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Building an educative community for early childhood development

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EXAMPLE FOUR

PLEASE USE BLOCK CAPITALS

TUTOR'S COPY

STUDENT'S SURNAME (Mr/Mrs/Miss): . . . . . .DATE: . . . . . .

STUDENT'S FIRST NAME(S): . . . . . .GROUP: . . . . . .

SCHOOL: . . . . . .CLASS(ES): . . . . . .

TUTOR'S NAME: . . . . . .DEPARTMENT: . . . . . .

. . . . . .

TUTOR'S SIGNATURE

EXAMPLE FIVE

A:\EVAL94

School Experience – Assessment Profile & Evaluation

Section A – Administrative Information

JCE Student Number | | | | | | | | |

Student Name & Initials.....Mr/Mrs/Miss/Sr

1) Primary | PP | PJP | PSP | BJP | BSP |

2) Secondary | PE | H. EC | TECH | SC/MATH | COMM |

3) Year | 1 | 2 | 3 | 4 |

School.....

Secondary Students only: Subject .....

4) Form completed by: | TEACHER | TUTOR | TEACHER & TUTOR | OTHER? |

Name/s..... Date .....

Section B – Degree of Proficiency. Please indicate

5) *For all 2nd, 3rd, 4th year students:* | CREDIT | SUPPLEMENTARY RECOMMENDED | FAIL |

6) For 1st Year students: | SUITABLE | DOUBTFUL | NOT SUITABLE |

Section C – Proficiency Profile

7) Degree of KNOWLEDGE & INSIGHT into subjects taught	A	B	C	D	E
8) Value/effectiveness of PUPIL LEARNING	A	B	C	D	E
9) Quality of RELATIONSHIP with pupils	A	B	C	D	E
10) Ability to COMMUNICATE	A	B	C	D	E
11) Ability to MOTIVATE, AROUSE & MAINTAIN INTEREST	A	B	C	D	E
12) Planning and PREPARATION	A	B	C	D	E
13) Variety and appropriateness of TEACHING STRATEGIES	A	B	C	D	E
14) Effective GROUP CONTROL	A	B	C	D	E
15) Degree of PROFESSIONALISM	A	B	C	D	E
16) WILLINGNESS TO LEARN and accept guidance	A	B	C	D	E

GENERAL COMMENTS. If necessary, please attach documents giving additional information

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Teacher Principal Tutor

Note WHITE COPY - BLUE COPY STUDENT GREEN COPY SCHOOL

SECTION D – DIAGNOSTIC PROFILE ... INDICATE AREAS OF WEAKNESS ONLY

For all 2nd, 3rd and 4th year students (but can be used for 1st year students who have taught on a regular basis)

A - AREA TO WHICH STUDENT SHOULD PAY ATTENTION

E - AREA OF SEVERE WEAKNESS WHICH REQUIRES REMEDIATION

PERSONAL QUALITIES AND INTERPERSONAL SKILLS

17	INTERACTION WITH COLLEAGUES	A	E
18	RELIABILITY AND CONSCIENTIOUSNESS	A	E
19	Ability to MOTIVATE, AROUSE and MAINTAIN INTEREST	A	E
20	COMMUNICATION Voice projection	A	E
21	Fluency, pronunciation, vocabulary	A	E
22	Confidence, self-assurance	A	E
23	Ability to ENCOURAGE pupils to EXPLORE topic, etc further	A	E
24	Ability to EVALUATE QUALITY OF OWN PERFORMANCE in teaching	A	E

PREPARATION AND PLANNING OF LEARNING EXPERIENCES

25	THOROUGH KNOWLEDGE of the subject matter, content	A	E
26	SUITABILITY AND VALUE of the AIMS	A	E
27	CLARITY OF AIMS the purpose of the lessons is clear	A	E
28	Appropriate thought given to NEEDS of the pupils	A	E
29	ORGANISATION OF THE LEARNING EXPERIENCE – holistic, integrated	A	E
30	QUALITY of stimulus material – AV aids, etc.	A	E
31	THOUGHTFUL MARSHALLING, appropriateness of stimulus material	A	E
32	Effective planning of GROUP WORK, INDIVIDUAL WORK, etc.	A	E
33	ORIGINALITY (non-stereotyping) of worksheets, tests, questionnaires, etc.	A	E

