it brings back to me as a teacher whether I'm still living in the olden days whereby I can not communicate clearly with those learners, I cannot understand them, even their needs, I cannot put the idea or the lesson in the level whereby they can understand it. So it gives a problem. So you end up not sure where are you. You can end up saying, maybe it's because I am a failure, that is why I could not bring that closer or clearly to learners. At the same time we become confused, but really can all the learners fail? Where is the problem? What is it that I've not done right? So it's very bad, it's painful.

- attribution- self
- dealing with failure
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access threatened

KG159-I Ya. I don't know if it changes. I was sitting in my colleague's office earlier this week and she was crying because her students were not understanding. So...I think it is a real issue for teachers...

KG160-K Mmm, going on and on and on.

KG161-I ...if the learners don't understand. And they don't...ya, they can't do the things that you expect them to do. It's really difficult for teachers.

KG162-TH I imagine educators who are teaching grade 12 learners. When the results came back you find that all learners have failed. How do you feel as a person. It's painful to me whereby I'm supposed to teach the grade 7s, whereby they're not writing.

- dealing with failure
- image of profession
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access to internal goods

KG163-K You have control over those tests.

KG164-TH Yes. But when they fail it's painful. Just imagine on the national level whereby they fail. Maybe that is why other people they leave teaching. Because if you not teach well maybe, or you're not sure, or maybe live on a planet where the learners don't live, it's a problem.

KG165-I And when they do well, how does that make you feel?

- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access to internal goods

KG166-TH Oh excellent.

KG167-NZ .. out (laughter)

KG168-TH You remember the sweet that says, he talks about Abraham and the facts that when oil pour on his head, down to...you remember that?

KG169-I When Abraham...the oil?

KG170-TH Yes. And then it moves from the top of his head and down to...that was very nice. So when the learners passed you actually...you become motivated, like, I want to do this again, and more and more. So because they want to see them again in that...in different levels every time. So you become intrinsically motivated because they do well.

KG171-NZ Sometimes you're not exactly sure whether you want them all to do well, but you find that they do get outstanding, maybe the whole of the class. Again you say, maybe it was not challenging. (laughter). Maybe it wasn't challenging, it was too simple. So sometimes you never know exactly what we do want.

- judgement - making it
- personal history
- SEE - judgement
- SEE - learner achievement
- self image
- strongly expressed emotions

KG172-I So even when they do well, you're not sure.

KG173-NZ Yes, it was simple. (laughter) During our days when you find that you have passed the assessment that were given by the teacher, he'll be saying, I'm going to set a difficult one. (laughter)

KG174-K Ya, the sense of pride, the sense that I have delivered the curriculum, there was something that was really learnt, to almost the fullest. We own up in real sense, we own up as well. It means we become part of our children's lives. That that's the attachment that we seem to have with our learners. All of them, even the one who's not doing well, you know, this is why we were talking about that, that you still feel hurt when you look at him or her, you say, oh poor her. What could I have done? You know, you blame yourself, eish, but why, why did she fail or why did he fail? Maybe this time.... you keep on hoping, maybe this time's going to be better. But with those you shake hands, you know, you pamper them a bit and say, oh wonderful boys and girls, and like that, we own up. I think that's the most wonderful thing that ever happens to the teacher. And even when they are no longer with you, they've moved forward, you always say, at least there are learners that I'm sending out there who are really going to be like the ambassadors of this person, of this president called 'me'. (laughs) That's what I would call real curriculum delivery. (laughs)

- attribution- self
- image of profession
- SEE - learner achievement
- self image
- strongly expressed emotions

KG175-TH And I'm also thinking about this now. Even our department it's like it encourages that. There are times whereby they give awards to say excellent teachers and then we normally circulate that and then you find that people there on TV, they're being awarded by saying, he has produced so many As, so many what-what in Grade 12, and that person is being respected, in the end he's respected by the work that he has done to produce those learners. So it's like when they do well you always feel that you

- attribution- self
- image of profession
- learner characteristics
- self image

have done...

KG176-K The crown.

KG177-I So it's both intrinsic and extrinsic. All: Yes.

KG178-I And marking?

KG179-TH Marking is too much (laughter).

KH180-NZ Especially when it comes to language.

KG181-TH Marking is too much and it's hard. It's easier with these learners who at least have the vocabulary, who also at least knows the spelling. With others it's a lot of work. Because the spelling you find that it's wrong all the time, others they don't write. So you mark something which is not there. And they are not even ashamed of copying. You find that somebody has stolen somebody's work and then they wrote that, when you read at the end you have two works in front of you which are the same. When you ask the owner, I did my work on my own. When you ask somebody, I've done my work on my own. So in the end it puts you in a lot of problems whereby you must be a judge now to check who had done this and who had not done this. So it's hard. You mark something which is there, you mark something which is not there.

- judgement - making it
- marking
- SEE - marking
- strongly expressed emotions

KG182-K I wish there was no marking in education. (laughter) It's so unfortunate that it's there. I wish it away but it's not going to go away (laughs).

KG183-I Ya, no marking, no assessment.

KG184-K Ya, marking becomes one of the, I think, most challenging aspects of assessment. Because you sit there and then you will...I will tend to go for if it's one...I think, one answer, I'll start with those to motivate myself. Start with one answer...

KG185-I You mean the one word answer.

KG186-K Yes, thanks for that, one word answers, then I mark those, I mark many of that question and so on. But the most difficult ones are the ones that involve paragraphs or sentences like that, where you really need to read. And it's demotivating, as I said before, it's demotivating to mark, you know, a script that has too many language mistakes. Especially spelling, punctuation, you know then, to such an extent that even though I want to focus on the sense that the person is making, the thinking, you end up seeing other things that really get you off track. You can't ignore wrong spelling, you end up underlining that, trying to make sense,

- feedback
- judgement - making it
- language
- marking
- SEE - marking
- strongly expressed emotions

what is this child saying? I think that takes a long, long time. Even if you wanted to give them feedback in one week, forget it! Because you will struggle, you'll find that the scripts that you mark, especially on the section of the question where there were paragraphs or sentences, you find it red with ink. Maybe I think we need to sit down and share how best can we deal with marking. And maybe ignore things but as a language teacher you worried. And say, because the child is speaking to me, so if I'm not really making sense out of this, what at the end am I going to give this child? So...the language in particular I think as Naledi Pandor puts it as foundation of learning, it's really a foundation of learning. Because how do you understand what the child is really trying to say to you or answering the question like that? Is he or she really making sense? Where spelling is wrong you can't even see what word that is. Then the meaning is lost. So that's really frustrating and demotivating. It's, I think marking is the hardest of them all. Because you sit there alone, you're speaking to the minds of these children and they're away, you can't even say, but what is it that you were trying to say here? They're nowhere (laughs). It's you and their minds.

striking metaphor

KG187-NZ I think with the maths educators they do really enjoy because it's numbers, they acquire there, they are clear and specific, but when it comes to language and social sciences where they have to write statements, even the spacing between the words, they just write one long thing, you cannot read it.

judgement - making it
language
learner characteristics
marking
reporting demands
SV-access threatened

KG188-K Bad punctuation, ya.

KG189-I That's what you mean by punctuation.

KG190-K Ya, punctuation.

KG191-NZ I must say I think it's only the maths teachers who do enjoy marking. Otherwise the rest of these other learning areas, educators we don't at all. At grade 7 you expect the learner to read, to write and to speak, but they never come up with those skills. They still lack a lot of those things. They still lack those skills. So I do not know exactly what you must do as educators, especially when they are already in grade 7. Because retaining them you had to go a very, very long way. Filling those forms...

KG192-I So when you read these things and you get depressed, do you give feedback? Or what do you do? What do you do after the marking?

KG193-K I generally give feedback. I speak to them, because even when you write back to them it seems like they don't read, at all. Because it seems like the major problem they have is reading, this is why they can't write well. Then, we speak. Even though I do

enabling learner achievement
feedback
judgement - making it
learner characteristics

SEE - feedback
strongly expressed emotions

write short statements like, for example: pay attention to punctuation, practise punctuation, question marks, blah blah blah, full stops, and so on. Or spelling. Your spelling skills lack. Will you please try to practise maybe with your class mates. Or if you have time, come and speak to me so that I can help you or give you something that you can do when it comes to reading and writing. They still don't come forth. That's the attitude they have. I don't know why they are having that kind of an attitude. So in most cases we'll speak to them, we'll even have spelling exercises for a particular, let's say, we have a story, then we usually...I usually introduce the story by writing maybe four most difficult words that are there in the story. And then we can even pronounce them, read them like that, and then try to understand the meaning, we can even act out and so on. But come the time to write now, even maybe the very same words are appearing now in the exercise that they have to write, they still get it wrong. Which means they...we still need patience to say, practice spelling, practice spelling, practice spelling. Read, read, read. It's like a cycle that should be a never-ending cycle, you know, of reminding them. This, let's do it again and again and again and again. Because new words are learned almost every day. Even though we don't have to take all of them that we learned to learn to write them, but maybe specific ones like the ones that we hope can also improve their writing. So even if you try there are those...yes, there are those who really improve. I've been having even boys from Mozambique who have never done English before, but you know they're getting there! But the ones that started doing English, I think, in grade 4 quite well, are the ones that even give us problems, then you wonder why? (laughs)

dealing with failure
judgement - making it
language

KG194-TH With me there's something that puzzles me a lot, you find that our learners, most of them it's easier to ?write? English compared to our languages. So I'm not sure whether they are exposed more to English more. Because you find that they look on the TV, they play games, whatever they are doing. But again in that group you find that there are many of them who cannot write. So I'm not sure whether is it because writing is a skill...there are those who cannot read, so if one cannot read, how can you expect one to be able to write?

KG195-K To write well.

KG196-I That's correct.

KG197-TH It's a problem. And again when you look you find that at this level, if they cannot write one word, it becomes a problem, where am I supposed to write creative writing? Handwriting it's a skill. You teach them that writing should be a lifelong skill. Whereby a learner should be able to write and read whatever is there. So the two gives me a problem. They cannot

write, it is because they cannot read. So what do you expect from that learner?

KG198-I You expect them to learn at foundation phase. (laughter)
So what do you do about all these feelings? Do you talk to other teachers about them? Do you talk to…what do you do with them?

KG199-K As it is the case, ya, we do speak amongst ourselves. I do speak to her, she does come sometimes…she comes to me smoking (laughter) and then I say to her, wait my sister, what has just happened to you? She says: I can't believe this, I can't believe this! These learners can't do anything! I don't know what I'm supposed to do now! And I say: calm down. So we do share, because these are real intense feelings, because they can really annoy you. You may end up maybe…if speaking directly to the kids, you need to calm down before you even go to them and speak to them about this because when you are really angry you may even say things that you're not supposed to say. Ya…this is why it's important that: calm down, and then you can even write down what you want to say to them so that you are guided by that before you get, you know, off-hand and off-head or something like that. Write down, ok, I want to tell them about this and about that and that. That's enough. Maybe for the day. As time goes on maybe I'm going to try then maybe new strategies or I can even come to her: what am I supposed to do here? Then she may also maybe share with me: I also have the same problem, but I try this. It does help, we do speak, yes.

- about emotions
- colleagues
- SEE - learner achievement
- strongly expressed emotions

KG200-TH I wanted to say, all of us we have our own frustration. Since we are grade 7 when you go to a grade 6 educator, she or he also have frustrations that are caused by the grade 6. So you find that at the end of the day we are comforting one another. Meanwhile the problem is still there. We don't have strategies to solve that. At the end you cry, there's no help. But when you look the issue of writing and reading it's an outcry everywhere. So there's no strategy that is in place.

- about emotions
- colleagues
- dealing with failure
- learner characteristics
- SEE - learner achievement
- strongly expressed emotions

KG201-I That's a big statement. I hear it. (laughter) Ok...so...report writing and being accountable to the department for the marks, how does that affect you?

KG202-TH Normally, we are used that every term we must make a term assessment. And we are used to that and we become happy when the process is being done. But there are times, for instances our codes last year, you find that when you are on that process, already started, the department issues new schedules, or schedules that have to be done in a new way, and remember the time is too short at that time and you have made sure that everything has been

- assertion-anger
- department
- reporting demands
- SEE - department
- strongly expressed emotions

in place, but all of a sudden, you know, that means everyone to complain, but it could not help. We're supposed to sit down and do that. And from the look of things, since the new things, the many things changes last year. That's the main reason that most of us have closed late, and also we try to open a day before so that should be able that everything was in order for us to be able to start the year in a good note. But it was really frustrating.

KG203-K Ya, when one has to write the reports to our country's department, in most cases it causes panic, because we work against deadlines and all this stuff. You find that teaching stops immediately. Everyone doesn't want to be in the classroom, wants to work and finish that, and get rid of it and go back to the kids. We sometimes wish to lock ourselves somewhere because we want to meet those deadlines. But it's...you know, it's one of those...pressures that we need in life, I believe (laughs). Because if we don't have deadlines we might just relax and not really pace ourselves accordingly. So I think deadlines are important. It's a pity that we do not get...the district doesn't give us, especially towards the end, even ya...they don't give us a management plan for the whole year, to say, by this time, we'll need your submissions of this, and that by that time and so on, until the end of the year. We do not get that. Then, the circulars that will be put in pigeon holes for the school and then if the mail was not collected maybe within a week, we miss out. And then you find that it's too close to the deadline and then you're getting the information and that really causes panic. I mustn't really lie about that. But yes, these are some of the pressures that we need in life, but, where is the year plan for that? Because we could really say, oh, we knew in advance, we have a plan, therefore let's just prepare ourselves. In most cases when it is November we are told to submit the possible retention schedules, that there's time. And you find that you only having a day to do that. And we run around now, we try to get this teacher, that teacher and so on, and compiling the information and send it to the district the next day. So it's, sometimes we do things (sighs) not really ready to engage ourselves in that, because of lack of information given in time. That's a problem.

- aversion-fear
- department
- reporting demands
- SEE - reporting demands
- strongly expressed emotions
- SV-access threatened

KG204-NZ Sometimes I think report writing, it has to do with the SMT, the School Management Team. If they've planned very well and then whatever they have planned they use it effectively, or they make sure that they make it effective in the school, it becomes much easier. Unlike when they didn't tell you, then you find that during the last week of the term it is then that they decide, oh, you're supposed to do this, oh remember guys, you're supposed to submit these things and this. They make it, it becomes hectic. You have to work under the pressure.

KG205-K It frustrates, ya.

