

https://dspace.org/

An illuminative evaluation of curricular change at a college of education

Dachs, Terence Edward

2015-02-20
http://hdl.handle.net/10539/17021

Downloaded from a DSpace repository. https://dspace.org/

AN ILLUMINATIVE EVALUATION OF CURRICULAR CHANGE AT A COLLEGE OF EDUCATION

TERENCE EDWARD DACHS

A Research Project submitted to the Faculty of Education, University of the Witwatersrand, in part fulfilment of the requirements for the Degree of Master of Education.

JOHANNESBURG, 1981

DECLARATION

I hereby declare

(i) that this research project is my own work

(ii) that this research project has not been submitted to any other university.

T.E. Dachs

Abstract

This study attempts an illuminative evaluation of curriculum innovation at the Johannesburg College of Education in 1980-1. A rationale for an illuminative evaluation approach is provided and this model is contrasted with other evaluation models, particularly the objectives model of the psycho-statistical paradigm. The existing curriculum of the College is described, the design of the research described, and the locus of decision-making power at the College analysed. The procedures adopted by the Curriculum Evaluation Committee are described and their proposals for a new curriculum presented. Reactions of participants to these proposals and to the procedures adopted by the committee are described and analysed. Beliefs concerning the locus of real decision-making power in the College and the causes for difficulties with the present curriculum are described. An attempt is made at analysing the difficulties of curriculum innovation and a typology of responses is suggested. Finally, a value for this study is suggested.

ACKNOWLEDGEMENTS

Most sincere thanks are due to :

Professor D. White for his assistance with the initial planning stages

Mr. R. Basson for the opportunity of discussing aspects of illuminative evaluation

my fellow colleagues at the Johannesburg College of Education for their interest and co-operation

Professor N. Boyce and Mr. J.S.J. Lewin for their special interest

and my fellow M.Ed. students for their interest, opinions, support and criticisms.

CONTENTS

Chapter		Page
1.	A Justification for an Illuminative Evaluation	1
	- the purpose of illuminative evaluation	1
	- the inappropriateness of the psycho-statistical paradigm	2
	- the philosophical foundations for illuminative evaluation	4
	- the procedural steps in illuminative evaluation	5
2.	The Scope and Limitations of this Study	7
	- limitations arising from author-bias	7
	- sources of information used in this study	8
	- the exclusion of a questionnaire	10
3.	Curriculum Innovation at the Johannesburg College of Education	11
	- the existing curriculum	11
	- the Curriculum Evaluation Committee	13
	- the locus of decision-making power at J.C.E.	15
	- the proposals of the Curriculum Evaluation Committee	16
4.	The Findings	19
	- the need for curricular reform	19
	- the methods employed by the Curriculum Evaluation Committee	19
	- the new proposals	20
	- the locus of decision-making power	22

Chapter		Page
5.	Conclusions	24
	- difficulties of innovation	24
	- the role of the Curriculum Evaluation Committee	25
	- typified responses to change	25
	- organisational health	28
	- so what now?	30
	References	31
Appendix 'A'	Extract from the National Criteria	34
Appendix 'B'	Reports on Visits to Colleges	38
	- questions related to the Higher Diploma in Education	38
	- report on visit to Bloemfontein College of Education	39
	- report on visit to the Pretoria College of Education	42
	- report on visit to Durbanse Onderwyskollege	47
	- report on visit to Onderwyskollege Pretoria	52
	- report on visit to Edgewood College of Education	57

CHAPTER ONE

A Justification for an Illuminative Evaluation

The Purpose of Illuminative Evaluation

The origins of illuminative evaluation as an alternative to traditional models of evaluation can be traced to the Churchill College, Cambridge, Conference of December 1972 when Malcolm Parlett and Barry MacDonald gathered a small group of non-traditional evaluators from Britain, the U.S.A. and Sweden together. They shared a dissatisfaction with the predominant psycho-statistical paradigm in curriculum evaluation and proposed instead a model founded in a social anthropology paradigm which would display three vital characteristics. It would be rooted in the real situation of a curriculum in action and not in contrived experiments using control groups; it would do justice to the complexity of this reality by revealing not only consensus and intended outcomes but also diversity of opinions, atypical and unintended consequences, processes as well as products; and it would produce reports which were both useful and readable. Such evaluations would be holistic, responsive and illuminative. Hamilton (1976) defines these terms :

> "Responsive evaluation responds to the wide range of questions asked about an innovation and is not trapped inside the intentions of the programme builders. Holistic evaluation seeks to portray an education programme in its entirety. Illuminative evaluation seeks to open out an educational situation to intelligent criticism and appraisal." (p.39)

Far from producing tidy statistical findings with their pretence of value-free objectivity, such evaluations would align themselves with Hawes' (1979) sentiments :

> "We must learn to live with the untidiness, the humaness of change, control our exasperation and be thankful that we are dealing with individuals who can laugh and can change." (p.5)

The Inappropriateness of the Psycho-Statistical Paradigm

Emphasis on the psycho-statistical paradigm has led to a proliferation of 'objective' evaluation techniques - a tradition maintained by studies which command considerable public interest such as those of Bennett (1976) and Rutter (1979). Such studies attempt to identify primary and secondary objectives of the curriculum, to isolate the process variable at work and to refine measuring instruments to assess the product outcome in terms of behavioural change. Whilst such an approach has many of the attributes of scientific tidiness, its prime sin is one of omission. In Parlett's (1974) words :

> "So many random, unpredicted and human factors intervene that neat experimental designs cannot contain them all. For this reason, results from such studies merely carry conviction : they present an emaciated and artificial picture of real-world educational life." (p.14)

Stake (1972) expresses similar objectives to the psycho-statistical paradigm claiming that it promotes the 'great simplifiers' of statistical analysis, theory-building and consensus-seeking. "These simplifiers help us by reducing the phenomena to something within our power of comprehension. But they mislead us by saying that education is much less than it really is." (p.161) He recognises a "need to convey holistic impression, the mood, even the mystery of the experience." (Stake (1977) p.164)

A further criticism of the objectives approach comes from Stenhouse (1975) who challenges the unquestioning acceptance of this model by many educators. "We do not <u>have</u> objectives," he observes, "we choose to conceptualise our behaviour in terms of objectives or we choose not to." (p.71) He claims that objectives can be too restrictive : "Education as induction into knowledge is successful to the extent that it makes the behavioural outcomes of the students unpredictable." (p.82) This emphasis on objectives has misled the curriculum evaluator into favouring the study of 'samples' and neglecting the study of 'cases'. Stenhouse (1980) pleads for a compromise :

> "I believe that the description of cases and the analytic categorisation of samples are complementary and necessary approaches in educational research, and it is high time that the superficial stylistic differences between their proponents were recognised as impediments to good sense in the research community." (p.4)

Others, however, are less optimistic about such a compromise as they challenge the assumptions made by the psycho-statistical paradigm. They criticise the appropriateness of an 'agricultural-botanical' model of evaluation for the curriculum. In this model

> "students - rather like plant crops - are given pretests (the seedlings are weighed or measured) and then submitted to different experiences (treatment conditions). Subsequently, after a period of time, their attainment (growth or yield) is measured to indicate the relative efficiency of the methods (fertilisers) used." Parlett & Hamilton (1972) cited in Hamilton (1976) p.13)

Such a model fails to reveal the value-laden nature of curriculum decisions and gives a pretence of a value-free evaluation. Hamilton (1977) asserts that evaluation cannot be value-free :

> "Evaluation entails a view of society. People differ about evaluation because they differ about what society is, what it can be and what it ought to be. Much of the debate about evaluation is ideology disguised as technology." (p.25)

He further notes that "it is something of an irony that its (the curriculum's) evaluators are commonly assumed to be value-free." (p.27) Such a concern for the illimination of value-judgements has led evaluators into the blind alley of the agricultural-botanical model where peripheral aspects of the curriculum often assume dominance. Hawes (1979) suggests a consequence of this trend : "It becomes easy and often less disturbing to concentrate on whether a curriculum is working than whether it is appropriate." (p.6)

Far from curriculum evaluation avoiding, denying or concealing value-positions, it should, in Stake's (1976) view, address itself directly to the question of values :

> "Evaluation is an observed value compared to some standard. It is a simple ratio but the numerator is not simple. In programme evaluation it pertains to the whole constellation of values for the programme; and the denominator is not simple because it pertains to the complex of expectations and criteria that different people have for such a programme.
>
> The basic task for an evaluator is made barely tolerable by the fact that he does not have to solve this equation in some numerical way nor to obtain a descriptive summary grade, but needs merely to make a comprehensive statement of what the programme is observed to be, with useful reference to the satisfaction and dissatisfaction that appropriately selected people feel towards it." (cited in Hamilton (1976) p.92-3)

The psycho-statistical paradigm, the objectives approach and the agricultural-botanical model are all, therefore, rejected by proponents of illuminative evaluation as inadequate because they fail to enlighten the participants on how the curriculum operates and how it produces the outcomes they observe it to produce. Measurements of efficiency alone are considered inadequate.

The Philosophical Foundations for Illuminative Evaluation

As indicated earlier, Stenhouse (1980 p.4) suggests that the differences between the psycho-statistical paradigm with its concern for the study of 'samples' and the ethnomethodological approach with its emphasis on the study of 'cases' are largely of a 'superficial stylistic' nature. This viewpoint fails to take account of fundamentally differing epistemological theories on which these paradigms are based. Opponents of empirical theory include phenomenologists, 'social action' theorists and 'reflexive' sociologists. They unite in questioning the adequacy of empiricism, of attempts such as those of Hirst (1969 & 1975), Peters (1966) and Phenix (1964) to classify knowledge into 'domains', 'realms' or hierarchies of 'worthwhileness' on an a priori basis,

and of all preordinate theories of learning. (See Young (1973), Brent (1975), Denton (1975) and Curtis & Mays (1978) for the development of these points.) Empirical theory, in their view, misinterprets the nature of knowledge by accepting the constraints of sense perception and by viewing the individual as a receiver of stimuli from an external, objective world. Such a theory fails to attribute sufficient importance to the subjective influences upon perception and tends to dehumanise and depersonalise knowledge in its search for universal, eternal, objective 'truth'.

Young (1973) emphasises the need to view what constitutes knowledge as problematic and refers to the work of Alfred Schutz in support of this belief :

> "Schutz treats institutional definitions or typifications (whether of education or families or politics) as the inter-subjective reality which men have constructed to give meaning to their world." (p.108)

Consequently, curriculum evaluation must reflect the vision of reality as perceived by t' participants and seek to describe the similarities and differences in these perceptions. "Unless such ... distinctions or intrinsic logics are treated as problematic, philosophical criticism cannot examine the assumptions of academic curricula." (Young (1973) p.105) Such a philosophical criticism is essential for a holistic evaluation.

In this philosophical tradition, therefore, the illuminative evaluator seeks to discover, explain and interpret the reality as constructed by the participants in the curriculum project. Only evaluators familiar with the analytical techniques of the historian and the social anthropologist and sharing a commitment to the philosophical standpoint underlying these techniques can successfully undertake an illuminative evaluation.

The Procedural Stages in Illuminative Evaluation

Parlett (1974) describes in some detail the five separate but associated stages he deems necessary in illuminative evaluation.