TEACHING PERFORMANCE AND PUPIL LEARNING

34	For the pupils was there CLARITY AS TO THE PURPOSE of the lessons?	A	E
35	Was there CONCEPTUAL UNDERSTANDING from EXPLANATIONS given?	A	E
36	Skill in effective use of QUESTIONING TECHNIQUES	A	E
37	The EFFECTIVE USE of stimulus material	A	E
38	QUALITY AND USE of blackboard	A	E
39	Degree of PUPIL PARTICIPATION	A	E
40	The PACING of the lessons	A	E
41	Use of a variety of TEACHING STRATEGIES	A	E
42	Appropriateness OF TEACHING STRATEGIES	A	E
43	Quality of PUPIL PERFORMANCE	A	E
44	Variety of EVALUATION PROCEDURES to assess progress	A	E
45	Review and use of evaluation to IMPROVE TEACHING	A	E

GENERAL CLASS MANAGEMENT AND ADMINISTRATIVE ABILITIES

46	KNOWLEDGE of syllabus/es and schemes of work	A	E
47	CONTROL of written work thoroughness, punctuality etc	A	E
48	FIRMNESS and consistency in controlling discipline	A	E
49	EFFECTIVENESS in giving instructions	A	E
50	EFFICIENCY in completing registers, compiling lists, doing admin tasks	A	E

FURTHER COMMENT (IF ANY):

Appendix L 1: An example of a report prepared from field notes and video recording

An area meeting between the first and second workshop

The field trip between the first and second workshop was used to strengthen the dialogue between the researcher and participants and support the development of area groups. The area meeting in Pietersburg was particularly productive. Only one NGO representative attended, but the other nine people represented four colleges, including two organisations that had not been able to attend the first workshop. Participants checked their expectations against the researcher's agenda, which included: a presentation and discussion of the first workshop evaluation report; discussion of the participant and researcher tasks set out in the accompanying letter; and ensuring that everyone was on track, including the two organisations that had missed the first workshop.

The researcher reviewed the two handouts, ***Building an educative community*** and ***The Four Traditions of Reform in Teacher Education,*** and encouraged all participants to read them before the next workshop, pointing out that they should persevere even if academic language and concepts might seem a bit difficult at first. Since action research assumes that practitioners can be researchers, it requires that they develop some academic skills. The role of researcher is to make ideas accessible, but it also requires work by the participants. Some suggestions for reading and discussing the documents with partners were considered and the importance of the reading task was stressed. Participants were invited to phone or fax the researcher if there were words or concepts that were particularly difficult and these would be explained in the form of a glossary being prepared for the next workshop.

The researcher pointed out that the first handout provided a more comprehensive discussion of the concepts that had been introduced in the first workshop, and that this was particularly important for the participants who had missed the first workshop. Attention was drawn to the key elements, such as the three important attitudes and the notion of consensus. Links were made with the workshop process. The example of a participant, who complained in the evaluation form about being bored in the plenary session, was used as the starting point for developing strategies to improve the quality of participation in plenary sessions by providing mechanisms for responsible intervention. The evaluation suggestion that an informal session be used for participants to air their views, was discussed and used to emphasise that opinions and pre-judgements should not be hidden or be reserved for outside the workshop sessions. All participants must have an opportunity to have their opinions heard.

The second handout was discussed in more detail. The researcher gave an overview of the document linking it to the lives and work experiences of participants, who were encouraged to share it with their colleagues and start to use it as a framework to reflect on practice in their organisations.

Most of the meeting was used in discussing the evaluation report as a critical part of the dialogue about the process. The format and system of collating responses was explained. The concern about the project being in the interests only of the researcher and the related issue of research ethics was used as an example of the researcher taking participant views seriously. Participants were reassured of their right to check whether the researcher was behaving responsibly and ensure that she behaved responsibly throughout the project. It was emphasised that the reason for choosing action research as the method was that there should be immediate benefits to participants, and that it is crucial that no one should feel cheated in any way by the project.

The issue of inclusivity was also discussed at some length to highlight the researchers global view of the aim of the project to find ways of understanding each other and overcome problems that arise out of lack of understanding. The suggestion by one participant in the evaluation that only those who understand the link between ECD and formal education should be included was used as an example of the researcher offering an alternative perspective, despite taking the participant's view seriously. The project must build unity and not cr e further divisions. The

project must be made relevant to all teacher educators who are training teachers for 3 to 9 years or planning to do so. The researcher must investigate the reasons for participants feeling that it was not relevant and find ways of helping participants to see the connections if they are not immediately clear.

Case One, *Changing unhelpful ways and habits,* was discussed as an example. The case is about three pre-school teachers who attend an NGO course, but it is raises some universal questions about the need to change unhelpful ways and habits. The researcher used her own bad habit of "slouching" as an example of the range different kinds of bad habits that could be discussed. The group supported the view that, "If we live in a changing society we need to find ways of changing. We need to decide what is an unhelpful old way and what is a good old way. We help each other recognise what is not helpful".