- assertion-anger
- principal
- reporting demands
- SEE - reporting demands
- strongly expressed emotions

KG206-TH And I think the other problem that we have, as Mr Ntuli just indicated, that you find that sometimes it can be better for you to hide somewhere. Maybe treatment is not the same, because indeed you'll find that the men are hiding somewhere (laughter) and we as women we have got to stay looking at the learners. At that time, during that time of the year, our principal will be moving up and down, saying there should be discipline and he will be hammering at you whilst you are there, whilst the men are free somewhere. (laughter) So the treatment seems not to be equal, when it comes to that.

- colleagues
- reporting demands
- striking metaphor

KG207-K That's a domestic thing. (laughter) Domestic affairs

KG208-TH Also, the department is indicating that effective teaching and learning should take place.

KG209-I During the exams?

KG210-K Yes.

KG211-TH Because you're supposed to teach from the first day up to the end, to the last day. So now the time is not there. You have that pressure of reports and all, you have pressure of new circulars, of saying so many things. So many things must be wanted from you.

KG212-K Kids are ?not here as well.

KG213-TH You keep on teaching, going from, you are here and then there, you end up not knowing what to do.

- aversion-fear
- department
- reporting demands
- SEE - department
- strongly expressed emotions
- SV-access threatened

KG214-K But high schools, talk about that. Free. High schools, the kids don't normally go to school. They go to write exams. If it's a three hour paper, they come for those three hours and they go home. But they don't do anything...

KG215-I The teaching stops.

KG216-K Ya, it stops in the high schools but in the primary schools they will even send circulars to say, teaching should continue, blah blah blah, and so on, until the last day kids must come to school, blah blah blah. And they don't want us to have exams. You can't have exams. These are some of the...

KG217-I Oh, but you still have to hand in all the reports and all the continuous marks.

KG218-K Schedules.

- assertion-anger
- department
- SEE - department
- strongly expressed emotions

KG219-I And do you do cluster meetings? Because other teachers I've interviewed when I asked about report writing and accountability they all started talking about cluster meetings. But they were high school teachers.

KG220-K Cluster meetings.

KG221-I So I'm asking if that's an issue for you as well? Where you go and you show your tasks and you show the portfolios that the kids are doing and you compare with the schools.

KG222-K This has just started last year for the very first time in our cluster. We do have cluster meetings. But what has been happening is that this has been the culture in the high schools. So even the moderation form or tool, is a grade 9 moderation tool that they've just given us this year. Tuesday. We've just seen it for...

KG223-I So it's just starting.

KG224-K It's just starting, yes. And so we hope there will be such developments and maybe for the better when we put our heads together for a common good.

cluster meetings

KG225-I Now, last question, and then you can...I mean, there isn't one way of dealing with emotions. Sometimes we ignore them or we shift them or we put them onto other people, or we express them to friends but we don't express them at school. So I'm asking, I mean, you've talked about strong emotions, both happy emotions and upsetting emotions, and you've talked a little bit about how you manage them by talking to each other. But I want to ask a bit more, how do you manage your emotions, how do you work with your emotions?

KG226-TH This one is a difficult one. You know, when many things are going around in you as a person, I as a person, I normally think about my job. No matter there are problems, no matter the situation is not ok, but at the end of the day I always tell myself that that's where my bread is buttered. So whether I want to do this or not, but because my work demands me to do it, simply I do it. That's my policy that I found. Because I do not question these other things. You know, I said, if the protocol says, you cannot argue and say you, and the district will be saying we are the officials, you must do that. Same thing applies here, they are saying, but we are the SMT here at school. So there's no way where you can go against that. At the end of the day we must do that because you know that's where your bread is buttered.

about emotions
aversion-fear
department
SEE - department
strongly expressed emotions
SV-access threatened
striking metaphor

KG227-NZ Sometimes you do try to hide them, even when you left at home needing the money you saw that some things are not right at home, but when you come to work you just pretend as if

about emotions

there is nothing. Because we don't believe...we feel like, if we always tell the people, we feel like we're going to be a burden. You don't have to work now because you've got this and this problem. For myself I do try to pretend as if everything's ok. And continue with my work.

about emotions

KG228-K Ya, when I'm truly happy and I'm a person who expresses his feelings when I'm happy. Even when I'm angry I do so as well. If we didn't have maybe a good conversation or something or...then I will voice it out, but I'm not happy about that...fair enough, because of these reasons and so on. So that at the end we must find a common ground and continue working together. And then when I'm happy, for example, and inside the classroom when kids are doing fine, for example, when they've given wonderful responses, they know I have...I scream a little bit, yeehah! That's wonderful. You know that's the way I show how wonderful they are doing to me. So sometimes whenever I'm not...let's say I'm busy, I'm not coming to class on time, they will run and look for me, because they need that kind of culture that they're beginning to get used to. Pleasurable kind of a situation. But when I'm really angry I seem to withdraw. I withdraw and then I have a guitar here at school and an office up there. I go there and then play my guitar, maybe play a sad song to try and deal with my emotions, play a sad song, play a sad song. Sometimes suddenly maybe a flash of a new idea comes, then I'm now escaping the hard feelings, difficult ones, then I can write something down and then play maybe some music. That really helps me. And that guitar if you look at it now, the strings are almost torn because (laughs) from time to time that's where I really express the sadness that is inside me, play soft, boring maybe jazzy song like that. And sometimes remember a good incident while I'm playing, then play a soulful song that is really going to calm me down and so on. And when I come out of that place, then I can...when you smile, there's someone I see, and greet them and so on, in most cases that's how I link with the people, and they can also tell when I really criticise something, when I'm not happy with it I will criticise it. I don't see this way, this is how things happen. So that whenever I go out there, I've really dealt with the anger that was, the anger, that was all the frustration or whatever. So that when I leave that place, I leave it there. Then at a later stage, if ever I hurt someone, they will come to me to say but that...and maybe it's the next day, I'm no longer in the same situation, at least I try to deal with the emotions by voicing out something that is not really settling well in my brain. I think that's what I remember I do.

KG229-I That's fantastic that you do that. So sometimes in the middle of a lesson do you go? Or do you go during break time?

KG230-K No, no, no, there are times whereby we have flexi periods, whereby you are not teaching and so you have to maybe

continue with your duties, marking and so it is. I do it in those times, ya.

KG231-I I think that's fantastic.

KG232-K Ya, other than speaking to learners I rather give them work, explain this is the work if I'm really down, this is the work that we're going to be doing and so on. Explain it and give them maybe leaflets or write it on the chalkboard, let them do it, then I walk around, while I'm still dealing with whatever. And then maybe I may see something exciting when the learner is writing then I may whisper: that's wonderful, carry on. And then its like that. That's how it happens with me. Thank you.

about emotions
learner characteristics

KG233-TH I think with us with everything is we share. When things are not ok I bring it to Zodwa, Zodwa will bring it to me. Today we were laughing, because one male yesterday was talking about cleaning (laughter) the school. He said the other class could not come because they were in a workshop so they were not there, and mine they're in the same block. So he wanted learners from me and Zodwa. I did not want to answer him because I was supposed to say to him: we all live in that same block, so if the duty roster says it's As, the As must sweep the school. Instead of arguing and saying whatever, I just close the door. And then even he could see that something was wrong. But Zodwa was laughing at that time whilst ? trying to assist. Until today we shared. (laughter)

about emotions
colleagues

KG234-I So is there anything else that you would like to say about how you understand assessment and your feelings? Anything that you haven't spoken that is still burning in you that you want to say?

KG235-TH How do you understand assessment now or the perception that we have now concerning the assessment?

KG236-I No, no, just really asking...you've done a lot of talking, is there anything that's still on your mind that you want to say that I didn't ask for? Is there anything extra you want to say? You can say no, and then that's done. (laughter)

KG237-K Maybe my worry will be, you have led us in the discussion on the power of the emotional brain, and then as to how we also try to suppress that sudden outburst of emotions...you know, individual with that, how we deal with that. And then now, looking at assessment there is the power of the emotional brain and the assessment. Then is the discussion trying to help us, possibly from time to time to look back as to how emotional we got when we're dealing with a particular assessment activity or task? If I may ask.

about emotions

KG238-I No, this discussion wasn't to help you, because it's me collecting information. Ok? But I did bring some articles that might help you. (laughter) I brought three articles for each of you. The first one is about talking about teachers' emotions and being effective in class. And they're in fact arguing that emotions are very complex but that if we acknowledge our emotions, if we work with our emotions, we can become more perceptive teachers. Rather than if we repress our emotions and we pretend they're not there. So that doesn't mean that if I'm sad today I must stop working because I'm sad, but it means like I must say: oh, I'm sad today, and then say well...or this thing makes me sad, and then the next question is, well, how can I change this thing so that I'm no longer sad? And this third article is completely fantastic about that. It was a university lecturer that had a sabbatical and he went back to a primary school to teach for a year. He had like a part-time primary school job and then he journaled. And he was like doing this for research purposes because he wanted to see what is the life of a primary school teacher like. And he wanted to write about methodology and things, but at the end of the year when he looked at his journal, he found that like half his journal was full of emotion. The children were making him angry, the parents were making him angry, the department was making him angry. And the teaching was making him happy. Ok, it was both, it was very strong both ways. And, so he wrote this whole article about the function of teacher emotions, calling it 'the good, the bad, and the ugly'. (laughter) And basically he's arguing that, ok, good emotions are fine, that's what keeps us in teaching, and that's what you were saying, you also said about the intrinsic motivation, that's what gives the intrinsic motivation, the happiness that happens in the interaction with the students. But he says, negative emotions, difficult emotions, we tend to not want to deal with them, and he says, there's a functional way of dealing with them and there's a dysfunctional way of dealing with them. And the functional way of dealing with them is to acknowledge that I'm angry, to say what is it that I'm angry about, what is it about this situation that makes me angry, and then to work to change it. So maybe I change my teaching. And he talks about making changes in his teaching. Maybe I change...I say something to my colleague, you know, I work with my colleague on something. And he says, but it's not functional if we just swallow and swallow and swallow and then start blaming other people. We blame the department, we blame the parents, we blame the students. He says that's not a good way to work. And it's just a really good article. And then there's another one written by a teacher who found that it was all getting too much. So then she talks about her strategies for coping.

my research purposes

KG239-K Didn't she give up?

KG240-I No, she didn't, she became a better teacher. (laughter)

KG241-K Thank you. (Paging through the papers.) You're arming us now, we have weapons to deal with emotions. (laughter)

KG242-I The thing about emotions is that they never go away. But the way I understand them, is that they are a tool for helping us to see what is right or wrong in something, for us. So then either we change our attitude to that thing or we work to change the thing. But bad emotions means you've got to make some changes. So that's my insight.

KG243-K I feel ....(laughter)

KG244-TH I wonder, we have talked so much. There's something inside we suppressed, so that you should not be seen as weak somewhere by our peers or our superiors, but what you have said today I've learned a lot. As from today I know that those feelings, those emotions, they won't go away, unless me as a person I learn to deal with them. That will help me also to assist those learners who have the same problems in my classroom. Maybe this time to better understand them and how to help.

about emotions

KG245-I
Thank you.

M Group 28.05.2010

MG01-I You were saying the advantage of being a teacher is that you don't get retrenched.

MG02-J You won't get retrenched because the job doesn't get finished. Kids are born day in, day out. So whenever I see a woman pregnant, I say, there comes my job. (General laughter)

MG03-M Because it won't get finished.

MG04-I And you can teach for as long as you live.

MG05-M As long as we live.

MG06-I And as long as you want to. When you get old then you don't want to anymore but you still teach the people you come into contact with.

MG07-M Yes.

MG08-I It's like once you're a teacher...

MG09-M Once you are a teacher you are always…

MG10-J A teacher, for a lifetime.

MG11-M Within the school premises and even outside the school premises you are still a teacher.

MG12-J Even in the streets you are a teacher.

MG13-M You always give guidance where necessary.

MG14-J Where you see that this one needs, then let me get in. Then you come in, you start teaching.

MG15-M And being a teacher, as a female like us, you are a teacher, you are a mother.

MG16-J You are a nurse.

MG17-M Sometimes you have to give the support and care as a teacher. Sometimes you are everything.

image of profession
SEE - image of profession
strongly expressed emotions

MG18-I I started investigating emotions and specifically teachers' emotions, when I realised that the teachers who were coming to me for the ACE program were able to learn better when they were happy. And so then I started getting interested in the

my research purposes

relationship between teaching and learning (and emotions). And then I did a lot of teaching and assessment and then I thought, no, I'm going to properly investigate how do teachers feel about assessment? How does assessment make teachers feel? And that's what all the questions are about. And you've read the questions so you know what I'm going to ask and we'll just go through them step by step. So the first question is about the value of assessment and the feelings around it. So I want to know from you, what for you is the value of assessment? Why do you think it's important? Why do we do it?

MG19-M To me, I think, assessment is very important. You are going to assess yourself as the teacher, how much did the learner learn from you. Then you are going to have the record of whatever that you are doing with them, then you are going to realise that some learners they didn't understand well, then it gives you a feedback to go back as a teacher and redo it again until some of the learners are at the same par as the others. And another thing with the assessment is that most of the learners they see which level, when they are looking at the graph, you will see at their level, at this point I was in level one. After redoing the same work, now I'm in level two or I'm in level three. Then you as the teacher, as you are assessing yourself, the same learner is doing the same, and says, now I must pull up my socks. And that is why I'm saying assessment is very important.

- attribution- learners
- attribution- self
- dealing with failure
- purpose and value
- SEE - learner achievement
- self image
- strongly expressed emotions
- striking metaphor

MG20-J Assessment is very important and to me I can say it's important because it's a tool that is used for...it can be used by the teacher to assess him or herself to see how much did he partake to the learners and how much did the learners grasp. And then that can only be done by assessment. The results of the assessment will tell you how far are you, are you still far behind or were you too fast, or did the learners understand you? That will tell you. And then if you feel that these learners didn't get it, you change the method. Maybe they didn't understand this method. It helps you to sort of use this method, you change this one, ok, these learners can understand this type of a level, this one I can't use it when it comes to this one. I think it assists a person when he comes there. That's why it's so important to keep on gauging yourself, see how far are you.

- attribution- learners
- attribution- self
- dealing with failure
- purpose and value
- SEE - learner achievement
- self image
- strongly expressed emotions

MG21-J I think this assessment when you say it is...it gives emotions to educators. I think teachers get emotional...because of the way it's done. Yes. I think there's nothing wrong with assessment per se, but the way it's done, and it is made in such a way that you go from one point to the other, as if we are rotating, doing, you know, a lot of paper work. Teachers are stressed and then if a person is stressed, he gets emotional. Because you are stressed because of a lot of paper work that has been given to them. And then you are told to come and assess. Then everybody

- aversion-fear
- department
- reporting demands
- SEE - reporting demands
- strongly expressed emotions
- working conditions

who comes across you, you just lash on this person with emotion. It's not only assessment, it's almost everything. As an HOD, when it's time for controlling of files, that's the time when I start realising emotional, these things amongst the teachers. It is because of the workload that teachers have. It's not about assessment itself.