In the first stage, a general strategy (but not a detailed research blueprint) must be established clarifying the type of study and report required. Important factors at this stage are the clear establishment of the role of the evaluator who does not 'inspect' but studies the project with a view to umderstanding it as a working system, of the evaluator's brief and of the clientele to whom he is to report. There must be no prescription of variables to be included or excluded. In the second stage, the evaluator undertakes the laborious task of familiarising himself with the day-to-day realities of the curriculum and becoming knowledgeable about the total scheme. It is here that his role most closely resembles that of the social anthropologist in the field amassing information and recording the actions and opinions of the participants. In stage three, the evaluator is able to pin-point particular areas for a more sustained and intensive enquiry. During this stage interviews and observations become progressively focused and the process of triangulation is employed. Some pencil-and-paper tests may also be used. Such tests may provide quantitative data and whilst Parlatt (1970) is concerned lest illuminative evaluators scorn the value of such data, he also insists that it should not occupy any position of privilege in the evaluation. In stage four, the organising and ordering of descriptions, interpretations and explanations is undertaken. The prime purpose during this stage is to highlight the areas of major concern as revealed by the participants. In the final stage, the written report is produced, reflecting not only the sensitivity of the evaluator to the needs of his audience but also his ability to provide an overview in which his personal values are neither concealed nor evangelised.

By following these steps, the illuminative evaluator will succeed in portraying a holistic view of the curriculum. His report will be non-recommendatory; it will be enlightening. It is in this tradition that this study has been undertaken.

CHAPTER TWO

The Scope and Limitations of this Study

Curricular change within an institution of teacher education, staffed with highly qualified professionals with expertise in a range of academic disciplines, is notoriously difficult. (cf Lewin (1976), Doyle & Ponder (1977) and Olson (1980)) The degree of autonomy necessary for the advancement of specialised expertise within the many facets of teacher education militates against an ease of consensus and against the development of a holistic view of the curriculum by individual participants. Such autonomy also creates problems of communication on the horizontal plane as debate and decisions tend to be confined to departmental affairs. Studies such as this, therefore, strive primarily to inform. They contribute towards an understanding of the breadth of the curriculum in action and of the variety of viewpoints held by participants especially during periods of proposed change. But such studies also attempt to extend beyond this descriptive function and offer an analysis of the forces at work within the curriculum, to focus attention upon the contentious issues and to inform curriculum developers about the process of change within the institution. Although such studies are, hopefully, free from sinister motives, they inevitably reflect the value-position of the author. Such bias may be inescapable but it is not permitted to run rampant. It remains a factor important enough to be taken into account rather than one to be denied or feared.

Limitations arising from Author-bias

As suggested above, the evaluator is not a neutral, value-free observer. It is incumbent upon him to strive for a position as 'honest broker' through the adoption of techniques employed by historians, anthropologists and psychiatrists, where, in Parlett's (1974) words :

> "There is the same necessity for the careful exercise of intelligent human judgement in handling the complex material and evidence encountered. Like them, he (the evaluator) makes no apology for doing so. But counter-checking his judgements (against the opinions of others or with data accumulated from other sources) for accuracy and consistency, is a crucial part of his activity." (p.18)

Such judgements and techniques are necessary when using open-ended, loosely-structured, free interviews. Here the evaluator has to establish rapport with the interviewee by expressing an interest in his opinions and must guide him to a full expression of these. At the same time he must avoid giving excessive direction and he must strive to counter-check these views against the statements of others and against written evidence wherever possible. The validity of the study rest to a large part upon the degree to which this cross-checking has been effective.

The position of participant-observer adopted in this study raises additional difficulties. Because of the author's membership of the Curriculum Evaluation Committee he is likely to be considered by his colleagues as having a commitment to the proposals made by that committee. Opinions expressed to him are likely to be tempered by this belief. Furthermore, as his fundamental philosophy of teacher education may be known to other members of staff, they are likely to express their views in a particular fashion or with a particular emphasis as is common in all attempts at meaningful dialogue. Thus, it becomes especially important that confidence in the author's desire to reflect the various viewpoints is established. This confidence is as vital to this study as it is to one conducted by an external evaluator, but is perhaps more difficult to obtain.

Sources of Information used in this Study

A number of documents is available and the following have been consulted in the preparation of this report :

> Agreement between the Transvaal Provincial Authority and the University of the Witwatersrand (2nd November 1976)

The Johannesburg College of Education Curriculum (July 1978)

Criteria for the Evaluation of S.A. Qualifications for the Purposes of Employment in Education (Jan. 1979) (See Appendix 'A')

Reports on visits to 5 S.A. Colleges of Education (1980) (See Appendix 'B')

Submissions from College Departments and the S.R.C. on the new proposals (1981)

Confidential memoranda from members of the History Department (1981)

Alternative proposals submitted by members of the English Department (1981)

Minutes of meetings of the Curriculum Evaluation Committee (1980-1)

Minutes of meetings of the Curriculum Advisory Committee (1981)

Minutes of meetings of the Curriculum Development Committee (1977-8)

Summaries of interviews conducted with 26 members of staff (1981)

Open-ended interviews were conducted with twenty-six members of the academic staff including the rector, the three vice-rectors, thirteen heads of departments and nine lecturers drawn from sixteen College departments. These interviews lasted from fifteen to sixty-five minutes and centred around four main areas :

- the need for curriculum change at College
- the procedures employed by the Curriculum Evaluation Committee
- the curriculum design proposals
- the locus of decision-making at College.

The sample of lecturers interviewed was not a random one but one which attempted to be representative of the various College departments and which included what Parlett (1974) has termed 'significant participants'. These were selected by the author at the suggestion of participants because they felt that these individuals had shown particular interest or had expressed strong views about the curriculum.

The Exclusion of a Questionnaire

The measuring of attitudes through questionnaires abounds with difficulties. (cf Oppenheim (1966) for a description of some of these and of attempts to minimise their effect.) The decision to reject the use of a questionnaire in this study was, however, not made entirely as a result of doubts concerning validity, reliability or problems over non-response. A more serious problem seemed to arise from a particular variation of the Hawthorne Effect. The nature of questionnaires requires a number of items to be presented and responses invited. As a result issues which might have otherwise escaped the attention of the respondent are highlighted and attitudes may be expressed which might not reflect his unfettered feelings. A distorted picture of the strength of opinions regarding certain aspects of the curriculum may result. For the purposes of this study it was felt that a more accurate reflection of the views of participants could be obtained through the free responses made in the interview situation where a minimum of guidance and structure is possible.

CHAPTER THREE

Curriculum Innovation at the Johannesburg College of Education

The Existing Curriculum

The Johannesburg College of Education with an enrolment of some 1 400 students and employing 125 lecturers is charged with the responsibility of preparing pre-primary, primary and a limited range of secondary school teachers. Curricular variations exist between the different courses but students training for primary school teaching are required to satisfactorily complete the following courses (See diagram on page 12) :

2 courses in an 'Academic Major' comparable with university courses

1 course in a 'Specialisation'

Educational Studies (including Psychology which is taught as a separate subject.)
'Methods' (Curriculum) courses

English

Afrikaans

Teaching Experience

Other subsiduary courses.

This curriculum was devised by a Curriculum Development Committee established at the College in 1977 and disbanded in 1979 when its recommendations were first implemented. As part of the process of monitoring the progress of this curriculum, a Curriculum Evaluation Committee was constituted in January 1980 under the chairmanship of the Head of the Educational Studies Department and comprising volunteers from the lecturing staff who submitted their names at a general staff meeting. The need for such an evaluation was highlighted by the work of a sister committee

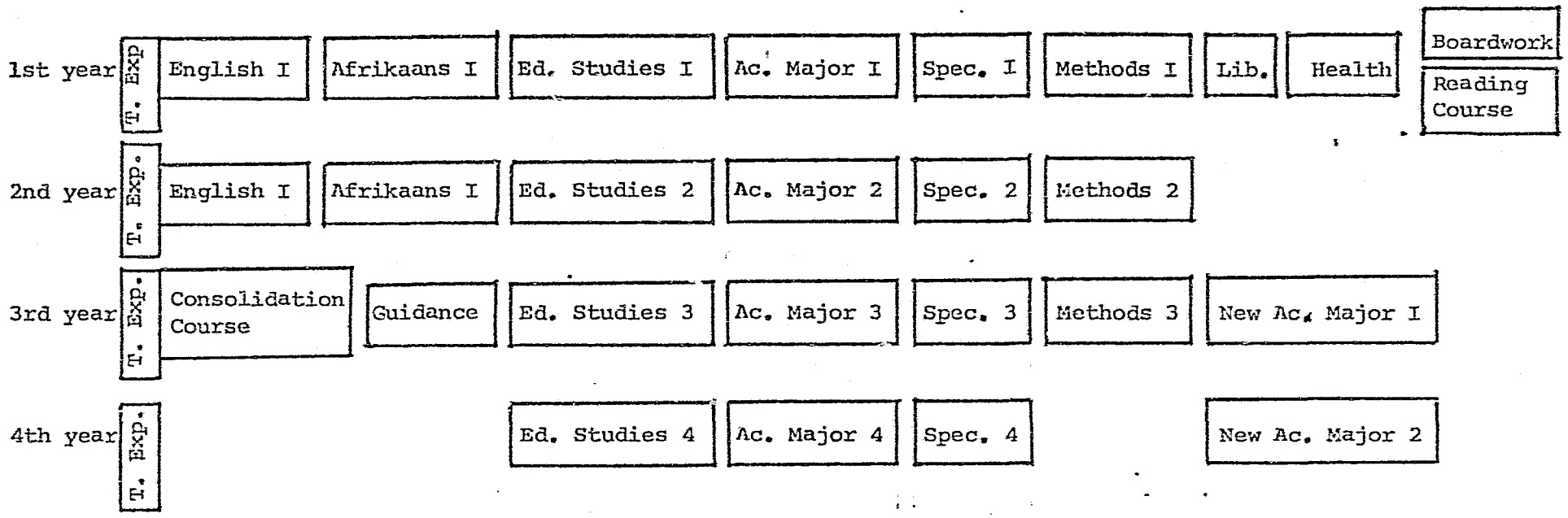
PLAN OF THE CURRICULUM

1st year	T. Exp.	English I	Afrikaans I	Ed. Studies I	Ac. Major I	Spec. I	Methods I	Lib.	Health	Boardwork Reading Course
2nd year	T. Exp.	English I	Afrikaans I	Ed. Studies 2	Ac. Major 2	Spec. 2	Methods 2			
3rd year	T. Exp.	Consolidation Course	Guidance	Ed. Studies 3	Ac. Major 3	Spec. 3	Methods 3	New Ac. Major I		
4th year	T. Exp.			Ed. Studies 4	Ac. Major 4	Spec. 4		New Ac. Major 2		

NOTES :

1. Two years of study of English, Afrikaans, Academic Majors and Specialisation equals one university year.
2. If English or Afrikaans is studied into the third year it becomes the new Academic Major.
3. Academic Majors offered : Afrikaans, Biblical Studies, Biology, Biological Sciences, English, Geography, History, Instrumental Music, Mathematics, Remedial Education, Sotho & Zulu.
4. Specialisations offered : Art, Guidance, Physical Education, School Librarianship, School Music, Speech & Drama.
5. Senior Primary Methods : Afrikaans, Elementary Science, English, Geography, History, Mathematics, Religious Ed.
6. Junior Primary Methods : Afrikaans, Elemnetary Sciences, English, Environmental Studies, Mathematics, Principles of Educational Methods, Religious Ed., Writing and Boardwork.

PLAN OF THE CURRICULUM.



NOTES :

1. Two years of study of English, Afrikaans, Academic Majors and Specialisation equals one university year.
2. If English or Afrikaans is studied into the third year it becomes the new Academic Major.
3. Academic Majors offered : Afrikaans, Biblical Studies, Biology, Biological Sciences, English, Geography, History, Instrumental Music, Mathematics, Remedial Education, Sotho & Zulu.
4. Specialisations offered : Art, Guidance, Physical Education, School Librarianship, School Music, Speech & Drama.
5. Senior Primary Methods : Afrikaans, Elementary Science, English, Geography, History, Mathematics, Religious Ed.
6. Junior Primary Methods : Afrikaans, Elemnetary Sciences, English, Environmental Studies, Mathematics, Principles of Educational Methods, Religious Ed., Writing and Boardwork.

investigating teaching practice patterns. This committee reported a degree of disquiet amongst students and staff concerning the existing courses in methodology and the current teaching experience supervision pattern. The introduction of a new Professional Studies component in the Bachelor of Primary Education degree course in which a co-ordinated approach to the teaching of methodology was employed also served to accentuate the need for a revision of the existing diploma curriculum at the College.