The researcher reinforced this conclusions of the group by confirming that, "The challenge of this project is communication with others who can throw light on our own habits and help us decide which are helpful and which are not. The Four Traditions is the theoretical framework that we will learn to use to help us evaluate practice. The case method will also help us relate theory to practice. That is why it is important to get the content of our cases from participants. Everyone is invited to write cases or make suggestions for the content of cases, especially those people who are feeling left out because the content is not relevant to their own experience".

The changing role of researcher who starts with lots of control but hands over more and more control to the participants was also clarified. The meeting then moved on to the clarification of tasks, which had either already been discussed in workshop, or arise from reflection on the workshop and the need to turn mistakes into learning opportunities. For example, each organisation was asked to prepare a two- minute presentation for an introductory session to replace the failed introduction session in the first workshop.

The task of collecting belief statements from students was discussed. The researcher pointed out that even if the college lecturers would not seen their students in a group, they could ask for one or two statement from each student while visiting them for teaching practice. Adaptations to the collaborative case writing exercise were also discussed within the time constraints of participants. If organisations could not meet in a group, they could do it with just one other organisation.

The researcher reported on progress on her tasks, including, firstly, preparing the additional two handouts on the history of ECD and the NQF requested by participants, and, secondly, ensuring that all interested organisations have an opportunity to participate. The meeting was also used to test the views of participants on questions that would affect the planning of the next workshop.

All participants had been invited in the letter to give their views, but since no responses were elicited in this way, the responses gathered in area meetings were extremely important. These were mostly practical questions such as accommodation: the need for an informal social session in the evening; and time for area meetings during the workshop; and the workshop language level. Attention was drawn to the reluctance to criticize reflected in the fact that most participants indicated in their evaluation response that nothing was "least useful". The researcher encouraged participants to express their views in order to ensure that the project could meet their needs. Participants were also encouraged to raise their own questions and concerns. The anxiety about the rationalisation of colleges that was "in the pot" led to a discussion about different attitudes to change which could be viewed as a threat or an opportunity.

The meeting closed on a positive note. Arrangements were made for the group to use the Provincial Department of Education building as the venue for future area meetings.

APPENDIX L2:

EXTRACT FROM COLLATION OF RESPONSES TO FINAL QUESTIONNAIRE October 1995

Selected responses to the following four questions posed in the final questionnaire as presented here. Firstly, to illustrate the method used in analysing data, and secondly, to illustrate the impact of the case method. Participants completed the questionnaire individually except for GO8 and GO9 who completed a joint form for their college and only one who chose to reply anonymously. In the interests of confidentiality, participant are identified here only by category, non-governmental organisation (NGO) or college (GO) and by number.

What did you find most useful about the action research project?

1.	Meeting others from different / very different organisations and working together	NGO1
2.	Relationships created between the NGOs and GOs - be a continuum (sic) even for future reference and correspondence on issues of education in the new S. Africa	GO1
3.	Extremely informative - giving a broad view of the country's educational problems. Established contacts between people and organisations and highlighted the need for overcoming personal interests and effecting compromise	NGO2
4.	The writing and discussing of cases to me was very useful as this also brought in the real situation we are facing. This also enables us to work at different way of solving this problems	NGO3
5.	I started to realise the differences between the criteria used for admission, assessment and etc. This was the most useful because I started to pick up some good ideas which can be used in education system.	NGO4
6.	Establishing a working relationship with all the organisation(Governmental and non-governmental) that are concerned about educare	NGO5
7.	The case-study method, writing case-studies, four traditions	NGO6
8.	(a) The ability to use group work and collaborative work. Also understanding of the basic factors in action research such as responsibility, open-mindedness, wholeheartedness etc. (b) Understanding what NGO are doing.	GO2
9.	The introduction of reflective practice. The experience of writing a case which is to focus discussion. Collaborative group learning skills and techniques	GO3
10.	The action research project was useful because it made one to think analytically and to be open-minded. This is with special reference to the four traditions. Also the criteria of admission	GO4
11.	The four learning principles and to be able to recognise my own shortcomings. The interaction between everybody. The case study method.	NGO7
12.	Meeting other ECD players from the Province; Gaining an understanding of how colleges function; Gaining a better understanding of the four traditions; chatting informally; seeing other assessment procedures	NGO8
13.	Team work, commitment of NGO, CBO and GO involved in action research project. Different ways of monitoring student progress.	NGO10
14.	It has allowed all participants to openly explore the rules played by NGOs and Government institutions. Both institutions have many things in common	GO5
15.	Coming together with other organisations and institutions and working harmoniously towards a common goal	anonymous
16.	*Meeting and sharing ideas with other projects about our differences. Speech of Dr Aaron Motswaledi was also useful*	NGO11
17.	*(I) Group discussions (ii) collaborating with other organisations*	NGO12
18.	*The section in education of our children in particular Black children that has been ignored i.e. Educare by our Department of Education - we were made to be aware of. Again we happen to meet the NGO who we were not very clear of their work*	GO6
19.	*The working together in groups with observer etc.*	GO7
20.	*A paradigm shift from teacher-centred to learner-centred or rather child-centred education was something I found most useful*	GO8
21.	*Communication with others in the field*	NGO13
22.	*The coming together of different organisations- governmental and non-governmental - to identify and discuss the needs of communities as far as ECD is concerned.* The involvement competence and sharing of ideas. Joining together of training colleges, NGOs and CBOs	GO9