MG22-I I agree with you there. I suppose I'm asking what is it...when does this stress...when do the high emotions get particularly strong around assessment? And you've talked about paper work, but...can you be more specific? What is it about assessment that makes you upset? Or that stresses you?

MG23-M And it's not about assessment as such. The only time where there is this emotions is when the quarterly report. That's where we have to do all sorts of stuff. That's where the emotions come in. But the paperwork is in general; we are talking about the assessment, quarterly, there must be some issue of report. And in other words...(interruption). So assessment, there is nothing with assessment. As we are in primary, we are using the continuous assessment. On a daily basis when you come inside a class, sometimes we teach verbally, so doing with our hands. Then by doing that, its another assessment. You are going to have the recorded one when we are giving them classwork, homework, assignment...

- aversion-fear
- enabling learner achievement
- SEE - reporting demands
- strongly expressed emotions

MG24-H Formal.

MG25-M Formal assessment. It's then that, at the later stage, is when that you are going to do what: Recording for quarterly report. That's where emotions come in because we are going to combine all the learning areas, then we sit and work hard. But assessment, there is no stress in the assessment.

MG26-H Especially when it is compiled by a class teacher. That is where emotions come in. Because it seems as if the class teacher now has got a backing of compiling all the assessments coming from different learning areas. So she or he feels that he is a little bit lost. And put on an island. So it becomes difficult for her to compile all those kind of things. Where she sometimes thinks of saying, no, this class teaching, it's quite a lot of work, everything is dumped on me. That's where you see the emotions. But generally speaking when you do your normal recordings and sort of you see the levels of individual learners achievement and performance, it is easy because its recorded by the learning area teacher.

- aversion-fear
- colleagues
- SEE - reporting demands
- strongly expressed emotions

MG27-M Still on this point, where he said, there is more work on the class teacher person, because as you know that not all of us we are working at the same pace. You find that as a class teacher, you are supposed to have eight learning areas. Then there is

another two teachers that they are very slow in writing so that they'll give you on time, as the class teacher they are going to be emotional, waiting for those two teachers to bring their worksheet for you to compile the assessment.

MG28-I And is there anything about assessment that makes you happy?

MG29-M Yes. Especially when learners express themselves. After teaching everything then we say, now it's your turn. I want to be a learner, then you do the part. That's where assessment is very wonderful (claps). Where they assess themselves using the peer group. You are going to enjoy it. Everybody will participate and sometimes they will ask you for clarity and give them, you interact. That's where assessment is very wonderful.

MG30-J It's also wonderful when there's this part where you use this type of an assessment, a group or the peer assessment, and then there is this group that is performing, and then they will always come with the criteria for assessing. Let's say it's a group work or it's a project, they'll come and present their work in front of the class. And then the class itself will be the one giving the marks. You know, it's so wonderful. Yes, we don't give them marks because of this and this and that. You know, the reasoning around the project, it's quite interesting.

MG31-I Talk some more. What do you mean you don't give marks?

MG32-J When you are assessing, you as a teacher, you're saying, you don't give marks. The marks are from the peers assessing this group, each other. It's not from a teacher. It's from the others. And in every...when they give the marks, they will always explain, if they don't qualify for four because of one, two, three. They qualify for three because of...or they qualify for one, because they didn't do one, two, three, four. So when it's time for peer assessment it's quite interesting. You can learn a lot of things from these learners. And even the development of rubric. You normally give them a project or whatever work, and then, 'guys can we come up with a rubric, how are we going to assess this?' They'll come with the criteria, then we write them down, write them down, write the criteria inside their books. And how much is this one? How much can this one be? The whole amount must be this. You just give them the whole amount it must be. So can you divide the weighting of these marks? They do it themselves.

MG33-I You don't guide them?

MG34-M&J We do.

- assessment tasks
- enabling learner achievement
- SEE - learner achievement
- strongly expressed emotions
- SV-access to internal goods

MG35-M Always as a teacher we're always facilitating, giving support. As they're doing whatever that they were doing, we're always... you as their teacher, you are there giving them guidance. What about this? Did you check this? And the whole class in those groups they will say, yes, we didn't notice that. So let's come back and redo it and give some...every group they will give them some aspect, then you guide them, and then you dot the key notes on the chalkboard. Then later on you summarise as the whole class, then you agree. After agree, then you write it down. Then it's fine.

MG35-I And for you?

- enabling learner achievement
- SEE - learner achievement
- strongly expressed emotions
- SV-access to internal goods

MG36-H It's very nice to see your learners being creative in terms of assessing themselves. The level of the creativity and the understanding and enjoyment in there, it's very huge. Because the way you are seeing learners to assess themselves it's the time when you wanted to see their creativity, to see whether also they understood. And it is very good because they are assessing themselves and they give you the criteria, and then of assessing and therefore they'll do as it is requested for them to do. So it is progressively developmental, the stage of learning in itself.

MG37-I So, my next question is about your own memories of being assessed when you were children. Is there any event that jumps into your mind that you can remember? Because often we remember things that were emotionally important to us, so, do you have a memory of assessment that you want to share? A memory of being assessed. And then maybe also if that talk...when you finished describing, talk about how, does that affect your teaching now?

- enabling learner achievement
- judgement - being judged
- personal history
- SEE - feedback
- strongly expressed emotions

MG38-M There was this incident when I was in grade...now we are calling them grade six, but at that time we called it standard four. So we had this teacher who was teaching us maths. Every day you had to memorise, the mental maths. You had to memorise. He would give you some expressions, you have to go home and do the homework and memorise them. So early in the morning you'll come inside the class, at his period, he'll say, yesterday was the girls, now it's the boys. Then on that day it was for the girls and I didn't do my work well. He just said, M, come up front. And I went forward. I thought I'm going to do the mental maths that I know. Then at that point the teacher changed everything and said: anyone who has got any mental maths, just ask her. She will tell you everything. Then when they started with the one digit, one times one, is equal to one. Two times two is equal to this. Then, when we had one with two digits, that is where the problems started. I didn't shout, the tears were just falling, whoom. Then what I felt, I said, oh, it means I must do my work, even if the teacher did not teach me up to so far, I must always take the text book and read, so that when the teacher teaches I must make sure

that I upgrade what I already have. Because I crammed or had the knowledge of one digit. Two digits, that says, one times ten, that's something that is very simple. But when he said, seventeen times three, you see, that's where the problem lies. I have to study, say three times seven is twenty-one, three times one, then I add them together. That's where the problem lies. From that day, even now as a teacher, still working for me. I encourage learners to know the mental maths, I encourage learners to know the calculation using the calculator, and I encourage learners to use their hands. So that if any method is good with you, it's good. From that day.

MG39-J With me, what I remember when we were still at school, there was this Biology teacher. He liked using the rote...we call it memorising...rote learning, singing. You know, when it was time for...it was Form Three by then, it's grade ten (nine) these days. There was this picture of a...is it the teeth? One tooth. And then it has brackets there. And then with this diagram we used to sing a song and dance. It was rote learning, it was playing. So I think that method for me it worked, because I still remember those words till today. The first one was called enamel, and then it was dentine, and then it was gum. The last one was...enamel, dentine, and the gum. Then we'll be going around greeting each other, enamel, dentine, and the gum. Twisting our... I still remember those. It was nice. Not everything that was done in the olden days was bad. But there are those ones that we can still remember. Even when it comes to our language, SePedi, we used to memorise, sing these things, and then if it was time for exam you will start singing and writing. And that's how we managed to pass. And the other important things we still remember them even today (bangs hand on table for emphasis). We can still...even I can, we can still use them today. It was fun. Yes, there was that time of teachers beating us, but sometimes it was fine because we were singing and dancing about what we were doing in class.

- comparison with pre-OBE assessmer
- enabling learner achievement
- personal history
- SEE - learner achievement
- strongly expressed emotions

MG40-I And in terms of assessment, of you being assessed?

MG41-J Being assessed it was quite scary, because sometimes when...the same thing that M is saying, the mental and the recitations to stand in front of the people saying it and it was sort of scary. You start shivering, shaking, and then the voice won't even come at the end of the day. 'No, you get a zero! You didn't say anything!' (Laughter). Because I was scared.

MG42-M But you knew the answers.

MG43-J But I knew the answers; it's just that sometimes it was scary. Especially when the assessment that was done, that one which was done, if you were to stand in front of people, ooh it was scary that one.

- judgement - being judged
- personal history
- SEE - judgement

MG44-I But that is scary. Even as an adult you get nervous when you have to stand up in front of people.

MG45-J But remember we were still kids. (Laughs)

MG46-H One of the memories that came in, thinking about assessment, my teacher who used to teach me mathematics and Afrikaans, you know, he will assess the books and thereafter and he will call you one by one and if the assessment is out of ten, then if you get nil, you will be beaten ten. If you get five you will be beaten five. So that was a crucial part...

MG47-I If you got nine?

MG48-H Then you were beaten one, less.

MG49-I But you still get beaten?

MG50-J Yes.

MG51-H So it started in standard three, which is now called the grade five. So that kind of punishment made me to work hard so that I mustn't get beaten even one day. Because if you get zero out of twenty, then obviously you are going to get twenty lashes on your buttocks. 'You are too lazy! You are too lazy Mr M, you must do this, you must do that, you must read, you must...' so it encourages, it motivated, but instead of feeling pain, I said, no, but that was my fault, because he taught me and you see how much I get at the end of the day. And instead of reporting this matter at home to my parents, I say, no, I have to work hard. It encourages us to start studying at the early age of, just imagine, a standard three learner, knocking off at five o'clock, studying. We didn't know how to study but we were trying to write the homework because we were given homework each and every day. So we were writing homework, homework, homework, homework, so freely because we know when we get out of this school we are supposed to go and fetch the cattle, can you see that? So we didn't have enough time to study at home. So the kind of the assessment that the teachers were using, in some instances it assisted us and motivated us to read, to work hard and to do the school work properly, so to avoid this kind of punishment. And it fortunately worked for us because ultimately we became educators. Because we came from there, we knew that if you would want to work hard, you need to be beaten a little bit so that you exercise the extra amount of working.
So even now, it's unfortunate, even now some of that kind of discipline, which is called corporal punishment, it demoralises the standard of learning to our kids. Because our kids now, they are no longer punished as the way we have been punished. They've

- comparison with pre-OBE assessmer
- dealing with failure
- judgement - being judged
- learner characteristics
- personal history
- SEE - judgement
- self image
- strongly expressed emotions
- SV-access threatened

decided not to do their schoolwork because they know no one is going to discipline them and so it affects the results of the matric at the end of the time. Can you see that? So the kind of the assessment which we are doing now it is relevantly good for this time but not good for our children, because our children are too lazy. They need something a little bit extra to energise them, to make them work hard. Because I've seen myself, it worked for me, and definitely it will also work for other children.
You know, the way I'm assessing now in my classes, I sometimes try to scare them. I don't beat them, I scare them. 'I'm going to beat you and I'm going to tell your father that you are not doing my work!'. So the kind of the assessment and the influence of it, it needs a little bit boost towards our today's learners. Really, it is good that the way we are assessing, but it does not work properly for us. That is the problem that we have.

MG52-J Still to add on that, I think the assessment itself, the method of assessing, I think if it can be changed a little bit, because in the olden days if you get a zero it's a zero. And then if you get one it's a one. And then there was this thing of getting fifty percent so that you pass. And then during our days you used to fight to get at least fifty percent. And then in those days they were saying, if you don't get fifty percent, there was this thing of supplementary or a total fail. If that thing of total fail, these learners of our can remain in a class for the second year, I think maybe it will sort of pull them up. Because right now, the assessment that we are doing is good, but our learners are lazy, they are totally lazy. If a learner, during our days if I can get a zero, I will cry for the whole day. But these ones, if they get a zero, maybe it's a class work, there's no problem, it's just one of those things. They don't care. It's a zero, it's a number also.

- attribution- learners
- comparison with pre-OBE assessmer
- dealing with failure
- judgement - making it
- learner characteristics
- SEE - learner achievement
- self image
- strongly expressed emotions
- SV-access threatened

MG53-I For you also?

MG54-M Yes. Even the facial appearance. When we had an assessment out of twenty-five marks, the rest they got from fifteen until to twenty-five, then you'll find there's maybe ten of the learners, they got zeroes. Some they got one. Even their facial appearance says, 'it doesn't matter, it's just a number. We are still going to be promoted, because sometimes we are old.' It doesn't matter to them. There's nothing that we can do. As we were in our grade, grade threes, grade fours, grade seven, we used to have this intrinsic motivation. Then you say, if today H got ninety, it would be for the very, very last time. Next time I'm going to get ninety-eight. I don't want to beat you. But today...no, no, no.

MG55-J It was a sort of competition. You know, for us during our schooling time, if M can get a hundred, or M get fifty percent, I'm going to fight, the next assessment I must beat M. It must be me. So this time there's no competition, there's nothing, it's just

- attribution- learners
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carrying your school bag, going to school, carry it back, go take it home, carry their school bag home. Even their parents don't even check their kids' books, they don't assist them. If a child is getting a zero, the only time you will hear these parents coming to us, it's year ending, or the beginning of the year, if the child is supposed to proceed to the other class, then that's the time they will come. But during the course of the year? No.

- SEE - working conditions
- self image
- strongly expressed emotions

MG56-M It doesn't matter.

MG57-J It doesn't matter, it's one of those things.

MG58-H You know, there is one thing that I liked in the past and I'm still using it now. This thing of self-assessment and peer assessment, it is not started in this OBE. We have done this in 1980s, during the time when I was doing standard three. I started in standard three, 1980. It was there. We used to mark our books, we used to mark our colleagues' books. And by then, you see, the method of our...the way we were assessing our books, we would be given instructions to say, you know what, this is the feedback (the answer?), it's written on the chalkboard, now you have to mark, to assess the book. Then we start assessing. If you do a mistake, putting right where is wrong, in your book. You! Then the teacher will discipline you! If sometimes you will be marking your colleague's book and because it's your friend you just give them right, right, right, right, because we used to sit in pairs, so exchange, exchange. Put it right, so my friend put it right there. Then the teacher still is going to discipline you because he is going to check the books, whether you have marked it correctly. And if there are some discrepancies there, I'm telling you, you will be given that discipline. And even now, I like this kind of assessment because I did it during my education time, my schooling time. I still use a self-assessment and peer assessment. As long as the instruction is straightforward and relevant, and learners won't go wrong. So the kind of the way we are assessing now and the old ways of the assessment, it is still the same, it is just, there is a little bit improvement in that, but really its the same.