The Curriculum Evaluation Committee

Of the lecturers who originally volunteered their services, some ten became regular participants in the deliberations of the committee. These members were drawn from the Educational Studies Department (3), the History Department (2), the Junior (2) and the Senior (1) Primary Departments (concerned primarily with the study of the methodologies), the Science (1) and Geography (1) Departments. Four of the members of the committee were heads of departments. The original brief of the committee was to render service to departments wishing to have aspects of their courses evaluated. After initial meetings of the committee in which reservations concerning the wisdom of such piece-meal evaluation were expressed, the chairman, after consultation with the rector, proposed a holistic evaluation of the entire curriculum.

A study of the 'National Criteria' (established by the Committee of Heads of the Provincial Education Departments and which determines the basic structure of the curricula of colleges of education training white students) (See Appendix 'A') resulted in visits by members of the Curriculum Evaluation Committee to five colleges of education in the Transvaal, the Orange Free State and Natal, where a great diversity in the interpretation of these criteria was noted. (See Appendix 'B') The committee became convinced that the Johannesburg College of Education had interpreted the requirements of this document in a literal and restrictive manner, and that such an interpretation was responsible for some of the difficulties expressed by staff and students. After a meeting with the professor of the

Faculty of Education' at the Rand Afrikaans University who had been responsible for devising the teacher education curriculum at that university, it was decided that the committee should concern itself with recommendations for an alternative curriculum against which the present one could be compared. (Note : The wisdom/legality of this decision was questioned by some of the interviewees in this study (see Chapter 4).)

Two members of the committee visited colleges in Britain and reported to general staff meetings upon their return on curricula encountered there. Debate concerning the appropriateness of these curricula for the situation faced by the Johannesburg College of Education followed at these meetings.

Members of the committee visited all the departments at the College and recorded opinions concerning the need for curriculum reform, the causes of problems as perceived by members of these departments, and suggestions for solution of these. Student opinion was gathered via a survey conducted by the Students' Representative Council. All the reports suggested that a substantial restructuring of the curriculum was called for.

The committee met over a period of eighteen months and constructed an alternative curriculum which was presented at a general staff meeting on 30th April, 1981 (See pages 16 to 18). Departmental meetings followed this presentation and written submissions of initial response were made by departments to the committee. At a subsequent general staff meeting members of the committee responded to points raised in these reports and to requests for clarification. Open debate followed in which reservations concerning the motives of the committee and concerning the time made available for reaction to the proposals were expressed. (See Chapter 4 for further details.)

Written submissions critical of the proposals and of the procedures followed by the committee were also made by groups of individuals and alternative curriculum designs were presented to the chairman and to a meeting of the Curriculum Advisory Committee, where it was decided to implement the first year of the committee's proposals with modifications concerning the time allocated to the study of Academic Majors and of English and Afrikaans (all of which were

extended into the second year of study.) (Reactions to this compromise are recorded in Chapter 4.)

A new evaluation committee was established and charged with the responsibility of monitoring progress in 1982 in the implementation of the new curriculum. Membership of this committee was by individual invitation from the rector and it appears that a deliberate attempt was made to include lecturers who had expressed strong reservations concerning the suitability of the new curriculum.

Finally, a staff seminar was organised in September, 1981 by the Staff Association (an organisation concerned with promoting the interests of the College staff professionally, in terms of employment conditions and socially) to which Michael and Lynne Young were invited. The seminar was attended by twenty-six members of staff and concerned itself with trends in teacher education in England. Discussion seemed to suggest that attempts at gaining authoritative support from the Youngs for positions held by various factions at the College were being made.

The Locus of Decision-making Power at J.C.E.

The hierarchical establishment within the Johannesburg College of Education comprises a rector, three vice-rectors, sixteen heads of department and 105 lecturers. Curricular issues are debated at meetings of the Curriculum Advisory Committee generally held fortnightly. This committee is comprised of the rector, the vice-rectors, all heads of departments, representatives of the Students' Representative Council, of senior lecturers, of the Staff Association and often includes invited members of the college staff. Final decisions on changes are, however, made by the College Senate which is comprised of twelve members of staff from the University of the Witwatersrand, two representatives of teachers' associations, two members of the College Council, heads of College Departments, the rector, the vice-rectors and the College registrar. Such decisions, if of a fundamental nature, are submitted through the Transvaal Education Department to the Committee of Heads of Departments from the four provinces of the country for final approval. The College Council, which includes representatives from the University, the teachers' associations, the College Senate as well as members appointed by the Transvaal

Provincial Authority and by the Minister of National Education, is primarily responsible for matters of staffing, student enrolment and fees (although both the last two matters are also subject to extra-council influences.) Such is the cumbersome bureaucratic structure.

The Proposals of the Curriculum Evaluation Committee

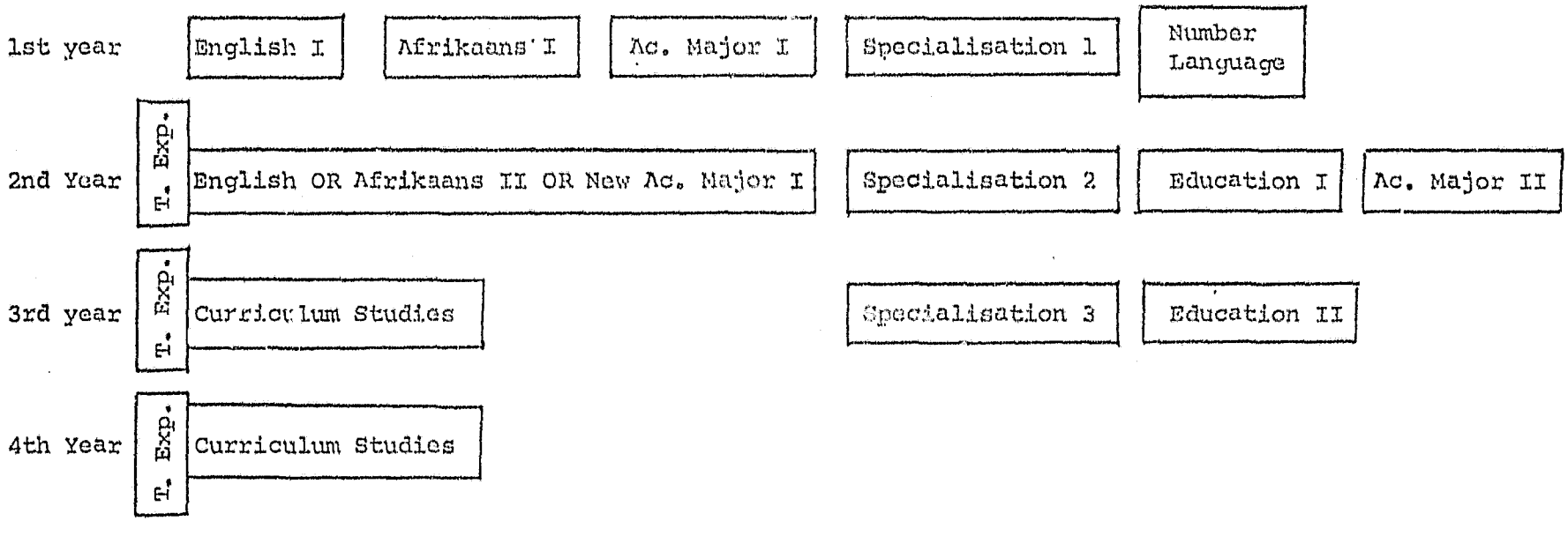
(See the diagram on page 17.) Fundamental changes are envisaged in the new curriculum proposed by the committee. Whilst not advocating a purely consecutive approach to teacher education, elements of this approach are to be found. The study of Academic Major Subjects is to be confined to the first two years at college. During this period students are expected to reach a standard of achievement comparable with that of a second-year undergraduate course. 'Specialisations' are studied over a period of three years providing an extended period for the practical components of many of these courses.

The Literacy/Numeracy component is a new one in which students will be able not only to develop their basic communication skills but also to extend their knowledge of both language and number.

The teaching experience pattern proposed also fundamentally differs from the existing one. No provision is made for a block teaching practice during the first year of study. Provision is made for limited, controlled exposure to schools and pupils during this year.

The area of greatest change is to be found in the proposed 'Curriculum Studies' component. Here previous courses in methodology are replaced by co-ordinated courses which attempt to reflect a structure of knowledge. A general course focusing on the school, the child and the teacher serves as a foundation for other courses which are more specifically located in the subjects studied at school. These courses are divided into seven 'clusters' :

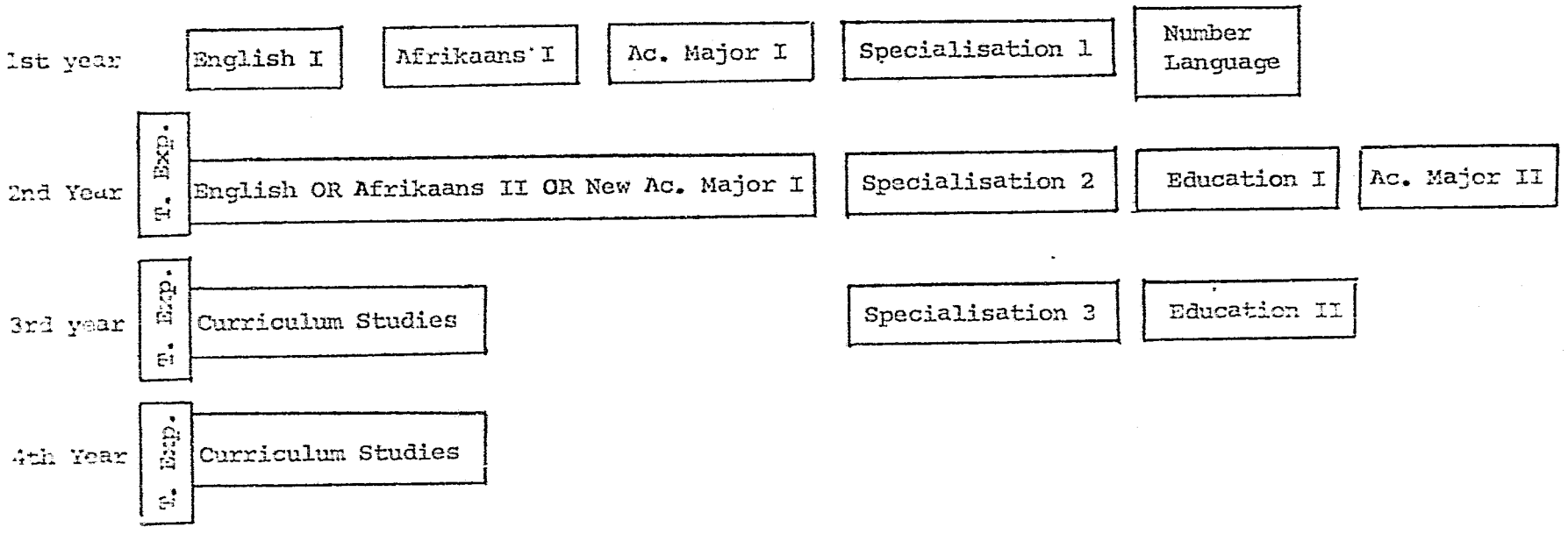
PLAN OF THE NEW CURRICULUM



NOTES :

1. Each year of study of English, Afrikaans, Academic Majors, Education will equal a year of study at university.
2. The three years of study of the Specialisation will equal two years of study at university.
3. For details of options offered in Academic Majors and Specialisations see notes 3 & 4 on page 12.