Do you think your organisation will benefit from the project? Give reasons for your answer.

- Definitely - it gives me a future vision. It has taught me to think creatively and more critically about what we are doing and thinking even in everyday life (NGO7).
- Yes, in terms of the kind of assessment forms we had, the workshop has helped us in knowing how to improve. Most questions given to trainees in the past were influenced by the Social Efficiency tradition. So we are now prepared to employ the Developmentalist and Social Reconstructionist tradition (NGO5).
- Yes - There are a number of methods that we learnt and have implemented effectively. The idea of using different approaches to, for example, assessment has been very useful (NGO6).
- Yes, the use of case method will definitely benefit our student teachers in focusing discussions about their work-related problems after college. Attitudes like open-mindedness, whole-heartedness and responsibility could help in normalising souring human relations in our college (GO3).
- Yes it will benefit from the project. I am saying this because the facilitator gave us new strategies and methods of dealing with the young learning child. In most cases she did it through case study method (GO6).

What new methods of education have you learned from this project?

- Case studies. Looking at education practice through the windows of the four traditions. Belief statements. Formulating questions in a more open ended way (NGO1).
- I have learned more about moving from an academic and social efficiency tradition to one in which issues are looked at in a developmentalist and social reconstructionist view. The case method makes it easier for one to learn (NGO5).
- I have identified myself as Social Efficiency and although I have changed my views and teaching methods, I now realise that there is still a fast field in the Developmentalist and Social Reconstructionist area that I can apply even more (NGO7).
- The case-study method. Other methods, for example, workshop methods - small groups, observers, time-keepers, speaking tokens, paired discussion, plenaries etc. I already knew and had explored. The four traditions was new for me but this is not really a method (NGO6).
- Reflective practice. Collaborative group learning techniques. The use of a case in focusing discussion. The use of the four traditions in understanding more about assessment and beliefs about children (GO3).

What new methods have you already tried? What successes and problems did you have when trying these new methods?

- I have used the case-study method and the four traditions with groups of our trainees. I feel they were extremely successful. I used the case-study method as a simulation exercise - this was very effective but the participants thought the situation was real and wanted to act upon it. This was not a problem just testimony to how convincing and effective the method can be (NGO6).
- Case studies - which I developed further into role plays and then asked the students to create the scenarios that could be more educative. Discussing beliefs and finding the contentious issues and debating them. This revealed a great deal of each individual's hang-ups and insights (NGO1).
- Case method - well I did write a case with my collaborative group though we found it to be a taxing job. Of course we encountered some problems because of lack of expertise (NGO5).
- The use of a case in focusing discussion. The success that I got is unbelievable to me. You know, the case was about an educationist who was supposed to plan an education system for people living on an island. Participation by students in trying to indicate what this planner needs to know and do was very high. A lot have been argued and finally consensus could be reached (GO3).
- The method of using a participation-observer and time-keeper worked well during discussion in my workshop(GO7).
- Reflective practice and teaching cases (Anonymous).
- I have tried self-activity as a method of teaching and learning. The success is that it encourages independent thinking i.e. also the cognitive development of the child (GO8 and GO9).
- Social Reconstructionist and Developmentalist (NGO7).
- Writing belief statements with students (NGO9).

What new methods do you still plan to try?

- Bringing in the four traditions. Getting the students to develop case studies in teams after observing a situation together. As a new thing entirely, I want to ask students to design an assessment form (NGO1).
- I want to improve my writing of cases and also I'm hoping to employ a developmentalist and social reconstructionist view rather than a social efficiency and academic. My major aim is to bring the four traditions to a balance in a learning environment (NGO5).
- The problem I am faced with is about time, since students are writing their exams, but as for next year all methods will be tried for sure (GO3).
- I'll be using them all but with more emphasis on social reconstruction and developmental (NGO7).
- Learning through play (GO8 and GO9).
- Making educational toys (NGO10)
- I am going to attempt to use cases with trainers and teachers (NGO8)

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