- assessment tasks
- comparison with pre-OBE assessmer
- personal history
- SV-access to internal goods

MG59-M And to add on what H says, even the teachers of those days, they were not different from the teachers of today. Because whatever that they were doing, they were doing it with passion. Even the way if they're saying, this is something the feedback, you are supposed to mark with a pencil, you'll never mark it with a red pen, you'll use a pencil. And they encourage us to make sure that in order for us to touch our books, we must wash our hands before. Our books was very neat, because we knew there will be some times where they will say, the specitere (in SePedi, meaning the district official, inspector) will be coming to our school. You know that if your book is very neat, doesn't have some swell or some sweets, they are going to take your book and give it to the

- comparison with pre-OBE assessmer
- enabling learner achievement
- personal history

principal, even if you are always getting the four. They are going to take your book because it is very neat. And the inspector is going to give you a stamp (bang on table). I even went to that time when I was in tertiary school, my books of primary and secondary were still there because they have this stamp from the inspector. Even today, in my teaching, I make sure I encourage learners to make sure that their books is very neat. Because if it's neat for me, any other teacher, even if your parents may come in while I was still marking them, then I said, this is the book of your child. You will be very happy. You'll realise, ok, but my son is not good at this and that, but you'll find him very neat. And it shows me, oh, this one is having a problem with this, so that I can give help where necessary.

MG60-I So, you've sort of moved there anyway, can we talk about your current assessment practice? I want to first ask about the assessment policy. Some teachers are frustrated about the new policies, other teachers are excited about the new policies, so I want to know how do you respond emotionally to the new assessment policies and how do you use them?

- policy
- satisfaction-happiness
- SEE - policy
- strongly expressed emotions

MG61-M With the assessment policy that we are having now I don't have a problem with it. Everything is clear. If you have got the assessment guideline everything is clear. You know that in term one I'm going to assess this and this and that. The only thing that gives teachers maybe some difficulty in the assessment policy, is more work that comes with that. To say, now that you're having the assessment guidelines, the national one, then this is something that you have to fill them out. Because at that time, everything will be there, even the dates, what you are supposed to do in January, what you are supposed to do in February, and now and this and this and that. But now the assessment, everything is clear. But if I have to...if we are...we are working in a group of three teaching maths ... if I assess my learners today an assignment, though we are doing the same thing, but I, I have to write, today on the 28th of May, I did this. Whereas when you go to H, teaching the same thing, maybe H did them on the 25th, that's where the problem lies, because automatically as teachers we want to be on the same par and then we want to encourage, if teachers we can be working as a team, then the learners, as we are using the group work, they will be working as a team. But if we are working as a team, you'll find myself recording a task on the 28th while H recorded on the 25th, that's where the problem lies. Because when we are doing that forms, the new forms that the district has ordered us, everyone, you'll sit in groups and plan and plan and plan, but the day I'm going to record, it's me and the class. That's where the problem lies. But all in all everything is clear.

- SV-access threatened
- aversion-fear
- reporting demands
- SEE - reporting demands
- strongly expressed emotions

MG62-I Can I just ask why is that a problem? Why does it matter if one teacher is three days ahead and the other one is three

- aversion-fear
- department

days back?

MG63-M You know what, because sometimes we are saying like this, if today H has planned for this week, whatever that H have, I must have them. Then two weeks it must be planned by me because of some workload. Then I have to give it to H. So that if they go to H file they must see something that H has and I must have them. So if the days they differ, they say, but you said you and H you are working together. Why this? Because sometimes you find H cannot call me and say: let's record it now. Because at that time maybe first period or second period I must be in 5A. And then H already doesn't have a period for that day. So I did that. That's where I find...

MG64-I And the inspectors worry about the dates?

MG65-M Sometimes. Sometimes, because they check the policy. They need the work schedule, they will look at the work schedule: 'you said that you were going to do this on this'. Then you said, people that are teaching maths in grade 5 is M and H. Ok, then looking at the file of H and the file of M, everything is good but at the task, assessment, that's where the days differs. They say, no, you should sit and write the same thing. But because of workload we cannot do that.

MG66-H You see Carola, the policy of assessment is quite clear. The guideline also is quite clear. For instance, let's say, it's EMS, as I teach EMS, they say the assessment task should be, or must be, four at the end of the year. Right? Which means, each and every term I must have one recorded task. Now, because the policy in itself encourages us to work as team, collaboratively so, then you will find that my teammate is too lazy. Or maybe it is because we are not the same in terms of pace and time. So you may find that in terms of recorded assessment task, I've already recorded them and he's left it behind. Because if I can take out my file now, it says there is a date of completion. It's if that recorded task should be completed at maybe 28, so it means both of us should have to be...have that recorded marks by then. So that is where you'll find that when the department officials comes in, they find that, now, why M has got these recorded marks but you Mr M, you don't have. Then it's a confusion. Because they don't understand how you work. Because the pace of working it's not the same. Whilst also in the policy, it encourages that. Even the learners that we are teaching are not working at the same pace. So we need to be patient as teachers. So we assess them according to their pace. But the department use their own way of saying, 'no, but you should have to be here', whilst they understand that even the teachers cannot use the same pace. So they put out a lot of pressure and we become emotionally out of control. To say, now what do you mean if we say, I must be here by now, whilst it is

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because of my class. If I've got learners who are too lazy, more than half of the class are too lazy, are too slow, then obviously I'm going to be slow. So they don't look at the internal problems that may hamper my progress and that in turn they lock it down to say, you know what, Mr M is too lazy and also it goes that extra mile into how many days have you absented yourself from school, and it goes so far. And so by so doing, that is not what the policy in terms of assessment is saying. That is not how the assessment plan or the assessment program wanted us as teachers to do. So it needs each and every person to work according to his own pace and his own learners' pace. So even sometimes we feel demoralised. If now they come here, instead of supporting us in terms of assessment, but criticising us. So I'm just telling you this because even this week they were here. Instead of checking what they will need, no, informal assessment, they need informal assessment, they need formal assessment, they need us to be by this time being recorded. We said, no, how can we record them this now because we are still on this. Now I've got only one. Then I'm not finished with my assessment. Then what should I record then? But by this time you should have to be...No, no, I'm using my own pace. I've got only four periods a week. And with these four periods a week I make sure that I teach, I make sure that I give my learners work so that I assess them. I cannot always assess, assess, or give them work and assess without teaching them. It is not teaching. It is not about learning. So it means they look into learners' achievement without understanding where does these achievements come from. Because my understanding in teaching is this, achievements come from learning and teaching. If I didn't teach and learners not learnt, then where should I get an assessment?

MG67-J Can I come in, Mr M. Carola, you said, do you work with assessment policy? Yes. We use the assessment policies that are designed for us, and they are not designed by teachers, they are designed for us. It's so difficult, yes, some of the things they are in the curriculum national and they call it National Curriculum Statement. This assessment, the problem with the teachers it's one. One, they are designed by somebody at the national level and maybe this person was never in a class. He doesn't know what is happening in a classroom situation. Because if you come around and say by the term you must be finished to two tasks, and then you must have this work schedule of ten weeks, you are supposed to finish this and assess, give two assessments...do two formal recorded tasks, only two, for ten weeks. This person is sitting there, he's not in the classroom facing the learners, and he's not facing these learners from various backgrounds. Like for example in our school. Our learners are from the shacks. Some of them are from single parents, whatever. The social economic this thing around us, it's very, very, very poor. And they've designed this for us. It was not designed for these learners of this school.

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MG68-I Now I want to know exactly what wasn't. Is it the type of tasks that are not appropriate or is it the fact that you have to record twice in ten weeks? What is it that's not designed for you?

MG69-J What I'm trying to say, I'm trying to say that when these people were designing these assessment policies, it shows that the involvement of teachers were not there. And maybe if the teachers were there, it was the teachers from the so-called Model C schools, the well-developed schools. They didn't take into consideration learners getting underneath a tree...

MG70-H Overcrowding.

MG71-J Overcrowding. They will tell you assessment, so right now I'm having fifty learners in a class, then I must assess reading. When I assess reading it means I must read for them this book and then after reading, go individually. How many days am I going to take to finish these fifty, listening to their pronunciation, listening to their punctuation marks there, is she using the punctuation marks. I'm going to go one, two, three, until fifty. It's the whole term going around with those learners and on the other side I'm expected to record two formal tasks. That's why I'm saying, to me, if this was designed by the Model C schools or the developed schools, they didn't take into consideration a school like this one of ours and the schools like the Limpopo area, schools like in KZN, where they have these resources. They didn't take that into consideration.

MG72-I So if you could change the national policy, what would you change?
MH73-J The national policy, with me, I could say we should go back to the assessment policies that we were using in the beginning. Where we were using numbers. If you get a zero it's a zero.

MG71-M I agree with you.

MG72-J If you get a zero and a fail must be called a fail. They must stop saying a fail is not competent, competent. They're just trying to come up with English here. A fail is a fail. It's nothing. And then if you fail, when I grew up I know, if you fail, I need to repeat. Pull up my socks a bit better and repeat, go on, carry on. So it must come back as it is. Stop polishing these things, trying to make it with this modernised English, make it Europeanised English, nice English. No. A fail is a fail.

MG73-I Well, I don't know if it's Europeanised English. I think it was just people who didn't want to say children fail.

MG74-J But we used to say a fail is a fail.

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MG75-I I know. I still do.

MG76-H There is no difference between incompetent and fail. It's one and the same. If you say incompetent it means you have failed. Then the other thing that if I were one of the policy...

MG77-I It was trying to encourage learners.

MG78-J They didn't encourage them, they spoilt them.

MG79-M They didn't spoil them, they have killed them.

MG80-H They have killed them (general laughter). You know, there is one thing that I don't like in assessment policy, in terms of assessment and the reporting part of it. To me, as J and M also indicated, in terms of fail, let it be a fail. Whether I'm using a red pen, whether I'm using a black pen, a green, but if it's a fail, it's a fail. We cannot put flowers on something that is not good. And if we are fair enough to ensure that we love our kids, then we will go back to the old system of assessment. To say, this thing of 'let's push the learner to another grade, maybe he will do something good', we are killing this nation. We are not only killing our kids. We are killing the nation in all. Because look, I can give a very good example: 2009 examination grade 12, it was a higher failure rate in South Africa. Why? Because these are the learners who started with the OBE, NCS, RNCS, where we were doing trial and error method, using our kids as if it is a ball. Then it gave us the results that mean South Africa is not performing at the end of the day. Because we were pushing and pushing and pushing and pushing the learners...we were polishing those learners...

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MG81-I Pushing or polishing?

MG82-H We are pushing and polishing. Even though the learner is not doing well, you are pushing them through to Grade 10. It is because of this policy that says we are addressing the imbalances of the past. But we are doing it with the wrong culture, doing the wrong things. We are not loving our kids in such a way. Let a child know if he's done wrong, let wrong be wrong and right be right.

MG83-M Yes.

MG84-H So if I were one of the policy makers, then I will take out, rub out, this thing of pushing and pulling. We push, push, push, push, push. I would say: if the child is incompetent, he's incompetent, let the child remain and redo it again..

MG85-J It doesn't matter how old the girl or the boy is.

MG86-H No matter age or no age. So that we cultivate the good culture of an educated society in future. Who will be the engineers, the doctors and so forth? Look, we are producing these things of learners going to one stream, which is the humanity stream. But we need to have doctors, engineers in future. Because of what? It's because of this kind of educational system in terms of assessment.

MG87-I Ok, I've heard that, that was very clear. (Laughter) And you agree.

MG88-M I agree. But for me, also in terms of the assessment policy, if it was me who is doing that, I would make sure that I hide that book, no one would ever find it. So that the same teachers that they are teachers today, all of them they have done a teaching practice, they know what is expected. The only thing that we need, we have got so many knowledge in us, that we need to impact on these learners, but according to the assessment policies that we are having, they know that we give learners a little knowledge, we focus on the reporting and writing, recording and writing...

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MG89-J&H Paper work.

MH90-M But what we're expected as the teachers is to teach. And the more we teach the learners they learn. And the more they learn they are going to use that knowledge. Then we are building what? A better nation.

MH91-J That's why we are here today. That is why we are teachers. Our teachers were standing there talking to us, and sometimes you write classwork and homework. We used to sit and listen, and then here we are today. But these days it's not like that.

- SV-access threatened

MG92-I And if you talk to the kids, do they listen?

MG93-M Not all of them. There's nothing that is pushing them. They know. Even if you teach, some they listen, even those that didn't listen they know that because of their age they're going to the next level. There's nothing that is motivating them. That is something that is lacking a lot.

MG94-H The other thing that is killing our part of assessment is, assessment and discipline are inseparable. But the way of the looks, it seems as if, yes, it's inseparable, they should go hand in glove. But the way of the looks in terms of the policy, it seems as if assessment is that side of the road and the discipline is that side of the road. Because if you want learners to achieve very quality assessment at the end of the day, it's through the discipline. But how teachers discipline their learners in the classrooms, there's no indication in the policies also to how are we supposed to discipline

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the learners who didn't do the work, who are playing, who are doing...so in other words, the corporal punishment that was part of the discipline in the older days of our education, it has not been replaced by anything else that will ensure that our learners are taking the right road. So they don't care whether you assess them positively or negatively. The parents also, they don't care because they don't understand how we used to assess, because they know the old system of assessment, they're even against this way of assessment that we are doing. And there's no other ways that we can do it as teachers, because, no, that is the policy. You see? So it means discipline, assessment, knowledge from the parents, it's lacking. So it needs a kind of a policy that will generate more or put more thought on the new system of assessment that will be workable for our entire learners.

MG95-J To come back again, the system of assessment, the other thing is, you know what, when these workshops for the assessment, you can't really take me to a workshop for two days and when I come back you expect me to come and implement. I would say, you know, when we went for this teacher's diploma, we went there for three years. Three full years. And then coming back from there, it's then that we can get into the systems start working. How about taking at least a year or six months, employ somebody there, we are taking teacher X to go and do assessments in each and every school. When that teacher comes back it's the one who can try and assist the others. But now we, 'oh teacher A&B go up to assessment workshop in Johannesburg', the following day, implementation. This we heard about this in the TV. The FFL, Foundation for Learning. And then we heard it when Angie Motshekga was saying 'halala, halala' on TV (laughter). Now when we were sitting here, people were coming here, we are here to deliver. What? The boxes. What is inside? Oh, FFL. Now we have to sit down, then it has also its own assessment inside. That's why teachers get emotional, teachers get stressed, teachers get confused. Because whilst you are holding this one, they say, no, change.