PLAN OF THE NEW CURRICULUM



NOTES :

1. Each year of study of English, Afrikaans, Academic Majors, Education will equal a year of study at university.
2. The three years of study of the Specialisation will equal two years of study at university.
3. For details of options offered in Academic Majors and Specialisations see notes 3 & 4 on page 12.

- the basic skills cluster (reading, writing, black-board work, and number)
- the language cluster (English & Afrikaans)
- the number cluster (Mathematics)
- the expressive arts cluster (Physical Education, Art, Music & Drama)
- the Humanities cluster (History, Religious Education, Geography, Environmental Studies)
- the Science cluster (Elementary Science, Environmental Studies, Health Education)
- an elective in second language teaching.

Teaching experience is viewed as an integral part of Curriculum Studies in order to achieve a transfer from theory to practice.

CHAPTER FOUR

The Findings

As a result of an analysis of written submissions, interviews and opinions expressed during meetings, it appears that a range of views in four main areas exists. The following is an attempt at summarizing these :

1. The Need for Curricular Reform

It is generally agreed that the existing curriculum is unsatisfactory and that revision is desirable. Amongst the pragmatic reasons advanced in support of this are that the time-table has become over-crowded and unworkable, that considerable repetition and unnecessary overlap exists between courses, that unacceptable demands are made upon students in terms of background reading and assignment requirements and that a 'pidgeon-hole' time-table is unsuitable for an institution of tertiary learning. More philosophical reasons expressed in support of change included the opinion that without revision of existing practice and resultant curricular change an institution becomes stagnant; that the changing expectations of schools of the new teachers requires constant revision of the college curriculum; that greater emphasis upon the general intellectual development and cultural awareness of students requires reflection in the curriculum; that greater emphasis upon the development of professional attitudes is required; that greater opportunity for the development of creative, divergent thinkers should be provided and that changes in the entire educational structure of South Africa appear to be imminent which will require the college to revise its curriculum. All persons interviewed agreed that there was a need for some form of curricular change.

2. The Methods employed by the Curriculum Evaluation Committee

Whilst support for the thorough nature of the work done by the committee was frequently expressed, criticism centred around the restricted time allocated to open debate, the degree of secrecy

surrounding the work of the committee, undisclosed fundamental changes in the brief of the committee, the constitution of the committee, and the failure of the committee to consult with non-white colleagues. Opinions expressed included direct accusations of ulterior motives of members of the committee (unnamed) who, it was felt, were seeking notoriety for personal promotional gain, and of pretences of democracy whilst in reality retaining an autocratic approach. (It is interesting to note that the rector was accused of being too democratic by some and too autocratic by others.) More widespread is a feeling that the committee failed to retain contact with the body of the staff. Some see this demonstrated in attempts to limit the time allocated to open debate, especially during the report-back general staff meeting after departments had considered the proposals. The failure of the committee to arrange inter-departmental meetings or workshops is seen by some as a further attempt to limit the contribution of individual lecturers. The committee has also been accused of failing to scrutinise with sufficient rigour curricular suggestions from countries outside Southern Africa.

Rather contradictory feelings were expressed concerning the change of brief of the committee. A strong reaction was expressed by a minority who felt that such a fundamental change should have been given greater publicity and new membership of the committee invited. An opposing view was expressed by a different minority who felt that the committee in general, and the chairman in particular, had failed to give sufficiently forceful and dynamic guidance to the staff. The qualifications of committee members (unnamed) to serve on such a committee were questioned.

In general, there is dissatisfaction with the procedures adopted by the committee ranging from those direct accusations of ulterior motives to feelings of frustration from exclusion. Speculation concerning the reasons for these feelings will be provided in Chapter 5.

3. The New Proposals

Reactions to the new proposals range from a dissatisfaction with the

radical nature of the changes where prominance is given to curriculum studies to excitement at this shift of emphasis; from those who criticise the failure of the proposals to fundamentally reassess the nature of teacher education to feelings of disquiet about changing so much so soon. Concern over the proposed nature of curriculum studies and a desire for greater detail of proposed courses in this area are common. Suspicions that this component will be unacceptable to students and demotivating because of its affinity with existing courses in methodology abound. The fundamentally consecutive approach to teacher education contained in the proposals where the first two years concentrate on academic, personal development of the student and the second two upon the professional training of teachers, is also criticised. The opinion that a closer relationship between the intellectual development of the student through a study of the academic major subjects and his professional expertise through curriculum studies could be achieved if both elements existed side by side in all four years was expressed. It is futher felt that there is a fundamental difference between a study which extends over four years and one with an equal amount of total time but which extends only over two years. The maturation factor of students during four years of study is considered by many to be of considerable importance.

The introduction of a course in literacy and numeracy has also received mixed reactions.. Although there is general dissatisfaction with the students' abilities in these areas, concern is expressed that such a course may fail to be sufficiently challenging for students. Once again final judgement is being reserved until further course details are developed.

Concern has also been expressed over the allocation of time to blocked teaching experience. Whilst the dangers of exposing poorly prepared students to extended periods of teaching at an early stage in their training are often stated, opinions concerning the demotivating effect of removing blocked teaching experience from the first year of study are also expressed.

Fundamental disagreement exists concerning the most effective way of preparing student teachers for their task. The opinion that what is required is a broadly-based but in-depth cultural experience in which the student becomes an 'educated man' is held by many lecturers from the Academic Major Departments. Such a foundation, it is believed, provides the student with the where-with-all for classroom practice as well as with a flexibility to handle change and make informed decisions. The details of classroom management and teaching techniques are best learnt 'at the chalk face' and not in institutions of tertiary learning. On the opposing side, strong feelings are expressed concerning the necessity for preparation of students for the realities of the classroom by developing the prerequisite skills for effective control over the learning milieu. Reconciliation between these opposing views appears unlikely.

Criticism is also levelled against the special consideration shown in the proposed curriculum to the 'Specialisations' by virtue of the fact that they are allocated time in the first three years of study. Whilst it is conceded that such specialisations, often involving a practical skills element, have a claim to extended periods of contact time, it is also felt that similar cases could be made for those courses which aim at developing the intellectual skills of students. A few interviewees indicated that as there appears to be no conclusive findings concerning the most efficient methods of teacher education, the new proposals should be given a chance and implemented in their entirity.

4. The Locus of Decision-making Power

General agreement exists that majority-vote decisions made by the entire staff are unsatisfactory for curricular change. Nevertheless, disagreement exists concerning the locus of decision-making power at College where some suggest that real decisions are made in the Curriculum Advisory Committee and rubber-stamped by the Senate, whilst others feel that extra-meeting lobbying plays a significant role in

innovation, and yet others believe that real power lies beyond the College in regulations such as the National Criteria. (General dissatisfaction with the compromise agreement reached by the Curriculum Advisory Committee was expressed and it was felt that such compromise decisions were the result of the decision-making process at College.)

Some disquiet concerning the organisational health at the College was also expressed. It was felt that little agreement concerning the fundamental approach to teacher education was possible because of the lack of opportunity for communication across departmental barriers, because of the resticted opportunities for open dissent and debate, and because of an emotionally-charged climate in meetings leading to personal attacks, and because of an over-concern for conformity at College.

CHAPTER FIVE

Conclusions

Difficulties of Innovation

Research into the effectiveness of teacher training programmes in both the U.S.A. and Britain has been considerable but inconclusive. (cf. Dunkin & Biddle (1974) and Morrison & MacIntyre (1969)) Researchers have failed to agree on what constitutes effective teaching and how such teaching can be identified and assessed. Solutions proferred range from tightly-structured, skills-based profiles such as the Stanford Teacher Competency Appraisal Guide, through various attempts to 'objectively' assess pupil learning to the holistic and notoriously unreliable evaluations of teacher performance made by supervisors, school principals and inspectors. Because of the limited opportunity for conducting laboratory experiments available to educational researchers and because of doubts expressed concerning the relevance of such experimental studies, researchers have come to emphasise the context-specific nature of the teaching process and have concentrated on field studies of classroom interaction. The resultant growth in Competency Based Teacher Education programmes in the U.S.A. (albeit a lip-service commitment in many cases (cf. Pearson (1980).)) and in micro-teaching techniques has been viewed with suspicion by many teacher educators as too mechanistic and deterministic.

As a result, attempts to initiate curricular change in teacher education programmes soon becomes embroiled in this debate concerning the relative merits of the broad, cultural education approach and the narrower skills development one. Further complications arise from resistance to any form of change arising from uncertainties felt by individuals concerning their contribution in the new curriculum and from feelings that resultant changes in the power system of the College will affect promotional prospects or tenure of office. (Further research into this vital factor is necessary.)

The Role of the Curriculum Evaluation Committee

As Shipman (1974) has pointed out one of the dangers of a study of this nature is to infer that the innovators envisaged some overall blueprint for change and systematically implemented it. In reality no such blueprint exists. Uncertainties and conflicting views abound in curriculum innovation and the work of the Curriculum Evaluation Committee proceded in fits and starts with a general direction emerging gradually over an extended period of time. The course of change more closely resembles an evolutionary meander than a determined march. Thus to ascribe a superior vision to members of the committee would be to distort reality. Nevertheless, once agreement has been reached and firm proposals are presented, members of the committee begin to 'own' those proposals, and being only too aware of the painful processes of their birth tend to protect them with a maternal determination. At the same time other members of staff who were not involved in the production of the proposals oppose any attempt to see them as 'holy grail'.

Typified Responses to Change

A number of attempts have been made to produce typologies of reaction to curriculum innovation. Doyle & Ponder (1977) stress the 'practicality ethic' of the pragmatic sceptic who concentrates on three criteria for acceptance of innovation : What is required of me? How well do the proposals fit in with the existing curriculum? What is the cost in terms of effort, time and money? Such sceptics assess the desirability of reform according to these factors alone. Olson (1980) suggests six 'ambiguities' which influence readiness to accept change :

- when is the job done and how will I know?
- who is in charge here?
- will the change let the side down? (i.e. go against established traditional subject barriers.)
- who is with us and who is against us?
- is the project going to be a magic carpet to career advancement?
- is this what they want us to do?

Such ambiguities reveal the essence of the feelings of many involved

in curricular change but it perhaps Jenkins (1974) who provides the most useful typology for the purposes of this study. His approach has inspired the following analysis. The use of such typologies appears to be valuable as a means of clarifying the real human issues at stake in curriculum innovation but must be viewed in the tradition of Weberian 'ideal types' as pen-portraits drawn with bold, harsh strokes and making full use of metaphors (often mixed).

1. The Eunuch : This individual holds the might of the Transvaal Education Department and its bureaucratic empire in great awe. He considers all attempts at curricular change at college level to be impotent and wasteful of his time. His 'holy cows' are declarations of National Criteria, Committees of Heads of Departments for the Evaluation of Qualifications for Purposes of Employment, and, in times of desperation, 'the needs of the school'.

2. The Other Drummer : Two varieties exist in this category. The first is only too ready to follow the sound of the new drum and march into change for no other reason that the attraction of the sound. The second hesitates and attempts to ascertain the strength of the opposing camps before nailing his colours to the mast. He is easily recognised by his ability to keep his ear close to the ground and by the extreme nature in which he couches his oft-fluctuating views.

3. The Cautious Sailor : This individual is fearful of change and prefers to steer his ship in the relative calm of well charted seas. Proposals which challenge the validity of his charts are resisted as without such props he is condemned to flounder in the whirlpools of uncertainty.