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MG96-M Change. Change! (in command tone of voice).

MG97-J Then you go to this one. Oh, this one is too hard, change.

MG98-M Change! This one is good now!

MG99-J It's not assessment. You know what makes teachers to be emotional; it's this thing of changing from point A to point B. Like the district officials. Last year...this one is employed this year. He comes up with this format of assessment. Comes and drops it into schools: this is the type of form for assessment you are going to use. Next year he's got a promotion. So B comes in,

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comes with his own new system, and I'm still trying to adapt to A. Then B gets a promotion, goes on to whatever. Here comes C again. Another thing new. So I'm receiving new things almost every year.

MG100-M And it doesn't even work for a year. Now we are having the FFL, 2010, before 12
July. Maybe before it goes to November 30, we will be having LLL. (Laughter). 2011, another thing.

MG101-J So you cannot really blame the fact on the assessment. Yes, partly assessment. But the training. They must check the training of educators who are trained to assess. They must check the duration and who is taking those educators. They must be able to take them step by step, until they get the whole thing. It's then that they can come back and implement in their different schools. But the way they're doing it these days, you go to a workshop today, tomorrow you come back and implement. Next month it's another workshop, you come back and implement. You know, it's not only teachers who are confused. Even our learners. Even our learners are confused.

MG102-I You don't think the district officials are also confused?

MG103-H Yes, they are confused.

MG104-M They are more confused.

MG105-J Let me get into that one. When we asked them questions about this one, 'no, we'll come back to you, we are still going to a meeting, wara wara'. They are also confused. Because for this one (Foundations for Learning), they didn't go via the districts. It's from national direct to the schools. They were asking us, did you receive the files for what what what? We said, yes, we have received them. (Laughter)

MG106-H You know the way the South African education system wants us to assess the learners, really it's all the confusion, the frustrations that the teachers are in, you know, are carrying every day. Because it doesn't take time for a teacher to breathe. It keeps on changing, changing, changing, changing, changing, changing. And these types of changes daily, it also confuses the last step, which is the grade 12, in terms of part of assessment. That's why we find that at the ultimate end learners get dropped, get failed. Poor results. And whenever there's a poor result, the national government blame the teachers, whereas the National themselves confused the teachers, the officials, and so everybody in the education system, by not giving them the direct way of assessing. An important part to show that the country is developing in terms of education is about assessment. But if we

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cannot grasp a clear instruction, a way of assessing our learners, they'll therefore say, 'oh, all the things are confusing'. Then teachers, at the ultimate end, in classes they get emotional. And I also, as the head say, you know what, let me check your file. Then they don't provide me with the files. 'Mr M, I'm still busy, you know this thing of assessment, I'm still busy with this and this'. And I can feel and I can see they are confused. They are frustrated. And even as an HoD I know, I'm an HoD, but I've got about four classes to six classes and in those classes fifty-three learners inside. So how long am I going to take to finish to assess the learners so I can know individual learners' weaknesses so that I can be able to assist? And in that, the department again do not employ more educators. Because, if it's a school like this one, it's got about one thousand four hundred and eighty-five learners in class, and in some classes, especially in these intermediate classes, you'll find learners are fifty-three, fifty-four. The highest number plus/minus fifty-four. So if I've got six classes...

MG107-J Still on the number, can you check the size of the classrooms?

MG108-M Three hundred for one person.

MG109-H Just imagine! How long would I finish assessing these learners and then knowing these learners' individual problems and trying to come up with some special needs, then remediate it? Then, when I'm still trying to think to the end of the term, it's already the change of season, then the end of the year, complete, then go to the next level - it becomes a problem, like this year, with the way we should assess learners in classes.

MG110-M Another thing, maybe for the whole revolution of education, it needs to sit down, the premiers, Angie Motshekga (Current Minister of Education) and the rest, they need to have a vision. What do they really need with the children of South Africa? What do they really need? Because globally, our learners cannot compete. They can only compete using the technologies stuff, but sitting and competing against other nations, no they cannot. Because the Department of Education, it doesn't have a vision.

MG111-I Can I sidetrack a little bit and ask about the Foundations for Learning? I mean, you've got the files and you told me how you got them, but I'm curious to know, do you use the lesson plans and what's your evaluation of the lesson plans?

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MG112-J The lesson plans in this Foundations for Learning, they are planned by these people I don't know them. When I look at a lesson plan itself, it has divisions. It says the lesson plan must have...it must be for one and a half hours, which is then three

periods. And then when you check in these one and a half hours there is fifteen minutes for this, thirty minutes for this, twelve minutes for this, twenty minutes...so that the division of the lesson, to us, it's not practical. It's not practical, it's not working, because they are talking about fifteen minutes changing to this one, doing reading, changing to this, writing, in one period. And when you look at the length of a lesson plan, the length of a lesson plan it's too lengthy for us. These are designed for learners in schools like decent schools, those that have learners that can grasp quickly, ten minutes time it's done for oral questions and this one ten minutes is for this, fifteen minutes for writing. Because with us, writing it's thirty minutes to forty-five minutes, just transcribing with our learners. So it's designed for those learners, not for us. What we are doing with it, it's...at least it's a guidance to us. We look at it, at least I can pick up this, go at my pace, teaching these learners and then after I've seen that they've grasped this, it's then that I come up with a way of assessing them. It can be a group work or it can be an individual and then I assess them. I pick up something and I go step by step. But doing a lesson plan for a day? No, it's not practical for us.

MG113-M And the level it's done is very high. Using the FFL to teach the learners of us, you are killing them. You are killing them and burying them. You rather just have them as a guideline, to use them as a tool, then you understand the level of the learners. You go down. You understand, then you go down and prepare a lesson at the learners' level, so that you give them a foundation. Because that one is very high.

MG114-H You know, I'm not against the Foundation for Learning, specifically that it's meant for mathematics and the languages. Because initially they wanted to improve mathematics and language so that we have the engineers and they know everything in our country. But the way it was designed, it was designed in such a way that it has not looked at the level, the knowledge, the understanding, of the African learner. That is the problem. Because the pace that you need to use, you use the high pace, not the pace that we normally know because we know our environment, we know where our children come from, and definitely a hungry child cannot grasp very quickly like a child who is ok in its stomach. So it becomes a problem, definitely so. It becomes a problem. And looking at the maths and language, we have got another learning areas that needs to be taken into consideration. But to pick up only one fault, another fault, which is here, is that the periods that should be catered for in a day, or a week, is not good. It's too much. Like for languages: fourteen periods a week!

MG115-J There comes the assessment policy there.

MG116-H That is not real! That is not practical! Because the other learning areas like Social Sciences, like Natural Sciences, they are still continuing with their own periods, seven, eight, four, six a week. Then how are you going to fit in the fourteen periods starting from half past eight until two o'clock? So this Foundation for Learning, in itself, is not practical. So it hampers the assessment development of our learners, in this school, in South Africa as a whole.

MG117-M Even the learning span of the child. A learner cannot sit for more than three periods for one learning area. You'll see them asking, may I please go out, may I go out, may I please go out? And they are going to disturb the whole class.

MG118-J You know, it comes back to the assessment again. When I said to you, when these people are developing this, even the assessment policies, it seems as if teachers were not involved. Teachers were not involved. I mean, we all know that the concentration span of a child is for this much. So how can a child, a grade six learner...a grade four, because it starts in grade four, hope to concentrate for one and a half hours, looking at one person? Ultimately they fall asleep.

MG119-I No, surely they will do different things in one and a half hours?

MG120-J Different things, but by one educator. It's four, five, six and seven. Oh, these three grades, four, five, six.

MG121-I Oh, I would have thought that that's a good thing. I mean, if I'm a maths teacher, I would be happy to have one and a half hours, to have three periods, because then I can teach something and I can practise something and they can write. I can do lots of different activities, but I've got time to consolidate this thing that I want to teach.

MG122-J I'm saying they didn't...yes, as a teacher I won't get bored, I'll be able to consolidate everything. I'm talking about the concentration span of a learner. So with me, I don't have a problem, I can be able to do that. And again, the department has just posed this to us, they didn't come up with plan B. They said fourteen periods per week for this language. And then when we ask them, what about these other learning areas? It means the school must knock off at three now. They said to us, 'improvise'.

MG123-H How?

MG124-I Oh, well, if you improvise then you don't have to do fourteen hours, you can make the changes that suit you. That's what improvise means. (General laughter)

MG125-M If you do under fourteen periods, they are going to come and say:

MG126-J&H you didn't follow the policy.

MG127-I But they told you to improvise.

MG128-J Yes, they said to us, you can improvise. So, last week they were here. Then they said: according to your timetables, there's no FFL here. (knocking finger on table for emphasis). 'Yes, there is no FFL in the timetables. We are using our two periods.' 'But it must show that it's FFL.' That's why I'm saying, teachers are confused.

MG129-H I don't see a difference between FFL, English and home language, because when you ay FFL is Foundation for Learning, we know definitely it is meant for mathematics and it's for languages. Then if in my timetable it's written English, it's written home language, its written mathematics, that means these are the FFL!

MG130-I Yes, that's correct.

MG131-H It's just that I categorise them in such a way that I understand them.

MG132-J We are running over time.

MG133-I Ok, can we carry on? I want to know how you feel about your learners. Say, your learners did well, how do you feel? If your learners did badly how do you feel?

- dealing with failure
- enabling learner achievement
- SEE - learner achievement
- strongly expressed emotions

MG134-M If my learners did well, I feel happy. If my learners didn't do well, I don't feel happy. That is why I don't encourage them to copy as I'm teaching maths. I encourage them to get that zero if it's necessary, so that I will do one on one with them, because I encourage them to say, in everything that you do in maths there must be a reason why. Then if you can have that, if you don't understand, I'm the tool, come to me, use me. Then I will sit and help the person. If that person moves from a zero to one, it makes me happy. Makes me happy.

MG135-J You know what, Carola, I have to pick up my daughter at aftercare.

MG136-I Alright, then you have to say goodbye. (Discussion about time and goodbyes.)
I still want to ask you about marking.
Tell me how you feel about learners.

MG137-H I feel embarrassed and bad if my learners are not performing the way I wanted them to perform. Because the main aim of teaching them is to ensure that they are well developed, they are well educated. But if they are doing badly in my assessment, I'm definitely being confused, to say, what went wrong? Or where went wrong? Then I restart to think again and see what I can adjust, so that they can be able to get some little bit of achievement then.

- attribution- self
- SEE - learner achievement
- strongly expressed emotions

MG138-I Alright. Marking, how do you feel about marking? How do you feel while you're doing the marking? Afterwards?

MG139-M Ok, I do it this way. Many times maths is a double period per day, there is no maths one period, its always double. So the first period, if today is my day to teach, that first period I will be teaching, then the second period they will doing a little bit of practice and I give them an activity to go and do it at home. The following day when I come in class, first period, we do corrections, then when I was doing corrections with them, then they give it to me, first row I mark, as I'm marking the other two and three rows they are doing corrections, the written one. And as they do the written one, I correct this one, I give it to them, I make like this, until I mark the whole class. That's the way I do it. It's very wonderful because everybody will be doing hands on. I will be doing the marking, they will be doing the writing of corrections, and then I will check if the corrections they have written they are right. If some they did miss maybe their signs, instead of saying addition, they write minus, I will call the one learner: 'you know, you were supposed to write minus here, so this is not right'. Then I write something there, the colour of the pen that is different from her or him, and that's the way I do it.

- enabling learner achievement
- marking
- SEE - learner achievement
- SEE - marking
- strongly expressed emotions

MG140-I You don't take marking home?

MG141-M No.

MG142-H You know, the marking part, yes, the marking is to me I do...so for my informal assessment, or informal task, I use learners to mark. Sometimes self assessment they assess themselves, sometimes I use this peer assessment, so that they can be able to see how best they can improve, how they've made some mistakes, they correct themselves, and they enjoy it almost every day.

MG143-M Yes.

MG144-H And for formal assessment is then that now I take them to my office, then I mark them on my own. Because that is the result that I'm going to get from this kind of assessment, I'm

going to record them. I don't allow my learners to mark.

MG145-M It's not good.

MG146-I Alright, and do you take marking home?

MG147-H I initially don't take them home, but I take them to my office. Even now in my office see, some of them they are there.

MG148-I Yes, I can see the piles.
MH149-H So, in my spare time I sit down and mark them. So I enjoy marking because I can see on my own how far our learners are. Then quickly I've got some solutions in mind to say how, ...when I'm going to give them feedback through writing in their books and verbal feedback, then I know what I'm going to talk about.

- marking
- SEE - marking
- strongly expressed emotions

MG150-I And what subjects do you mark? I'm really asking are there any kinds of marking that are easier to deal with than other kinds of marking?

MG151-M No, there's nothing easier. The only thing that is clear to everybody, the area of specialisation. That's where the mark is very good. I'm teaching maths and technology. He's teaching EMS and SePedi and other things. I cannot teach whatever that he's teaching. Unless if it’s a formal assessment where he has written even the memo, then I can mark that. My speciality is maths. If it’s maths, then I know and everything is easy.

- assessment tasks
- judgement - making it
- marking
- SEE - marking
- strongly expressed emotions

MG152-H Yes...in EMS and especially on language also, it's not easy to assess in terms of marking and whatsoever. Normally what makes it easier for me to assess quickly, is when I've got the rubric. That is the easiest way of assessing. But if then I don't use a rubric, then its a long way of assessing because normally I don't use a generalised mark, I use point per point and that means marking, marking, marking. So just imagine marking about forty-three books which have got question one, question two, question three. So it will take me a long time to mark, to finish marking. So I normally use the rubric, that would be the criteria for assessing this work, which normally I agree with my learners in the class to say, how are we going to assess this? Then they come up with the criteria. Normally I look at...if it's the spelling, look also at the spelling in languages. Look also at spelling in SePedi because you see, there are those kinds of words that (?are like cockroaches) I mark them wrong. So as long as they came up with the criteria I don't have panic when marking their work, because I mark wrong or right according to the way they wanted me to do. So it becomes easier and I enjoy it the most. For some of them, I just put zero, then I go on. Because that is what they want. And when you give them the feedback, they laugh, and sometimes it means the way

they laugh to each other, they encourage themselves or one another to show that by tomorrow, don't get this again. Because if you get this, we're going to laugh at you. So, to other learners they are emotionally touched, and to most of them, you know, it's the way of improving their pace and their standard of working. So I find it so helpful in assisting me in terms of my marking experiences in schools.

MG153-I The rubrics you find helpful?

MG154-H The rubrics, I find it's helpful to me.

MG155-I Good. Alright, report writing and accountability. How do you feel about those things? How do you feel when you're writing the reports? When you have to account to parents or to the department?

reporting demands

MG156-M Well, we normally don't find any problem because we are doing subject teaching. If I'm teaching maths and technology, I'm responsible for that grade for maths and technology. If any parents come in for any clarity or the district official, I will be responsible for technology. So if I'm saying this learner got ninety-eight, I must have evidence how I'm saying he got ninety-eight. That's where I'm accountable, because I have the evidence with me and then the handwriting of that very learner, and I've even recorded the same thing. Even if you can go straight to the learner, you didn't ask me, just go straight to the learner and say, can I have all the things of technology? They give you, then you'll come to me and say, can I have your record sheet? I give you my record sheet. And you'll check, and then you check. You check and you check. Only to find, oh, there is evidence. Because I mustn't go out. If I'm going to say, maybe they have written, in technology you are using the rubric as we assess, you are using the rubric and their project, so if you are doing that, it must be clear in my recording and say, the reason he got twenty-five for task two is because we were doing this as their project and they were doing this as a group. The work of that group, this is the work of the group, I place it next to it, then they are going to see it, everything is fine and clear.

MG157-I And it's not too much stress for you to do that all?

MG158-M No.

MG159-H You know, in terms of reporting, so long as we do have the record sheet and we have got evidence of the work of the learners, and yes...it becomes easier; it doesn't give you any stress. It becomes easier because you do have evidence, you do have the recorded marks. Then you know you have marked the books, you know you have got this record and whoever wants it, then you give

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reporting demands

it to them. And fortunately enough in our school, the time when we issue reports, is the time when we call the parents to come and view the reports. That is the time where we sit down with the parent of that learner and show her the learners' performance.

MG160-I You sit down with each parent?

MG161-M&H Yes! Each parent.

MG162-H We explain to say, look, why we are saying this learner has got this and what does that mean.

MG163-M And if he or she wants to write it, we allow that. They write and then they can even come again from the second term to say, but now I'm happy ma'am, or I'm happy sir, because in term one she got twenty-three, but now she's got thirty-five.

MG164-H And now there's a little bit of improvement.

MG165-M But even again if there is something that is wrong, even the term one she got twenty-three, then in term two she got eighteen, the parents can still say, 'ma'am now I agree with you, that boy of mine needs help. Where can I help?' And you say, 'what can you do'. Then they tell you, we agree. Give each other term three. I will do this, you do this, then we communicate.

MG166-I And the reports for the department?

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MG167-H For the reports towards the department we use the summary statistics, and we also use a schedule, the green sheet. In the summary statistics we summarise all the learning areas according to the schedule. So that's the schedule, that's the summary statistics. And the summary statistics, it gives you a clear picture as to which teacher is lazy and not committed. Because you know, it is not class teaching, it's subject teaching or learning area teaching. Then you can be able to see, oh, Mr M is teaching EMS in grade six A and B, and Ma'am Y is teaching EMS in grade six C, D and E. So when we look at these learners here, they perform badly as compared to these learners. So it means Mr M needs help. So we intervene, to say: how did it come, account, tell us. It then that he is now also able to tell us, to say: no, I've got the records, I've got evidence, I've got this, my learners didn't perform very well. Then we can be able to assist the teacher and say: no, it means you were using a wrong way of assessing learners and a wrong method of teaching. Then bring ... let's assist you.

MG168-I Do all the children in one grade, in one subject, write the same exam, or test at the end?

MG169-M&H Yes.

MG170-I So you can compare between teachers.

MG171-H And it's easy to compare them, you see. So sometimes you'll find teachers who'll tell: you know what, I had a problem, you know I've got this and this and this problems, (like the problem that I had), and explain to you to say, you know what, they have stolen my belongings and I'm not coping very well. So those kinds of things. When it comes out, ok, it's understandable, then we have to assist you in this to cope, and give advice, and possibly, if the teacher allows, then we refer the teacher also, so that he can be able to get help. So that is the accountability from the level of the teacher and from the level of the HOD, the deputy principal and the principal in a school framework. So that, when whatever comes up in the departmental area, then we know exactly where the problem lies.

MG172-I So then, my last question is around how do you manage your own emotions? When you feel strongly about something, how do you manage that?

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MG173-M Towards learners or colleagues?

MG174-I Well, both. Wherever. You could talk about both, how you manage.

MG175-M As a teacher we are governed by so many policies. We are governed by SACE, they tell us what to do, what not to do. Sometimes if you find that you are out of this body, you cannot take it any longer, you cannot take stuff or what - 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, phew, deep breath, and you do it. Then everything is calm. If you've heard that this one is not doing good, because in a class of fifty-three there must be someone who is always challenging you, but as a professional somebody, you just keep on teaching and teaching, teaching, when the period is off you say, Carola, can you come and see me in my office? Then you do one on one. Always when you do this and this and that, I don't like it. Do you really like it? Then you communicate. And then you say, is there any problem? Then he will tell you or she will tell you. Then you say, how can we help? Then you agree. Tomorrow when you go to the same class, you'll never have another problem because they know, this is something that you do.
And then with colleagues, the only thing that we do, we are not the same. Some they are sure. Some they can do this. But as a person you know, ooh, this is what is expected from me. If it boils, you go out and go to a class that there is no teacher in it and then you sit until they learn, then when you see that all weather now is fine, then you say, H, you are still fine, about that thing of early in the morning, can we do that? He said, no I'm sorry, the time when we do that, it's because in my mind I was having this from home. So

even myself ooh, early in the morning the taxi driver did this, I said, ok, sorry, sorry, sorry, so that's it. If I see after having that, I skip that time, I went to the other class thinking that H will cool down and when I try to knock here I realise that he's still (puffed up mouth and shoulders - angry), I go out. Tomorrow will come and then I look at the face and, ah, my luck comes, to talk about yesterday's thing, then we finish it.

MG176-I So you talk to your colleagues.

MG177-H You know, Carola, it is difficult to control your emotions, and to manage them at the same time. It depends on the level of the incident. In a school we are all professionals. We are bound by that. And as M indicated to say, there are policies that govern us. And it is fortunate, because we are assisted by those policies. And if it were not for those policies, yerree, most of us would be in jail by now.

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MG178-M Mm mm. Yes.

MG179-H Because you are...you get caught by the teacher, you get caught by the learner, you get caught by the parents. So many things happen within a short period of time and you need to calm down, as M says. You sometimes you stand, you look...you go down, you go back, to say kanna, I'm a teacher, kanna, I'm a professional...

MG180-M Why am I here?

MG181-H And as a professional ... What am I doing here? Then you start to recall all those things. If you have taken this teaching profession as love, care, that you want your community to get somewhere, then obviously you will calm down and say, you know what, I wanted you to do this and to do that and to do that. Because as I indicated before ...

SV-access to internal goods

MG182-M We are (?1:38:56).

MG183-H And coming to learners, it is even worse to the learners because they will make noise sometimes, disrespecting you, you're thinking of beating them, you think of corporal punishment, you think of being fired from work. You think of your children, you think of so many things within a short period of time. So that is where we are helped by those governing laws that make us calm down and try to work as professionals as we always do. But those kind of things are different, because if now I'm just on the street walking and I tampered with a boy or any person, then my emotions goes high and I beat him, same time. So the professionalism will remain within the school premises and out of the school premises, it's then I can show them my true colours.

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strongly expressed emotions

Because of the rules and the regulations that bond us as educators. So we attempt it with parents, we try to talk calmly with them.

MG184-M Because sometimes, as I agree with what H has just said, sometimes there are lot of things that you immediately think about. If I do this, I'm going to lose my job, I'm going to walk up and down the street going to court. Number two: what do I really need? I am here to teach, and these people, all my hours of my day I spend with them, I need to have peace with them. Because the little time that I'm going to have is at home, so whether I like it, I just have to go down, even myself I'm not good in the geography things, the social sciences, but I know about the four seasons, that there is autumn, there is spring, there is winter, there is summer. If today maybe five teachers...because the more the teachers comes in, everybody wants to show you colours that I'm coming from Limpopo, you mustn't say something. I come from Natal; I'm what what, and what what. So you say, oh, alright, this week it's winter, ok, doesn't matter, autumn is coming.

about emotions
strongly expressed emotions

MG185-H Then if you feel that you cannot take the pressure...

MG186-M ...Sometimes you go to the person that you really, really, really trust and know that it will never come out. You go and debrief. You say, H, I made one, two, three, four, five. Then H without judging you, he will listen. At the end of your story telling whatever emotions that you are facing, and challenges, because you come to him, he must be honest and tell you, no, this side you were supposed to do this and you were supposed to say this. But because it's already prolonged, next time when you do one, two, three, remember, calm down, take a deep breath, then understand what you're going to say, you are going to be a good girl, if I'm a girl. If it's a man, I'll say, H, if you're going to keep on doing this, you see, this one, two, three, it leads you to this, so as your friend, retreat from this. Then even though after telling him, he might not act on the spot but he will go home and adjust it, oh, the girl says one, two, three, then tomorrow he will come back and say, you told me the truth, thank you, and as from today, I'll practise this. That's the way, it's a journey.

about emotions
strongly expressed emotions

MG187-H There are some pros and cons in a school situation, so procedures need to be followed, whether you are a principal or whatsoever, but you need to follow the procedures. Rules and regulations in a school bind us all. And normally, if you feel you can't take the heat, then what you do, you report it to an immediate senior and the immediate senior will call him or tell you together and try to sort it out. We do have the unions...the unions also will be able to assist in terms of the conflict between colleagues. You have got a school based support team you can also refer your problem to. Then there are so many avenues that you can go to. So even the learners, if they do have a problem...

about emotions
strongly expressed emotions

MG188-M Soul Buddies.

MG189-H There are the Soul Buddies in this school, before they even come to me as a class teacher. And there's a class teacher taking it further if I cannot solve it. So those procedures within the school system also assist us to control and manage our emotions in a school situation.

MG190-M And another thing, every day, something that is working for me, Mr M is my senior, and then to me is a friend, so if I'm having a luggage from my home, I make sure that the minute I arrive at the gate of the school I say, I'll find you after school, just remain there, I'll come and pick you up. And I make sure that when you come inside the school premises, you are sober. Whatever that happened yesterday, it is for yesterday, and it will never come. Today, the following day when you come to school, make sure that you are sober and make sure that that day it will be meaningful, it will not be like any other day. When you come back you say, mmm, by the way, at home there is no sugar. Outside the school premises that is good. But if I'm going to come here, saying there is no sugar at home, even if I'm saying H is my friend, after saying 'hi, M', I look that side. I have to make sure that whatever that I come from home with, if I'm not going to debrief to him, I must leave them at the gate.

about emotions
strongly expressed emotions

MG191-H Before you enter into the school premises, just put down there.

MG192-M Then I come and be in that room with him, knowing that I'm leaving something at the gate. Happy with the children, happy with anybody, the principal, and sometimes solve other people's problems, knowing that there is another one at the gate waiting for me, then as I'm helping others, I will have another thing, a solution. Oh, even that problem that you have left at the gate, the solution is this one. Don't worry now. Then when I go back I say, oh my friend, now I've got the solution with it, let's go home, next time you mustn't do this to me. (Laughter). That's it.

MG193-I That's fantastic. Where did you learn that?

MG194-M I don't know. (Laughter)

MG195-H You know that is the same as being a housewife or a ?? . Whatever the problems you encounter at home, don't bring them to a work situation. Make sure you carry them, when you enter in a work situation, leave them at the gates here, my friend I'm going to pick you up after I'm finished with my work. Then you enter into your work. There's no other way, Carola. During your working period, those days, then something will come up to

solve the problem that is there. And definitely when you go home, you'll be a happy person.

MG196-M And keep your head up with a smile. Hi! Hi! Hi! Hi! (Laughter) And the more you do that, you will cherish yourself. Even though it's hard but you say, hi, I miss you girls, I miss you boys. That's it.

about emotions
strongly expressed emotions

MG197-I Fake it until you make it.

MG198-M Yes. And then the more the learners they come to you and hug you...oh, if one person can hug you, yo! I'm coming with a smile. Then you just go.

MG199-H You know, sometimes we understand the attitude and the character of different teachers in the school. Like M. When M, there's something that is not ok with her, you will hear learners singing in the class. Then I will say, oh, there's something troubling M. Then I go out, M, what's going on? Aagh Mr M...she will be busy marking the books by then and learners singing, and enjoying marking. But there's something! Mr M, I had this problem and this problem, I'm: no man, don't worry, take it away. Just take it away.
And sometimes for me, now if I become emotionally furious, I've got a coffee, I drink coffee...

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strongly expressed emotions

MG200-M Strong coffee.

MG201-H Strong coffee, I sit here...when you see M coming, I say, M, I'm sure you are not coming to me. I'm busy; I don't need any person nearby. (Laughter)

MG202-M I know that today is winter, today's winter. But if I can find him busy marking without a cup of tea, oh, today is summer. And I come in and I know we are going to talk sense. But if he has a cup of coffee very strong, and is very quiet, ooh, I know, it's winter, then I mustn't be next to him.

MG203-H I keep myself marking, marking, and the minute I finish marking then I'm ok. I'm thinking and solving the problems whilst I'm marking and drinking my coffee. When I solved the problem, I just go back to the class, normal.

MG204-I That's interesting. I haven't heard any teachers say they're using marking as therapy. (Laughter)

MG205-M As they sing, the more they sing to you, they are giving you energy. At that time, fifty-three books within thirty minutes. You think fast, you are listening to the song, you are thinking about the problem, the challenges....

MG206-I That's fantastic. (Laughs) Is there anything you want to ask me? You don't have to, because I know you want to go...

MG207-H Tell me Carola, how did you find it working in terms of assessment? Is it either easier or difficult to work in this kind of teachers' emotional thing in terms of assessment?

MG208-I Ok, I'm not sure...are you asking me how do I find the emotions of my own assessment or how am I finding working on my PhD?

MG209-H Yes, working on your PhD degree in terms of teachers emotionally in assessing?

MG210-I Ok. Well...I've been analysing the interviews. I mean, I'm going to have this transcribed, and then I will send you a copy of the transcription. And then you can say if there's any changes that you want to make, or to add or subtract or if you think I've misrepresented it in some way or...or anything where you think, oh no, I don't want her to say that. Just read it and feedback to me.

MG211-H Normally we have to add.