4. The Cargo-cult : Here the individual carefully assesses the pros and cons of his acceptance of the new cargo. He may not deify the cargo carriers as did the islanders of old but he will accept their gifts only in the belief that their value outweighs the return which will inevitably be demanded from him.

5. The Culture Vulture : This person has a powerful faith in the value of a liberal arts education. The educated man with his acquaintance with a braod spectrum of cultural activities will be well prepared for a life-long career in teaching. As a result any innovation which

challenges this faith is rejected as misguided and in support of this rejection, the proponent of this point of view will readily refer to his own unhappy experience of 'teacher training'.

6. The Peripatetic : This variety comes in two versions. The first usually has an intense interest in the stock market, an agricultural holding or in text-book production and finds this interest absorbing to the extent that college affairs become intrusive. The second variety similarly finds the two or three lectures a day required of him something of an intrusion into his state of mental equilibrium achieved by allowing his mind to retire years ahead of his physical departure from the scene. The female version of this model finds college work an irritation between shopping sprees or child-minding.

7. The Enthusiast : He is easily recognised by his views on the rapid decline in the calibre of the students recruited into the college. Never before has he had such a weak bunch and precisely at this auspicious moment, 'they' decide to institute changes with no regard for the abilities, or lack thereof, of the type we attract into teaching these days.

8. The Quartermaster : He has a remarkable ability in matters logistical. When faced with challenges to the principles upon which previous decisions have been made, he will scrutinize the new proposals and announce that things will not fit. In support of his judgement he will produce statistical evidence of student enrolment, lecturer-student ratios, time-table blueprints, and flow diagrams in which the philosophical principles will soon be lost for eternity.

Such are some of the position adopted in the face of curriculum innovation. These pen-portraits may be simplistic but they serve to illustrate the fundamentally human aspects of change. Any attempt at innovation soon becomes an exercise in personnel management and staff education. Innovators who fail to recognise this or who lack skills in these fields will experience some degree

of failure.

Organisational Health

Whilst such typologies have value in portraying the human factors which intervene in programmes of curriculum innovation, there remains a need to examine aspects of organisational health which may facilitate or hinder change. Miles (1975) suggests ten factors by which organisational health can be gauged. Opinions expressed by interviewees can be summarised as follows :-

1. Goal-focus : Although there is general agreement concerning the ultimate goal as the production of teachers, there is considerable disagreement over what constitutes effective teaching. (Such differences have been noted in this chapter.) A further complicating factor affecting goal-focus arises from the provincial nature of the college and its official brief to produce teachers for white, provincial, almost exclusively primary schools in the Transvaal.

2. Communication : Considerable disquiet is expressed concerning the efficiency of the lines of communication between the college and the Transvaal Education Department and, to a lesser extent, between the college and the schools. Within the college itself the limited communication between departments has already been noted.

3. Optimal Power Equalisation : Although committees such as the Curriculum Advisory Committee have been established to facilitate upward influence upon decision-making bodies, criticism of the efficacy of this committee has been expressed by members and non-members of it alike.

4. Resource Utilisation : Recent developments in the establishment of a media centre, a teachers' centre and a centre for the teaching of the highly-gifted child on campus are seen as attempts to enable a greater interchange of resource materials (human and material) and a more cost-effective use of buildings and equipment. Serious difficulties concerning the optimal use of resources at college, however, are seen to remain.

5. Cohesiveness : As indicated earlier the departmental structure of the college and the 'pidgeon-hole' curriculum and time-table militates against feelings of cohesiveness. Attempts to overcome these difficulties include the publication of 'work programmes' by departments outlining details of their courses and infrequent general staff meetings where items of overall policy are presented.

6. Morale : 1981 has been viewed by many South African educationalists as the year of crisis in education. Widespread, but often adverse, publicity concerning the supply of teachers, the fate of English-medium education in the Transvaal in particular, and the ultimate direction of non-white education in general have adversely affected morale at the College. Scepticism concerning the willingness of the government to implement the recommendations of the Human Sciences Research Council's investigation into the state of education in South Africa has been expressed.

7. Innovativeness : This factor is concerned with the readiness with which an institution becomes involved with change and as such forms the prime focus of this entire study. Opinions expressed concerning the rate of change at the College ranged from a belief that change for the sake of change appeared to be the guiding principle to a minority view that changes tended to be cosmetic and that fundamental change was impossible because of the democratic nature of innovation procedures at the College.

8. Autonomy : Whilst individual lecturers enjoy varying degrees of autonomy dependant upon the attitude adopted by the head of department, it is generally accepted that a considerable measure of freedom exists in the day-to-day activities of the College. As far as an over-riding autonomy to make independent, major changes, it is felt that governmental agencies retain a jealously-guarded control over the College. (To a lesser extent a similar role is ascribed to the University of the Witwatersrand over college affairs.)

9. Adaptation : This factor is also one of prime importance to this study and examples of the way in which the proposals of the Curriculum

Evaluation Committee were subjected to adaptation are given elsewhere. The more subtle, but equally important, adaptations which occur when proposals are implemented must remain the subject of a further study during 1982.

10. Problem-solving Adequacy : Structures and procedures do exist in the College to identify problems, suggest solutions and to evaluate the effectiveness of these in the Students' Representative Council, departmental structures, halls of residence committees and the Curriculum Advisory Committee but once again the efficacy of these are challenged.

Thus, whilst it appears that the College has to some extent accommodated the ten prerequisites for organisational health outlined by Miles (1975) there is also some disquiet over the ability of a college of this size and nature to function as a really effective institution.

So What Now?

This study has attempted to describe the process of a curriculum innovation project in a single college of education in 1980-1, and as such constitutes an individual case study. Hopefully, it will serve to inform the participants of aspects they may not have been familiar with. More importantly, it is to hoped that it will provide a useful, if personal, analysis of the present state of affairs and cause the participants to reflect upon their role in the process of change. Should it act as a catalyst for further debate or as a means for comparison with other attempts at innovation, it will have served one of the prime purposes of illuminative evaluation - namely, the opening out of an educational situation to intelligent criticism and appraisal. Consequently, challenges to the accuracy of these interpretations and the validity of the focus presented are to be welcomed.

REFERENCES

BENNETT, N (1976)

Teaching Styles & Pupil Progress London : Open Books

BRENT, A (1975)

"The Sociology of Knowledge & Epistemology" in Br. J. of Ed. Studies xxiii, 2 pp. 209-224

CURTIS, B & MAYS, N (Eds) (1978)

Phenomenology & Education London : Methuen

DENTON, D (Ed) (1975)

Existentialism & Phenomenology in Education New York : Teachers' College Press

DOYLE, W & PONDER, G (1977)

"The practicality ethic in teacher decision-making" in Interchange 8,3 pp. 1-12

DUNKIN, M & BIDDLE, B (1974)

The Study of Teaching New York : Holt, Rinehart & Winston

HAWES, H (1979)

Curriculum & Reality in African Primary Schools London : Longman

HAMILTON, D (et al.) (Eds) (1977)

Beyond the Numbers Game London : Macmillan

HAMILTON, D (1976)

Curriculum Evaluation London : Open Books

HARRIS, A (et al.) (Eds) (1975)

Curriculum Innovation London : Croom Helm

HIRST, P (1969)

"The logic of the curriculum" in J. of Cur. Studies 1,2 pp. 142-158

HIRST, P (1975)

Knowledge & the Curriculum London : Routledge & Kegan Paul

JENKINS, D (1974)

"Schools, teachers and curriculum change" in SHIPMAN, M (1974) op. cit.

LEWIN, J (1976)

"Curriculum innovation as a quasi-political process : A case study of the planning, negotiation and introduction of independent study at the University of Lancaster" Unpub. study : University of Lancaster

MACDONALD, B (1976)

"Evaluation and the control of education" in TAWNEY, D (Ed) (1976) op. cit.

MILES, M (1975)

"Planned change and organisational health" in HARRIS, A (et al.) (Eds) (1975) op. cit.

MORRISON, A & McINTYRE, D (1969)

Teachers & Teaching London : Penguin

OLSON, J (1980)

"Teacher constructs and curriculum change" in J. of Cur. Studies 12,1 pp. 1-11

OPPENHEIM, A (1966)

Questionnaire Design & Attitude Measurement New York : Basic Books

Parlett, M (1974)

"The new evaluation" in Trends in Education 34 pp 13-18

PEARSON, A (1980)

"The competency concept" in Educational Studies 11 pp. 145-152

PETERS, R.S. (1966)

Ethics in Education London : Allen & Unwin

PHENIX, P (1964)

Realms of Meaning : A Philosophy of the Curriculum for General Education New York : McGraw-Hill

RUTTER, M (et al) (1979)

Fifteen Thousand Hours London : Open Books

SHIPMAN, M (1974)

Inside a Curriculum Project London : Methuen

STAKE, R (1967)

"The countenance of educational evaluation" in HAMILTON, D (et al.) (Eds) (1977) op. cit.

STAKE, R (1972)

"Description versus analysis" in HAMILTON, D (et al.) (Eds) (1977) op. cit.

STAKE, R (1977)

"Responsive evaluation" in HAMILTON, D (et al.) (Eds) (1977) op. cit.

STENHOUSE, L (1975)

An Introduction to Curriculum Research & Development London : Heinemann

STENHOUSE, L (1980)

"The study of samples and the study of cases" in Br. Ed. Research J. 6,1 pp. 1-6

TAWNEY, D (Ed) (1976)

Curriculum Evaluation Today : Trends & Implications London : Macmillan

YOUNG, M (Ed) (1973)

Knowledge & Control London : Collier-Macmillan

APPENDIX 'A'

Extract from Criteria for the Evaluation of S.A. Qualifications for the Purposes of Employment in Education (Jan. 1979)

Minimum requirements for a three-year Diploma in Education for the junior primary and the senior primary school

The course for a Diploma in Education for the junior primary or the senior primary school must include at least the following:

11.4.5.1 Religious Instruction/Biblical Studies (see par. 1.13).

11.4.5.2 Curriculum courses which include at least the following:

Afrikaans
English
History (for the senior primary course only)
Mathematics
Natural Science (for the senior primary course only)
Geography (for the senior primary course only)
Health Education (may be integrated with allied subjects)
Environmental Studies/Social Science (which includes History, Geography and Natural Science - for the junior primary course only)
Teaching Aids (see par. 1.12)(may be offered separately or as subdivision(s) of allied subjects).

11.4.5.3 In one of the two official languages the standard of the academic content must at least be comparable with the standard of a first-year degree course.

11.4.5.4 In the second official language the standard of the academic content must at least be comparable with the standard of a university course which is recognised as a one-year qualifying course for degree purposes (e.g. any practical, special or 1B course).

11.4.5.5 In at least one subject from the list below the standard of the academic content of the course must be comparable with the standard of a first-year degree course:

Theory of Music (which includes History of Music, Harmony, Counterpoint and Musical Form) may be taken only if Instrumental Music under par. 11.4.5.6 is also taken.
Mathematics
History
Geography

Biblical Studies
Physical Science* or Physics or Chemistry
Biology* or Botany or Zoology
Natural Science* or Physics or Chemistry
A Bantu language (included with effect from 1 January 1977).

11.4.5.6 For the senior primary school, specialised training in one of the subjects from the list below at a level comparable with that of a first-year degree course or, for the junior primary school, specialised training in one or more of the subjects from the list below which combined are comparable in scope and standard with a first-year degree course:

Physical Education
Class Music
Art
Handwork (Men/Women)
Speech and Drama
School Librarianship
Instrumental Music
Ballet
School Guidance and Counselling (only if the candidate intends taking it for four years);

OR

an additional subject (of a standard comparable with that of a first-year degree course) from the list of academic subjects in paragraph 11.4.5.5.

11.4.5.7 Education (Pedagogics) which must include at least the following five subdivisions of the discipline and be comparable with a first-year degree course:

History of Education
Philosophy of Education
Psychology of Education
Didactics
Sociology of Education

(School Guidance and Counselling and Organisation and Administration of Education must be included.)

11.4.5.8 Twelve weeks' practice teaching is a minimum requirement.

11.4.5.9 Language endorsement (see par. 11.2.2).

*One course only may be taken in this subject. Courses in Natural Science AND Physical Science or Biology may not be taken together.

11.4.6 Minimum requirements for a four-year Higher Diploma in Education for the junior and/or senior primary school

The four-year course leading to the Higher Diploma in Education for the junior primary and/or senior primary school must include at least the following:

11.4.6.1 The minimum requirements for the Diploma in Education (par. 11.4.5).

11.4.6.2 Education (Pedagogics) which must include at least the following five subdivisions of the discipline, and which has an academic content comparable with that of a second-year degree course:

History of Education
Philosophy of Education
Psychology of Education
Didactics
Sociology of Education;

OR

a subject from the list below with an academic content comparable with that of a second-year degree course:

Natural Science (provided it is not taken together with Physical Science or Biology)
Mathematics
History
Geography
Biblical Studies
Afrikaans
English
Physical Science or Physics or Chemistry
Biology or Botany or Zoology
Agriculture
A Bantu Language
Theory of Music (if taken under par. 11.4.5.5):

This may be taken only if Instrumental Music and/or Class Music is also taken under par. 11.4.6.3.

11.4.6.3 For the senior primary school, further specialised training following the specialised training for the Diploma in Education (see par. 11.4.5.6) in one of the subjects from the list below at a level comparable with that of a second-year degree course or, for the junior primary school, specialised training in one or more of the subjects from the list below, not already taken under par. 11.4.5.6, which combined are comparable in scope and standard with a specialisation course in one subject (comparable with a first-year university degree course):

Physical Education
Class Music
Art
School Librarianship
Instrumental Music
Handwork (Men/Women)
Speech and Drama
Ballet
School Guidance and Counselling;

OR

a further academic course in a subject from paragraph 11.4.6.2 with a content comparable with that of a first-year degree course (if the subject has not already been taken up to the level of a first-year degree course) or a second-year degree course (if the subject has already been taken up to the level of a first-year degree course).

11.4.6.4 An academic course in a subject from the list in paragraph 11.4.6.2 with a content comparable with that of a first-year degree course (if the subject has not already been taken up to the level of a first-year degree course) or a second-year degree course (if the subject has already been taken up to the level of a first-year degree course).

11.4.6.5 Specialised training in Remedial Education (or Ballet or Instrumental Music or Class Music if not already taken under paragraph 11.4.6.3) or another course in an academic subject from paragraph 11.4.6.2 not already chosen by the student, with a content comparable with that of a first-year degree course (if the subject has not already been taken up to the level of a first-year degree course) or a second-year degree course (if the subject has already been taken up to the level of a first-year degree course).

11.4.6.6 Three weeks' practice teaching is a minimum requirement.

11.4.6.7 Language endorsement (see paragraph 11.2.2).

APPENDIX 'B'

(011)28-1221
27 ST. ANDREWS ROAD · PARKTOWN 2193

JOHANNESBURG COLLEGE OF EDUCATION

RECTOR · PROF. A. N. BOYCE

INQUIRIES:
TEL EXT.:
REF.

QUESTIONS RELATED TO THE HIGHER DIPLOMA IN EDUCATION

with Specialization in SENIOR or JUNIOR PRIMARY (4 year diploma)

1. Interpretation of the "Criteria for the evaluation of South African Qualifications for Employment in Education:

   Paragraphs 11.4.6.2 and 11.4.6.3 specifically allow for options. Which of these options have been included in the curriculum at your particular College.
   Why was the particular option selected?

2. What is the overall plan of the curriculum for this diploma, ie:

   What courses are prescribed for each year of study, how many hours per year are allocated for the teaching of each course?

3. What procedures are employed to ensure that, as specified in the National Criteria, the courses are comparable with university courses?

4. What promotion system is associated with the curriculum?

   How are individual courses evaluated and/or assessed?

5. What arrangements are made for practical work, field excursions and small group tutorials in subjects where these are appropriate?

6. How does teaching experience fit into the curriculum?

   How long is the period of teaching experience, how is it assessed and controlled?

The Association for the Study of Evaluation in Education in Southern Africa

Die Suider-Afrikaanse Vereniging vir Bestudering van Opvoedkundige Evaluering

C./o./p.a. Johannesburg College of Education • 27 St Andrews Road, Parktown, Johannesburg 2193

REPORT ON VISIT TO THE BLOEMFONTEIN COLLEGE OF EDUCATION 23-5-80
(Sponsored by ASEESA)

QUESTION 1 How does the College interpret the "Criteria for the evaluation of South African Qualifications for employment in Education"? See broadsheet for detailed outline of curriculum.

Points to note

(a) Second official language not necessarily taken to first year degree level - English Professional offered (= to university 1B course).

(b) Two maths courses offered - A - students with matric
B - students without matric

(c) Religious Education taken for three years

(d) All students select two specialisations to be followed for two years.

(e) Health education part of Natural Science - taken for first two years.

(f) Geography and History compulsory for one year course (History-degree course).

(g) First and second year courses are broad to provide student with basic knowledge in primary school courses.

QUESTION 2 What is the overall plan of the curriculum for this diploma, i.e. what courses are prescribed for each year of study, how many lessons per year are allocated for the teaching of each course?

Education Studies:	1st year - 36 hours	
	2nd year - 48 hours	
	3rd year - 72 hours	
	4th year - 84 hours	
Academic majors (includes methodology)	3rd year	120 hours
	4th year	120 hours

QUESTION 3 What procedures are employed to ensure that as specified - the National criteria, the courses are comparable with university courses?

/Only . . . .

Only English) recognised by University, taught by lecturers appointed
.Afrikaans) by university.
History) Moderated by university

QUESTION 4 What promotion system is associated with the curriculum? How are individual courses evaluated and/or assessed?

1st year + 2nd year — maximum failure - two courses but If one failed is home language - then fail

3rd year — Cannot proceed to 4th year until all courses are passed

50% course work
50% examination mark

Methodology constitutes 25% of academic major mark
2 tests per week timetabled - each quarter - a test in each course

College course - pass mark 40% - 1st and 2nd years
University courses - pass mark 50%

QUESTION 5 What arrangements are made for practical work, field excursions and small group tutorials in subjects where these are appropriate?

On ad hoc basis. Every afternoon free for sport and excursions

QUESTION 6 How does teaching experience fit into the curriculum? How long is the period of teaching experience, how is it assessed and controlled?

1st year - April 2 weeks (unsupervised)
July 2 weeks (supervised)

2nd year - January 2 weeks (unsupervised)
3rd year - April 2 weeks (supervised)
4th year - July 2 weeks (supervised)

Formal criticism lessons and teachers' reports

STAFF LOADING Average of 25 30 minute periods per week (12½ hours) per week

DEPARTMENT ORGANISATION

1 No Senior primary department - methodologies integrated to academic departments

2 No psychology department - part of Education Department

3 History and Geography - single department

4 University appointed TWO lecturers who serve full time at the college. Two visiting university lecturers for education studies.

5 All lecturers are expected to contribute towards methodology component

T E DACHS

J S J LEWIN

BLOEMFONTEIN TEACHERS' COLLEGE
Plan of the curriculum

1st Year	TEACHING PRACTICE	ENGLISH I IB Prac.	AFRIKAANS I	EDUCATION 1	MATHS. A B 1	GEOG.	NAT. SC. 1	R.I. 1	TEACH. AIDS 1	SPECIALISATION 1
2nd Year	TEACHING PRACTICE	ENGLISH Speech & Drama	AFRIKAANS I	EDUCATION 2	MATHS. A B 2	HIST. I	NAT. SC. 2	R.I. 2	TEACH. AIDS 2	SPECIALISATION 2
3rd Year	TEACHING PRACTICE			EDUCATION 3	AC. MAJOR A 1	AC. MAJOR B 1	R.I. 3			SPECIALISATION 3
4th Year	TEACHING PRACTICE		CURRICULUM COURSES	EDUCATION 4	AC. MAJOR A 2	AC. MAJOR B 2				SPECIALISATION 4
			JUNIOR PRIMARY		SENIOR PRIMARY					

NOTES : 1. Academic majors are selected from : Afrikaans, English, Maths. A, Maths. B. English, Biology, Biblical Studies, History
2. Specialisations are selected from : TWO of - Handwork (M), Handwork (W), Art, Class Music, Physical Education, Speech & Drama, S. Sotho (+Geog. in 3rd & 4th years)
3. Only students who successfully complete Maths A. in 2nd year may proceed to Maths A or B in 3rd year as an academic major.
4. Special courses are offered in 4th year to selected students for Pre-Primary Educoation and a Diploma in Special Educoation.
5. Methodology is integrated into the courses of the Academic Majors, and those of Mathematics, Geography, History, Natural Science studied in the 1st and 2nd Years, as well as in the courses for Religious Instruction and the Specialisations.

REPORT ON VISIT TO THE PRETORIA COLLEGE OF EDUCATION (6-6-80)

(Sponsored by ASEESA)

QUESTION 1 How does the College interpret the "Criteria for the evaluation of South African Qualifications for employment in Education"?

See broadsheets for detailed outline of the curriculum for Junior Primary and Senior Primary courses.

Points to note:

(a) Roman numerals (I, II) indicate courses equivalent to University first or second year courses. Arabic numerals (1,2,3) indicate college courses without university equivalents

(b) Compulsory one-year courses in Geography,History, and Natural Science and a two-year course in Mathematics exist for senior primary students.

QUESTION 2 What is the overall plan of the curriculum for this diploma, i.e. what courses are prescribed for each year of study, how many lessons per year are allocated for the teaching of each course?

Junior Primary			Senior Primary
32 (hours)*	Health		64 (hours)*
224	Education		320
192	English		256
192	Afrikaans		240
160	Environ Studies		240
64	Maths		96
160	Phys Ed		
160	Class Music		
96	Art		
96	Handwork		
64	T Aids		64
32	R I		64
128	Remedial Ed		
128	Ac Major	(a)	256
		(b)	128
	Specialisation		256
	Geography		64
	Natural Sc		64
	History		64

* = total teaching time over 4 years

The timetable for each day is a mixed bag. Workshops are additional and optional and run in the afternoon

/QUESTION 3

QUESTION 3 What procedures are employed to ensure that as specified in tne National Criteria, the courses are comparable with university courses?

Syllabuses are approved by the university (UNISA), marks and examinations are set and moderated by the university

QUESTION 4 What promotion system is associated with the curriculum? How are individual courses evaluated and/or assessed?

Only one subject may be carried into the next year, but is is hoped to avoid firm rulings and to judge individual cases on their merits.

25% of marks from coursework
75% of marks from examinations

50% pass mark

UNISA accredits the academic level on the basis of College 4 years being equal to two or one at UNISA. Maths is streamed for the purpose of lectures.

QUESTION 5 What arrangements are made for practical work, field excursions and small group tutorials in subjects where these are appropriate?

On ad hoc basis. Every afternoon is free for such activities. Lectures run from 7.30 - 1-30. The library is open in the evenings (manned by students)

QUESTION 6 How does teaching experience fit into the curriculum? How long is the period of teaching experience, how is it assessed and controlled?

There are three periods of two weeks duration per year. All periods are supervised and assessed through crit. lessons 3 in two weeks. Students are only permitted to give two lessons a day. Tutors meet once a term (2 weeks before T.E.) There is immediate feed-back after HOD's have 15/16 on average.