MG212-I You don't have to but you can. And then I'm busy...I've done a few other interviews and I'm going to add your interview to that and I'm busy writing a chapter on teachers strongly expressed emotions. So what are teachers feeling strongly about in assessment? And the categories that I have so far I, teachers feel very strongly about learner achievement. They feel very strongly about marking and about feedback. And they feel very strongly about policy and the department. And I could hear the same kind of things coming with you. And what's interesting about learner achievement, and I can tell you now because we're finished, is that...and you also said the same thing, your first sentence was, I feel very happy when my learners do well and I feel very unhappy when my learners do badly. And you said, I check, did I do something wrong? All the teachers are saying that. It's like learner achievement is the one most important thing for them.

- my research purposes

MG213-M Yes.

MG214-H It's the yardstick of measuring how that, the learning, has been achieved to the learners. That is the measuring stick.

MG215-I Yes. And every teacher I've interviewed has said that. Different words obviously, but those...the yardstick words, I'm going to put them in, because nobody has said it like that before. And then it's like the teachers go on a roller coaster with the learner results. The learners do well, I'm happy, if they don't...so

- enabling learner achievement
- feedback
- learner characteristics
- purpose and value
- SEE - learner achievement
- self image
- strongly expressed emotions

I'm using the idea of a roller coaster...

MG216-H It is bad...when you look at the summary stats, then you say, no, man, this learner is performing very badly. Then you also check the term marks, you say, no man, during the last term the learner was ok, so now, where I went wrong? And you start to ask yourself questions.

MG217-M Because after, if you are having the informal and formal, it gives clue that what happens for the learner. Because if they are writing a test, during a test or whatever activity we are recording, the learner was so outstanding. Then this one, from this date, the learner, the work goes, the graph goes down. Then it's your responsibility as a teacher to say, oh, Carola, come here. Then you talk and say, Carola, are you alright? Then Carola will tell you, on that day my mom was critically ill. On that day, because I didn't eat when I go to bed. On this day, because my friends they were laughing at me. On this day, they were calling me names. Oh, alright! Then you give guidance. If next time this happens, this happens, know that it always happened to each one of us. But if it happens, just say: it happens, but I have to write the test so that I pass. Then next time if you're having this...you'll never see any problem, because you are saying to this learner, my gate and my heart is open, come to me and then he will trust you. Even if something happened on the way to school, whether bad or good he will run to you and say, do you remember early in the morning somebody was trying to do this to me and you said, no I didn't. Something like this happened to me because of so and so and so. Then as the teacher you investigate and help. Then you and the learner have a bond. It becomes strong. And then they even go and tell other learners, if you've got a problem go to Ma'am So and S, she'll help you. Don't allow them to tease you. And people there love you. That's the way you're going to help them.

MG218-I To say thank you before you run away. I've brought three articles for each person. One is a university lecturer who went back to school to teach during his sabbatical and he wanted to do research so he kept a journal. And at the end of the year he looked at the journal and he saw that half his journal was about emotions. So he's describing his own emotions. It's a very interesting article. Another, much shorter one, is an English teacher who talks about how she just got finished, and then what she did to get more energy again. And the last one is a literature review on how important it is for teachers to feel good. How important it is for them to have positive emotions.

about emotions
my research purposes

MG219-H Thanks so much. This will help a lot. This will energise our emotions. Thanks so much. We hope that you study well, your research, you complete your research and you become a happy person. We need our people to be happy so that in future if

we are stuck, because obviously that is a ladder, a step that is going up and up. We say, oh, I'm not alone in this struggle. You know, others they go on, they study, they study, they don't lose hope, but how can I lose hope. Just a motivational scenario where we will able to go up. So I believe...

MG220-I And I must... I've been doing this now for three years and I must say, I've become a much better teacher during that time. Because I'm learning, I'm able to teach better.

C Group Interviewed by Carola 2009

CG1-I Assessment is really part of the school system and we don't even think about it anymore, and we don't think about why we're doing it, but I want to ask you: why do you think assessment is valuable? Why do we need to do it? Why do we have it?

CG2-C I think it is important to go for assessment. Why? For reasons of checking whether there's progress or not, that is why assessment is so important. I mean, if you are a teacher teaching for the whole year without doing assessment, how would you know that your learners are understanding what you are telling them, or being developed in different skills? So doing assessment is one of those main reasons, I should believe.

- attribution- self
- dealing with failure
- purpose and value

CG3-I Ok. Now sometimes we think things are a good thing but we feel differently. So we say assessment is valuable but we feel differently. So I want to ask, just generally, how do you feel about assessment?

CG4-C Uhn...I'm not sure how to answer that one. Really, assessment is something else...you feel...sometimes you feel like teaching on and on without doing assessment, I don't know why. Sometimes we feel this burden as educators of marking or of grading learners, giving a learner a test that she has failed, giving her a negative remark. Sometimes you feel you don't have to do it, you just have to teach a learner and then the learner proceeds to the next grade. But then, I don't know what to say. If I was the head of department or what, I was not going to put learners in a situation of being assessed. 'Cause really, that threatens them. Even if they know the answers or even if they are good at that particular subject. But when you talk of assessing them, the atmosphere changes. I think that's the problem. I feel we can just teach them and then proceed them to the next grade...promote them to the next grade without assessing them. As long as we have given them that knowledge at that level, but we must not put them in that kind of a position, to write exams, to sit for exams, those formal exams. They are threatening.

- judgement - making it
- learner characteristics
- purpose and value
- SEE - learner achievement
- SEE - purpose and value
- strongly expressed emotions
- SV-access threatened

CG5-I So is there anything about assessment that makes you particularly upset?

CG6-C Yes. The parts of giving them feedback. The part of giving them feedback that they have failed, that makes me sad. I wish I could not get to that...position, to tell a learner that you have failed, did not make it, or what. It makes them feel useless. It makes them feel small. Even if they want to try harder but then they are discouraged and demotivated. I wish if we do assessment,

- dealing with failure
- feedback
- judgement - making it
- SEE - judgement
- SEE - learner achievement
- strongly expressed emotions
- SV-access threatened

all the results would come positive. All learners should pass.

CG7-I Ok. And is there anything about assessment that makes you happy?

- attribution- self
- learner characteristics
- SEE - learner achievement
- self image
- strongly expressed emotions

CG8-C Yes! Of course! When all my learners have passed or I have assessed them on, I feel great. I feel proud to see that I can at least do something on them, that they should be proud of at the end of the day. That makes me very happy when they all pass what I've assessed them on. I feel very excited.

CG9-I Ok. Now, your memories of being assessed. Often we have things that happen to us in our lives and they have a strong emotional...we were strongly emotional around them. Maybe very happy or maybe very sad, and we remember those things. So I'm asking, do you have any memories of being assessed as a child that are like in your mind?

- comparison with pre-OBE assessmer
- feedback
- judgement - being judged
- learner characteristics
- personal history
- SEE - judgement
- strongly expressed emotions

CG10-C I've got a lot of memories, because our assessment was never like the one that is happening currently. We were told to study the whole book or the whole chapter and be assessed. So we were not sure what to prepare for when we were being assessed, and that brought a lot of pressure and stress on us as learners. But at least now with this new kind of education, this system of NCS, you discuss assessment with learners, you prepare them, you tell them. Before, assessment was never discussed and even if you have performed bad, you'll not get feedback on what to improve on. You'll feel like you are stupid or you are a slow learner, or what. But now at least you can get feedback that where did you do go wrong, so that you can prepare better for the next test. But before that never happened. So it was not nice.

CG11-I And can you remember a particular moment, a particular memory?

- personal history
- purpose and value

CG12-C Of my assessment? I remember the one, while I was doing grade 7, that was in 1989. Ya, I was doing grade 7. I did pass very well, but my main worry was that I got high marks but I never understood what I learned. I was just doing it to pass the exams, to be number one in class. But if you can ask me to recall what I have learned, I was not in a position to explain to you exactly what I have learned. I never understood what I have learned. I just learned for the sake of going to grade 8 the following year, going to high school. So that was the problem. I was learning hard but only memorising, not understanding.

CG13-I Ok. And when you were...as a teacher, is there any assessment memory that you have? Being assessed as a teacher?

- feedback
- personal history

CG14-C Being assessed as a teacher now or assessing learners

as...?

CG15-I No, being assessed as a teacher?

CG16-C There is memory...good memory...there are good memories now because why do I say that? When I was in tertiary doing my diploma as an educator, when I've passed the assignment I will get a feedback from a lecturer or a tutor telling me that, well done, you have done it, you have done exceptionally well. And then even if I have not obtained good marks I will get the feedback that where did I go wrong. So that gives me a clue on what to improve on and what have I achieved up to so far. So there's a clear direction, where am I going, I am able to weigh myself, that's my understanding what I'm learning or I'm out of the track. I'll never ever guess it or what.

CG17-I Now, do you think that the memory from standard 5 has in some way influenced the way you teach and assess children now?

- personal history
- teaching

CG18-C It has. It has influenced the way I teach now, because I'm always striving to make sure that the learners understand what I taught them. I'm not prepared to see them memorising like I used to do, because memorising is hard work. It needs a lot of effort. And once you forget one word or one sentence in what you have memorised, you are out. So I always tell them not to memorise information but to understand what they are being taught. Ya.

CG19-I Ok, good. Now, in your current assessment practice, I want to ask about different aspects of it. The first one is assessment policy. How...a lot of teachers aren't sure...how do you work with the assessment policy and how do you find it?

- aversion-fear
- policy
- SEE - policy
- strongly expressed emotions
- SV-access threatened

CG20-C I'll be frankly honest with you. With the assessment policy it is still a confusion. There is no clarity as to what exactly must you do in order to be in line with the assessment policy. But I try my level best to follow the guidelines. Sometimes where we are provided with the guidelines on how to assess learners, like, giving the specific outcomes and the assessment standards, I just follow that. But to tell you the honest truth, I'm not sure whether I'm doing the right thing. Ya...I'm not sure, but I'm trying.

KG21-I And where do you find the guidelines?

- colleagues
- policy

CG22-C They are provided by the HODs, the Head of Departments. They provide us with...when we sit and plan they will tell us that these are the outcomes for the term, these are the assessment standards for a term. So I just follow those. So until I'm satisfied that my learners has acquired such skills, then I feel I have done justice. But we still need a lot of workshop on that.

Though we went for this workshop for NCS, but still the time wasn't sufficient enough for us to grasp all that changes that have occurred in assessment.

CG23-I And have you changed your...the way you write the tests or the way you...how you assess the children?

CG24-C Yes. But not so much. Ya, I can say we still use the old traditional style of assessing learners but we have...we are trying to accommodate these new changes, like testing the higher order thinking skills, where you make sure that some questions they want learners to reproduce information, some they want them to give their opinions and some they want them to just criticise or argue against or for. So I'm always making sure that when I set questions I include all those kinds of questions, though I'm not yet perfect. Ya, I'm not yet perfect.

- assessment tasks
- comparison with pre-OBE assessmer
- self image
- SV-access threatened

CG25-I Ok. Alright. If you could change the assessment policy, what would you suggest would be a good change?

CG26-C I'm not sure whether this is going to find favour with you, but do away with exams, tests. Let's just go for continuous assessment. I really, I don't know what I can say, but these formal examination where there are strict rules, you see learners have to come on time and what-what. But you know, learners learn well when they are relaxed. They can give you very good marks when they are...but once we tell them about the test, the exams, they even change on their faces. So if we can do away with these formal examinations I think we'll make it...we'll find that the learner performing very well in class-works and homeworks, and assignments. But bring the test, that learner's results will drop. I don't know why.

- attribution- system
- enabling learner achievement
- policy
- SV-access threatened

CG27-I Ok. Now, let's talk about learners. How do you feel about learners in relation to assessment? So how do you feel for example when learners have failed? Or how do you feel when you're marking learners that are not doing so well?

CG28-C I feel bad, 'cause you become frustrated as to what to do in order to help this learner. Because even if you give the learner those results, that feedback, that the learner did not do well, you can see the disappointment on the poor...to the poor child's face. Whereas the child put so much effort, she thought she did the best, yet you say no, you are still incompetent. So it's very sad. It's not a nice thing. It's not a nice thing.

- feedback
- judgement - making it
- learner characteristics
- SEE - feedback
- self image
- strongly expressed emotions
- SV-access threatened

CG29-I Ok, and students that passed well, how do you feel about them?

CG30-C Very proud. I feel very proud. That is why I said I wish

- learner characteristics
- SEE - learner achievement
- self image
- strongly expressed emotions

they can all pass. You see this pass one pass all, I like it. It's nice when all in class have achieved good results. Even though they are not on the same par, but everybody has passed at least; it makes you as an educator to be happy and proud of your learners. And they are eager to learn more when they pass. But when they fail, they end up absconding out of your house, because they weigh themselves as failures, as slow learners.

CG31-I It's a really difficult dilemma that one, 'cause you can't...you also, how do you pass one, pass all?

- dealing with failure
- judgement - making it
- SEE - judgement
- strongly expressed emotions

CG32-C It's not an easy thing to do. It's not an easy thing to do really. And you look for those marks, you try to remark the scripts of the learner but still you can't find anything to make a learner pass. So it's hard, it's hard.

CG33-I Ok. Now marking, especially as a language teacher, how do you find the marking? How do you mark? How much time do you spend marking? How do you feel about the marking?

- judgement - making it
- marking
- SEE - marking
- strongly expressed emotions
- SV-access to internal goods

CG34-C I hate marking. I wish there could be a machine to do marking. Really, it's not a nice experience to mark. And it's a lot of work, it needs a lot of time. If really you want to give good results, if you want to produce what is fair, when you mark you must give all your time to marking, you must dedicate all your time to marking and I must tell you if you can come to my school and check my cupboard, piles and piles of marking I start, because it takes me long to finish them, if I wanted to do justice.

GC35-I What kind of assessments do you give them?

- assessment tasks
- marking
- SEE - marking
- strongly expressed emotions

CG36-C Different kinds depending on the portfolio guide. Some they are short, some are long. But the most marking that I hate is the essays. It's too much work there. You need to follow the learners grammar, the content, is he out or on topic, it's a lot of headache, really. Having to read 70 essays, it's exhausting, I don't want to lie. So the only marking that I enjoy are class-works or maybe tests, but creative writing, no I don't enjoy it but I must do it. I really don't enjoy it. I wish there could be someone who'll mark essays for me (laughter).

CG37-I And is there a difference between your English classes and your Zulu classes?

- language

CG38-C There is a great difference. 'Cause in Zulu, it's my mother tongue, so I can express myself in any way that I like. But when it comes to English, it's my second language, I still have difficulties somewhere, somehow, you see, as an educator as well.