Staff Loading: Average of 20 lectures of 40 minutes duration per week. Loading is qualitative not quantitative. A lecturer with several courses to prepare has fewer lectures than one giving a course(s) to several groups. Groups are ± 18 in number.

Departmental Organisation

Owing to the small size of the college there are a number of part-time appointments. There is no separate psychology department, and all academic subject lecturers are responsible for methodology lectures. No separate didactics department is envisaged. A General Teaching aids course run on a modular system is envisaged as a back-up to these courses. e.g. use and usage of educational technology (similar in principle to our B.Prim. Prof Studies course) Teamwork between JP and SP lecturers is encouraged.

/GENERAL

GENERAL

There is great emphasis on student responsibility and spirit e.g. assembly, general lecture, student forum or community period for report-backs.

Training for lecturers is on-going. In two weekly cycles, they meet to discuss problems. Study groups are then given a project to prepare for presentation to their colleagues two weeks later.

B PRIM ACCREDITATION

Academic staff at the college are accredited by Unisa. B Prim students (who constitute one third of the student body) have the same lecturers but separate periods and separate courses.

T E DACHS

J S J LEWIN

F GRAVES

Pretoria College of Education

Plan of the Curriculum

JUNIOR PRIMARY

1st Year	TEACHING PRACTICE	ENGLISH I	AFRIKAANS I	EDUCATION I	ENVIRON. STUDIES 1	HEALTH ED.	PHY ED 1	CLASS MUSIC 1	ART I	HAND WORK I	T.AIDS 1
2nd Year	TEACHING PRACTICE	ENGLISH I	AFRIKAANS I	EDUCATION I	ENVIRON. STUDIES 2	MATHS 1			ART I	HAND WORK I	
3rd Year	TEACHING PRACTICE	ENGLISH II	AFRIKAANS 2	EDUCATION II	ENVIRON. STUDIES 3	MATHS 2	PHY ED 2	CLASS MUSIC 2	REM. ED. I	AC. MAJOR I	R I
4th Year	TEACHING PRACTICE	ENGLISH II	AFRIKAANS 3	EDUCATION II	ENVIRON. STUDIES 4	T.AIDS 2	PHY ED 3	CLASS MUSIC 3	REM. ED I	AC. MAJOR I	

NOTES:
1. Academic majors are selected from: Mathematics, Geography, History, Biblical Studies, Biology, Science, Physics, Chemistry, Botany, Zoology, N. Sotho and English.
2. Methodology is integrated into academic majors and other 'content' subjects.
3. One period per week for the entire four years is allocated to both Guidance and School Librarianship.

Pretoria College of Education

Plan of the Curriculum — SENIOR PRIMARY

1st Year	TEACHING PRACTICE	ENGLISH I	AFRIKAANS I	EDUCATION I	AC. MAJOR I	SPECIAL-ISATION I	HEALTH ED	T. AIDS	GEOG	B. ED
2nd Year	TEACHING PRACTICE	ENGLISH I	AFRIKAANS I	EDUCATION I	AC. MAJOR I	SPECIAL-ISATION I	MATHS 1	R.I. 1	HIST	NAT. SC.
3rd Year	TEACHING PRACTICE	ENGLISH II	AFRIKAANS 2	EDUCATION II	AC. MAJOR II	SPECIAL-ISATION II	MATHS 2	R.I. 2	AC. MAJOR B I	
4th Year	TEACHING PRACTICE	ENGLISH II	AFRIKAANS 3	EDUCATION II	AC. MAJOR II	SPECIAL-ISATION II	HEALTH ED		AC. MAJOR B I	

NOTES : 1. Academic majors are selected from : Mathematics, Geography, History, Biblical Studies, Biology, Natural Science, Physics, Chemistry, Botany, Zoology, N. Sotho, Remedial Ed.
2. Specialisations are selected from : Art, Handwork, Physical Ed., Class Music, School Librarianship.
3. Methodology is integrated into academic majors, specialisations and other 'content' subjects.
4. As an alternative, a third academic major may be taken in 3rd & 4th Years to Univ. I level.

REPORT ON VISIT TO DURBANSE ONDERWYSKOLLEGE IN MAY 1980
(Sponsored by ASEESA)

The numbers below refer to numbers on the attached question sheet.

1 INTERPRETATION OF THE CRITERIA

(i) The criteria have been interpreted in such a way that: Ed Studies must be taken for 4 years by all students, i.e. to 2nd year degree level.

(ii) Little emphasis need be placed on the specialisations
SP students may, in fact, include JP studies as a 1st year specialisation option, and drop this at the end of 1st year for an AC major - thus including no specialisation subject in their course at all.

SP students may do no more than 3 years of one chosen specialisation

Junior Primary students do "JP methods" for 4 years, and their specialisation requirement is covered in this subject.

(iii) 'Methodology' is taught by the Academic Departments. All students do one year of Biblical Studies, History, General Science and Geography (3 x week) in the first year and the method component is included in this. Beyond this, only students majoring in a subject do any more methodology in it.

'General Maths' is a compulsory first year course for all students, and SP students must do 3 years of this essentially method course.

(iv) All students do English and Afrikaans for at least 3 years.

(v) Academic majors (combined with method) are compulsory 1st year courses (see 1 (iii) above)

SP students
who do specialisation for 3 years

take (a) one ac major from 1st - 4th year
(b) Afrikaans to 4th year
(c) another ac maj - 2nd college year

or 1 year of remedial education (in 4th year)
or Eng 4

i.e. Major A II; Afrikaans (major B) II
Major C (I) or Remedial Ed (½) or Eng II
Eng (I) (3 college years) + 1 year (unless Engl II
Specialisation I (+ 1 college year)
Ed Studs II

* Note: This allows for fragmentation of College courses.

Who do not take a Spec for 3 years
take (a)(i) 2 majors from 1st - 4th years
or (ii) 2 majors 1st - 3rd and 1 - 4th + Afrikaans - 4th year
(b) if (i) of (a) chosen then 1 maj from 1st year must be picked up in 4th year at 2nd year level
if (ii) chosen then either one at 2nd year in 4th or other 3rd year - 4th
or remedial education

/Maj A II

Maj A II Maj B II and Maj C I
Maj A II Maj B II and Afrikaans II
Eng I + I unless Eng II (i.e. a chosen major)
Ed Studs II

JP Students

These students take a 4 year major in JP subjects
Their major choice is in all other respects the same as that of SP students who have opted to do a specialisation

(vi) Remedial Education - is only offered as an optional 1 year college course in the 4th year

(vii) AV ed - a 2x weekly, 1 year course in the 3rd year

(viii) Health - 2x week in 2nd year

(ix) Guidance - offered as part of Educational Studies in 3rd and 4th year

(x) Blackboard - a one term course, 2x week in 1st year

(xi) School librarianship - 2 x week in 1st year

2 OVERALL PLAN OF THE CURRICULUM

See attached sheet 'Table 1" for details. Some general observations follow:

(i) Periods are 40 minutes long, with 9 periods per day

(ii) The number of lectures per week is:

1st years - 36 out of a possible 42
2nd years - 32 out of a possible 42
3rd years - 30 out of a possible 42
4th years - 32 out of a possible 42

(iii) One major may be fragmented - i.e. taken at 1st year level in 1st year and at 2nd year level in 4th year

(iv) SP students do 3 years of 'general maths' i.e. maths method JP do 1 year of this

(v) There are no separate departments of Psychology or SP method - these are integrated with Educational Studies and Academic majors respectively.

3 COMPARABILITY WITH UNIVERSITY COURSES

Not all courses have been recognised by the associated university
Those that have are accepted at 2 years for 1
Only secondary cou se are moderated by the University

4 PROMOTION SYSTEM /(i)

(i) Only 1st years write a mid-year exam. They must pass all but 3 subjects or leave college

(ii) To pass into 2nd year all but 3 subjects must be passed

(iii) To pass into 3rd or 4th year only 2 subjects may be failed

N.B. Any student who fails his major(s) or teaching experience must fail the year

(iv) In the repeating year students are given credit for previous year's subjects only if they obtained an end of year mark of 60% or more

(v) Student may enter 3rd year with 1st year subject outstanding and into 4th year with subjects from 1st and 2nd years outstanding

(vi) Sub-min rules are the same as JCEs

(vii) Semester courses are permitted

(viii) For non-university credit courses lecturers have the option of setting or not setting final examinations

5 PRAC WORK ETC

(i) No prac periods are timetabled as such

(ii) Double periods are a feature of the timetable

(iii) Fieldtrips and excursions are encouraged and may readily take place during College time

(iv) Students are organised alphabetically into groups of 30

(v) Little provision is made for small group work and tutorials

(vi) No testing period is timetabled
Industrial Arts and Home Economics work after official lecture times (ie after 15h00) They are not time-tabled for practical work of more than a double period during the college day.

6 TEACHING EXPERIENCE

(i) This comprises 4 weeks per year, 2 weeks at the beginning of the 2nd quarter and 2 weeks at the beginning of the 4th quarter

(ii) 1st years are assigned to a tutorial group of 6 - 8 students for 2 periods per week throughout the year, with a responsible lecturer for the 1st semester and another for the 2nd. These lecturers arrange the teaching experience for their students, who are placed at the same school.

/These . . .

These tutors prepare the students for teaching experience, including arranging classes and subjects to be taught before teaching experience begins.

They visit the school every day and see 3 - 5 lessons from each student during teaching experience. No school evaluation is given.

From 1956 - 1978 1st years went on one day a week visits to schools accompanied by lecturers. This was discontinued for administrative reasons but lecturers feel that this should be re-instated.

(iii) 2nd - 4th year

Students teach 3 lessons each teaching experience. These are evaluated, where possible, by major lecturers. The school reports on these students. The vice-rector places staff and students at the schools.

Evaluation is done on a 'crit' lesson basis

(iv) There is no planned continuity of skills from 1st to 4th year-

7 GENERAL COMMENTS

(i) Student enrolment - 350 - 400

(ii) The college has 1 rector, 1 vice-rector and a member of staff designated "student advisor"

(iii) Lecturers are required to participate in at least one student extra-mural activity

(iv) Lecturers teach an average of 27 lectures per week; senior lecturers 25 and HODs 18

PRIMÊRE KURSUS

	EERSTE JAAR	TWEEDE JAAR	DERDE JAAR
A.	Pedagogiek: Histories (2) Didaktiek (2) Tutoriaal (2) Praktikum (4 weke)	Pedagogiek: Fundamenteel (3) Sielkundig (3) Praktikum (4 weke)	Pedagogiek: Sosiologies (3) Sielkundig (Voorligting) (3) Praktikum (4 weke)
B.	Afrikaans (4) Engels (4) Alg. Wiskunde (3)	Afrikaans (5) Engels (4) Alg. Wiskunde (3) (Slegs vir SP)	Afrikaans (5) Engels (4) Alg. Wiskunde (3) (Slegs vir SP)
C.	Godsdiensonderrig (3) Geskiedenis (3) Natuurwetenskap (3) Aardrykskunde (3)	Vir SP-studente EEN OF TWEE van: Vir JP-studente slegs EEN van: Bybelkunde (5) Geskiedenis (5) Aardrykskunde (5) Wiskunde (5) Natuurwetenskap (5)	Voortsetting van die vak/vakke wat in 2e jaar gekies is. (6) (vir JP- en SP-studente)
D.1	EEN van die volgende vakke (Slegs vir SP) Liggaamlike Opvoeding (3) Skoolmusiek (3) Kuns (3) Houtwerk (3) Naaldwerk (3) Spraak en Drama (3) Skoolbiblioteekwese (3) Jun. Prim. Onderwys (3)	EEN van die volgende indien slegs een vak in C gekies is. (Slegs vir SP). Liggaamlike Opvoeding (5) Skoolmusiek (5) Kuns (5) Houtwerk (5) Naaldwerk (5) Spraak en Drama (5) Skoolbiblioteekwese (5)	Voortsetting van die vak in tweede jaar gekies is. (6) (Slegs vir SP-studente)
D.2	Jun. Prim. Onderwys (3) (Slegs vir JP)	Jun. Prim. Onderwys (3) (Slegs vir JP)	Jun. Prim. Onderwys (10) (Slegs vir JP)
E.	Skuif- en Skryfbordtegniek (Kwartaalkursus) (2) Skoolbiblioteekwese (2)	Oudiovisuele Onderwys (2) Gesondheidsopvoeding (2)	