CG39-I And when you're marking?

- judgement - making it

CG40-C When I'm marking, I just follow the content. The language I'm not that strict. Ya.

- language
- marking

CG41-I Ok. Now when you're marking 70 scripts, are there any...while you're working, how does it feel? Are there any scripts that surprise you? Are there scripts that frustrate you? What's it like in the process of marking? Try and talk about that.

CG42-C Ya...sometimes the...you have to...you find two different things. Some are exciting, some are surprising, some are good. Then you know what I do when I mark, if I have to mark maybe 70 scripts, I start with those that I know that their language is better, so that I can have energy. If I have started with those that are frustrating, I end up demotivated to mark the whole scripts. So what I normally do, I take those that I feel I can find something that will motivate me to keep on marking. If I'm done with those that I know that are good, then I go to those that are difficult, where I have to put much effort to mark them, where I have to give myself time, after I've marked those that will motivate me. So whenever I mark these that are difficult, I always think about those I have marked already, that motivated me. So I also become lenient to these ones that are struggling.

CG43-I That's a very interesting tactic. (laughs)

CG44-C Though it's not easy. (laughter)

- marking
- SEE - marking
- strongly expressed emotions

CG45-I Last question on marking: in how far do you feel responsible for the students' results?

CG46-C Eish, will you rephrase that question? Meaning that where I'm responsible for them...?

CG47-I I'm asking, do you feel responsible for students marks or do you think students are responsible for their own marks?

CG48-C I feel they are responsible for their own marks. But if I've done my part. But if I feel I did not do justice, I'm also as responsible as they are. But if I know that I did my job, I tried my level best to do my job, I went an extra mile, then I feel the responsibility is on their shoulder. But if I know that something disturbed me, like now, I was given a Zulu class for grade 12s. It was second week of March. These learners have been without a teacher for the past six months. Last year, the ones that wrote exams last year they just wrote out of their efforts. So they said they haven't done anything until our IDSO came and said I must help in Zulu. So we just started two weeks ago for matrics. So now I feel I must go during holidays and push them, because if they fail, the fault or the blame should be on educators. 'Cause

- attribution- learners
- attribution- self
- enabling learner achievement
- judgement - making it
- learner characteristics
- self image

- SV-access to internal goods

they haven't had a teacher for far long now?

CG49-I What classes do you normally teach?

CG50-C I'm teaching grade 11s and 12s.

CG51-I So you've done the syllabus before?

CG52-C Yes.

CG53-I You've done the curriculum before, so you know what to do with the grade 12s?

CG54-C I know what to do, yes. I know what to do.

CG55-I Ok, now...what is it like at your school, like at the end of the year when people are writing exams? What's the general feeling?

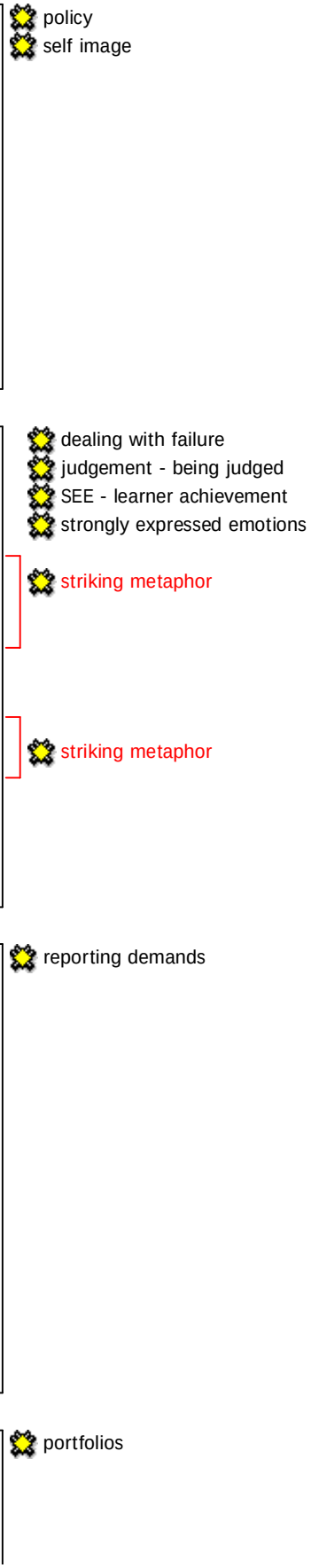
CG56-C The pressure is on educators, we are all crossing fingers that the learners should make it. And then the learners are...they're always having their exam fever. They'll be always scared really. There's a high tension. Both in educators and learners. 'Cause we are a high school, we are weighed according to our results, so everybody's crossing fingers that ooh, that they make it. And that's when we remember God. You know, the time for prayer is taken for granted during the whole year, but come the exams, every session we start with a prayer. (laughter) Really! The tension is high always. You'll never ever find us relaxed during exams. Ya...we are always worried.

CG57-I Ok. So is there anything that you could think of that would make that process less stressful?

CG58-C If our things will be organised in time, because we have this habit of leaving things up to the last hour, 11th hour. We'll start pushing late in September, already learners are writing preparatory exams, so it's late to start anything then. When the year begins we are so relaxed, we will say, do it in March. After March it's April, April, it's November. It's exams already. We tend to postpone things. And then the disruptions that are taking place, they're also contributing to this. If we can just plan, if we have a proper management plan from January till November, I don't think we'll have a problem. Because most of the time our school is known for late submission. We don't do our things in time.

CG59-I Tell me about the portfolio submissions. How do they work and what happens around them?

CG60-C There are due dates to submit all the portfolio works.



Like I'm doing the language. In April/May we submit orals. Then in September we submit portfolios. So if they're done and submitted in time they have a great influence on the learners and their results. They can help them really to get good marks, good results.

CG61-I And do you find that the learners, all 60 or 70 of them, do you find that they hand in their portfolios, that they do the portfolio work?

CG62-C It's a struggle to get learners submitting their portfolios. Some teachers have to drive inside the squatter camps, risking their cars, to go there. Sometimes they can be hijacked or what. Running after a learner to come and submit their portfolios, they are so reluctant in submitting their portfolios. They only realise it on the 11th hour that: I was supposed to submit. So that's how they lose it. They don't comply with submissions and everything. They're just hard to submit. The poor teachers will run after them, parents will be called, but there will be no change. It's very difficult. And an educator must account. You can't just give a learner a zero, whereas the learners has been attending for a whole year. You must account. So that is why they will go into the trouble of going and run after these learners, until they sit with them in their homes and let them write the task of three months in one hour until they finish. Because the department wants something because the learner has been attending. So you must produce something. The learner can't get zero.

- aversion-fear
- department
- learner characteristics
- portfolios
- SEE - department
- strongly expressed emotions
- SV-access threatened

CG63-I And do you find that the portfolios fit in with what you're teaching anyway?

CG64-C Ya, it fits. In fact it is a preparation for what they are going to write at the end of the year, ya. It is exactly what they are going to write. It is preparing them for what they are going to do at the end of the year. It's not different. If a learner has done well on a portfolio, surely in the exams she is going to excel.

- portfolios

CG65-I I also wanted to ask about the monitoring...the cluster meetings. How...do you go to cluster meetings? How do they work? And how do they make you feel?

CG66-C Yes, there are cluster meetings and they are well monitored. Because before you go to the cluster meeting you must do the internal moderation with your head of department, with your HOD. So the cluster meetings give you clues, the answers to the questions you are having. They also give you a guide, and the time frames that you must do this and you must finish it by this time. So I think they are useful, they are fruitful. Because that is where we get information on whether we are on track or not. And in these cluster meetings we also discuss what should be said on

- cluster meetings

tests. We also write common papers in June. One school set for the whole cluster. So they are helpful, a lot.

CG67-I Ok, so if one school sets for the whole cluster, do you find that the students in that school do better than the students in the other schools?

cluster meetings
teaching

CG68-C No, because that...even that test is going to be moderated. It's going to circulate around the whole schools. So the only children that will do better are the prepared students. Not that the paper was set on their school so they'll perform better, no. Even the scripts that are marked, they are going to circulate to be moderated as well. So there's no way that they can pass better than other schools. But if you haven't taught your learners what we have agreed upon in the cluster, then your learners are going to be in trouble. They are not going to make it on that exam.

CG69-I So the cluster meetings are really important to attend.

CG70-C Very important.

CG71-I Alright, now, about emotions, I mean, there's no one way to manage emotions. Sometimes we feel them, sometimes we ignore them, sometimes we suppress them, we shift them onto other people, sometimes we talk about them some places but not other places. But strong emotions that are associated with a particular incident or situation have a tendency to come back. So my question is: how do you deal with your emotions? How do you manage them? What do you do when you feel very strong pleasurable emotions? What do you do when you feel strong negative emotions? How do you manage your emotions?

about emotions
colleagues

CG72-C I discuss with my colleagues. In the staff room we'll talk about all these kinds of emotions. Maybe one of the colleagues will come with a solution. Sometimes you won't get a solution, but speaking about them, sharing with your fellow colleagues, it helps, though you were not having a solution at that time. But when time goes on, together collectively you find some of the solutions, though they're not permanent solutions, though they are temporary solutions. But talking about that it helps, because if you don't talk, you'll end up in hospital bed. (laughter) Really! No matter what emotions. But if you discuss, even if you have a hard learner in your class, a difficult learner, you share, someone will come and say, oh, I also have that kind of learner, you know, what I do? I do this and this. Then you go and apply that, it works for you, sometimes it doesn't work for you. We just share.

CG73-I Do you think that sometimes you're supposed to feel a particular kind of thing but then you feel something different?

CG74-C For an example? In what kind of situations?

CG75-I ...Ok, maybe...maybe you're supposed to feel that all the students deserve to pass, or all the students...that all the students are doing their best. You're supposed to feel ok about the students because you think they're all doing their best. But actually you're really pissed off with particular students because you think they didn't do anything. Do you have that kind of conflict between what you think you're supposed to feel and what you really feel?

CG76-C Sometimes...

CG77-I And if you do, what do you do...when do you have that conflict and what do you do with it?

- feedback
- learner characteristics
- SEE - feedback
- SEE - learner achievement
- strongly expressed emotions
- SV-access threatened

CG78-C I feel that when I have to give them their final results at the end of the year, I'll always encourage them that we are all going to the next grade, we are all going to proceed to the next grade, to the next grade. But it is all depending on our efforts. We must be responsible for our school work. But then come the end of the year, maybe my children are 55, you find that 4 of them are not proceeding. So that puts me in a little corner where I have to give them their results and tell them that you are not going to the next grade. I used to tell you that it depends on you. If you want to go to grade 12, you'll go. But if you are not willing to go, you are not going to go. So that is frustrating me. I wish I could be not available on the day of the results. Because they are all excited to go to the next grade. I wish I could give someone else to tell them those news, not me.

CG79-I Ok. Now is there anything else that you want to say about assessment and the feelings that it generates? Anything that maybe I didn't ask but you want to say?

- judgement - making it
- SEE - purpose and value
- strongly expressed emotions

CG80-C Eish, assessment is a good thing, but most of the questions about assessment that you have asked, I'm not sure whether there's something which you have left, but really I still feel very strong with this feeling of saying we must do away with the formal assessment. I don't know how can we do it but it should not be formal. It should not be formal. You know, the children learn more when they are playing. They can achieve best result when they are playing, unaware that we are learning.

CG81-I Tell me what aspects of the formal? Is it that the test is external, set by other people? Is it that the test must be done in silence, in rows? What aspect of the formal do you think we should do away with?

CG82-C This one of invigilating, making everything formal,

putting a borderline that this is exams, keep quiet. That thing alone brings tension. I don't say that we must not write external papers, we must still do external papers, external exams, but the kind of set up where children will do it, it should not be that formal. It should not be that formal. Though there'll be someone who's invigilating, but you mustn't preach it as if it's a strange thing, it's like it's a kind of a death...a life or death situation. Really...I'm not sure, really.

striking metaphor

CG83-I That's interesting. And then last thing, is there anything you want to ask me?

self image

CG84-C Eish, I want to ask you about how can one be certain that she's doing the right thing, when it comes to assessment? How do I weigh myself as an educator, that now I'm doing assessment. I can boldly say I know what assessment is. If a teacher comes to me and asks me about assessment I will advise her to do 1, 2, 3. Then I will say: that person is doing assessment.

CG85-I That's a really difficult question. (laughter) And you've asked me as a teacher of assessment!

CG86-C So please give me clue. You don't know much how I long to reach that stage where I will say: ya, I'm doing it.

CG87-I Ok, I think you're doing it all the time. You've been doing it. But how do you know you're doing it well, that's the real question, hey? Ok, so I have two answers for that. The one answer is: that you never stop learning. And because assessment is such a morally difficult issue, you will never feel...well, I never feel that I've done it perfectly. I never feel that this is the best and I will always do the same thing. I'm always learning.

image of profession

CG88-C Every day.

CG89-I Ya, and every year. So I look at previous exams and I try and do them better than previous exams, and I can see from one year to the next year my exams are getting better, they're getting clearer...I scaffold them more, I explain them more. So I think that any good teacher is always learning about how to do assessment better, in the same way as that you're learning how to teach better. So that's my real answer. Oh, and the other answer is that, assessment comes out of how we teach. It comes out of our ideals and our methods of teaching. So if I teach in a...if my teaching gets better, if my understanding of the subject that I'm teaching gets richer and fuller, then my assessment will also get better. So...I don't think that there's one point where you can say, now I'm doing assessment.

CG90-C Because there's always changes. Ok. You have

image of profession

self image

answered me. (laughter) So I'll take that with me. I think it will make me feel at least happy with my assessment.

CG91-I I mean, can I ask you, we did an assessment course on the ACE. Was that useful to you?

CG92-C Yes, we did it. I'm even using it even now. It was very much useful. And most educators are coming to me for...they are questioning me about this assessment. They'll always wave me like a superstar and come to me and Ouma. They say, what you have learned in Wits changed you. You have changed. Though we find ourselves trapped in that kind of situation, but we have tried to bring a change in our school. We also, joined the SBST? committee. Then we show them how to identify learners with needs, learners with reading and learning difficulties. There's a slight change that is coming. I just can't wait for a new principal to come who will give us a room to do what we feel we want to do to bring change in our school. It's just that we were never granted a platform to apply what we have learned. But as I am telling you, if you can come to our school, most of the educators they come to us, come with filing, assessment, whatever, they come to us. Though we know we don't know, we don't have all answers, but we give them the light of what we have learned at Wits.

CG93-I So then that's really the answer, is to carry on learning. (laughter)

CG95-I Ok, thank you.

CG96-C Thank you very much.