PRIMÊRE KURSUS

VIERDE JAAR (SP)	VIERDE JAAR (SP) (JP)	VIERDE JAAR (PRE-PRIM.)
Pedagogiek: Histories Filosofies Sielkundig Didaktiek Sosiologies (8) Skoolvoorligting Organisasie en Administrasie Praktikum (4 weke)	Pedagogiek: Histories/Filosofies Sielkundig/Didaktiek Sosiologies (8) Skoolvoorligting Organisasie en Administrasie Praktikum (4 weke)	Pedagogiek: Histories/Filosofies Sielkundig/Didaktiek Sosiologies (8) Skoolvoorligting Organisasie en Administrasie Praktikum (4 weke)
		Kleuterdidaktiek (2)
Twee hoofvakke uit 2de en 3de jaar; OF; Afrikaans en een hoofvak uit 2de en 3de jaar (8 + 8)	Afrikaans; OF voortsetting van akademiese hoofvak uit 3de jaar, d.w.s. een van: Bybelkunde Geskiedenis Wiskunde Natuurwetenskap Aardrykskunde (8) Engels	(i) 'n Intensiewe kursus in Handwerk (7) (ii) Kursusse in elk van die volgende: Ontwikkelingspele Kuns Kleutermusiek (3 x 2)
EEN byvak nie tot op derdejaarvlak gedoen nie, OF 'n derde hoofvak uit die lys: Geskiedenis Aardrykskunde Sielkunde Natuurwetenskap Wiskunde (8) Engels Remedierende Onderwys	Remedierende Onderwys OF Akademiese hoofvak/byvak indien nie in C gekies nie OF Engels. (8)	Ortopedagogiek Psigodiagnostiek, en Pedoterapie (7)
	Jun. Prim. Onderwys (8) (verpligtend)	Kleutergesondheidsorg (5)

SPESIALE ONDERWYS: Kyk p. 19 vir besonderhede.

TABLE 1

REPORT ON VISIT TO ONDERWYSKOLLEGE PRETORIA IN JUNE 1980
(Sponsored by ASEESA)

The numbers below refer to the numbers on the attached question sheet.

1 INTERPRETATION OF THE CRITERIA

This college interprets the Criteria for the evaluation of SA Qualifications for Employment in Education in basically the same way as JCE with the following exceptions:

(a) They have no separate Senior Primary department, so that all curriculum courses are tought by the academic lecturers.

(b) Senior Primary students may do a specialisation for two years only and then opt for an academic major for two years in their 3rd and 4th years although this is not encouraged due to timetabling difficulties.

(c) Junior Primary students choose two specialisations in first year, continuing one of these into second year, and then pick up a different two in third year, continuing one of these into fourth year.

(d) It is possible for SP students not doing a specialisation for four years, to have four academic majors at second year university level

2 PLAN OF THE CURRICULUM

See attached table 1 for details

(a) Notice that periods are 35 minutes in length. The College day has 8 periods and ends at 1.20, allowing for extra-murals in the afternoon.

(b) Number of lectures per week is

1st years	SP	28	JP	29
2nd years	SP	32	JP	33
3rd years	SP	29-31	JP	29-31
4th year	Average of 33 for SP and JP			

(c) There is no fragmentation of majors

(d) Both SP and JP do Mathematics for three years in 2nd, 3rd and 4th years

(e) Method courses are lectured separately from academic majors in specific years in the course eg. Geography in third year, History in third year. Both Junior and Senior Primary students receive such courses.

(f) Religious Instruction is offered in first and second years, three times, and then twice per week.

(g) College assembly is timetabled once per week.

/3

3 COMPARABILITY WITH UNIVERSITY COURSES

This is organised in the same way as JCE's

4 PROMOTION SYSTEM

(a) Test periods are timetabled twice on Wednesdays and once on Fridays, and each subject has two such periods allocated per semester.

(b) There are mid-year examinations

(c) Exams and year marks count 50-50

(d) First and second years who fail four subjects, fail the course; if they fail three, they are granted supplementaries; they may carry two subjects into following years

Third and fourth years who fail three subjects, fail the course; if they fail two, they are granted supplementaries; they may carry one subject into following years.

Students may proceed to fourth year, carrying one subject from any other year

Students who fail a first year course may proceed to second course in that subject, but must repeat the first year course until such time as it is passed. Credit is given for the second-year course passed in a subject where the first-year course is still not passed.

Students who repeat a subject are timetabled for a remedial course in that subject on Thursday afternoons. If more than one course has to be repeated, one of the courses is timetabled with part-time students. It is not possible for repeat students to attend lectures with the correct year-group in their repeat subject. Lecturers are obliged to teach these remedial courses.

5 ARRANGEMENTS FOR PRACTICAL WORK, ETC

(a) No excursions are conducted during College time because the groups are too big.

(b) Excursions are conducted in the afternoons indirectly by lecturers through student societies.

(c) No practicals are timetabled in the afternoons, but in practical subjects, two of the six morning lectures are timetabled as doubles for practical work.

(d) Student groups are 30 - 40 in size and are arranged as far as possible according to academic majors.

6 TEACHING EXPERIENCE

(a) Four weeks per year in two periods of two weeks each. However one period of four weeks is planned for 1981

/(b)

(b) 1st years

These students remain at College for at least one week in their first teaching experience period, when an orientation programme given by different departments is given.

They then give one lesson per day. They are visited by lecturers drawn mainly from Pedagogics department who tutor them and do not give marks for lessons observed. In their second period of teaching experience they teach one lesson each day and have crit lessons

2nd 3rd 4th year students

They must teach one lesson each day drawn from the full range of primary school subjects, and are visited by lecturers for crit lessons that are awarded detailed marks in a large number of categories (see Annexure 1)

Lecturers' visits are scheduled beforehand. All fourth years must attend Veld Schools during teaching experience.

Graduate students

These are timetabled for teaching experience before the commencement of the College year.

TABLE I

Kurrikulum en Vak-periodeindeling vir die Transvaalse Onderwyskolleges (Volgens n lesingweek van 40 periodes van 35 minute elk)	Junior Pr.				Senior Pr.			
	H.O.D.				H.O.D			
Jare	1	2	3	4	1	2	3	4
1. Pedagogiek (op 2e jaar graadpeil na 4 jaar)	4	2	2	6	4	2	3	6
2. Opvoedkundige Sielkunde		2	3	2		2	3	2
3. Kollegeorganisasie	1	1	1	1	1	1	1	1
4. Pre-Primêre onderwys (Kleuteronderwys)(Vgl. op bygaande bladsy uitsetting van periodes en vakke)								
5. Godsdiensonderrig	3	2			3	2		
6. Eerste Taal (op 1e jaar graadpeil na 2 jaar *metodiek)	5	5	2	2	5	5	2	2
7. Tweede Taal (op vlak soos voorgeskrewe *metodiek)	5	4	3		5	4	3	
8. Natuurwetenskap				2				3
9. Gesondheidsopvoeding				2				2
10. Wiskunde		3	2	2		5	2	2
11. Omgewingsleer		3						
12. Aardrykskunde			3				3	
13. Geskiedenis		3				3		
14. Skrif en Bordwerk	2				1			
15. Skoolbiblioteekwese (Inleidend)	1				1			
16. Praktiese vak Kuns, Klasmusiek, Liggaamlike Opvoeding, Handwerk (Mans/Dames), Skoolbiblioteekwese, Spraak en Drama, Skoolvoorligting, Ballet, Instrumentale musiek OF Akad. vak op 2e jaar graadpeil na 4 jaar (*metodiek daarvan)	4 (4)	4 (4)	6 (4)	6 (5)	4 (4)	4 (4)	6 (4)	6 (5)
17. Akad. vak op 1e jaar graadpeil na 2 jaar	4	4			4	4		
18. Akad. vak op 1e of 2e jaar graadpeil na 4 jaar (*metodiek) of Rem. Onderwys			4	4/5			4	4/5
19. Akad. vak op 1e of 2e jaar graadpeil na 4 jaar (*metodiek)			4	4/5			4	4/5
20. Totale getal periodes per week of siklus	40	40	40	40	40	40	40	40
21. Totale getal lesingperiodes per week of siklus vir studente	29	33	31/29	33/31	28	32	31/29	34/32

\+ Akademiese vakke: Aardrykskunde, Biologie, Bybelkunde, Bantoetaal (Sotho of Zoeloe), Geskiedenis, Wiskunde, Fisika en Chemie, Plantkunde en Dierkunde, Afrikaans (in die 3e en 4e jaar), Engels (in die 3e en 4e jaar), Musiekteorie (slegs vir Instrumentale Musiek-studente)

Dit staan n kollege vry om meer periodes per vak (veral vir die vakke wat baie praktiese werk het) toe te laat.

ANNEXURE 1

Onderwyskollege Pretoria

DEPARTEMENT AFRIKAANS
PRAKTIESE ONDERWYSEVALUERING

ALGEMENE BESONDERHEDE

STUDENT: _____ GROEP: _____

SKOOL: _____ DATUM: _____

TEMA: _____ ST.: _____

LESONDERWERP: _____

VOORBEREIDINGSBOEK

DOELSTELLINGS	4		DUIDELIK*SINVOL*VAAG*ONVOLLEDIG*IRRELEVANT
METODES	2		KORREK*DOELTREFFEND*OORSPRONKLIK*FOUTIEF
HULPMIDDELS	2		OORSPRONKLIK*DOELTREFFEND*SINVOL*IRRELEVANT
SISTEMATIEK & NETHEID	2		BAIE NOEITE GEDOEN*GEEN
		10	

DIE LES

INLEIDING

1. AKTUALISERING V.D VOORKENNIS.	5		SINVOL*DOELGERIG*ONDERWERPSGERIG*INTERESSAN IRRELEVANT*DIEN GEEN DOEL*REDELIKE POGING
2. PROBLEEMSTELLING.	5		INTERESSANT*DOELTREFFEND*GOED GEJRDAG*GOED GEINTEGREER B* LESVRIDELINE POGING*GEEN
		10	

EKSPOSISIE

1. BEHEERSING V.D. LEERINHOUDE	10		UITSTEKEND*BAIE GOED*GOED*GEMIDDELD*SWAK GEEN INSIG*KLN LEERSTOF*TE VEEL LEERSTOF
2. VRAE	10		DOELTREFFEND*INDUKTIEF*SINVOL*PUIK*DOEL= GERIG*IRRELEVANT*ONDOELTREFFEND*ONDEURDAG
3. SKRYEWERK	5		NETJIES*SISTEMATIES*DOELTREFFEND*SINVOL
4. AANWENDING VAN HULPMIDDELS	5		ONSISTEMATIES*FOUTIEF*LELIK*ONDOELTREFFEND SINVOL*DOELTREFFEND*INTERESSANT*GOED DEUR= DAG*DIEN NIE DOELSTELLINGS*NIN*GEEN
5. BETROKKENHEID VAN LEERLINGE	10		HELE KLAS SINVOL BETREK*SLEGS ENKELES BETREK*LEERLINGE NIE BETREK NIE* LEERLINGE VERVEELD*LEERLINGE NIE SINVOL
		40	

TOEPASSINGS

1. AKTUALISERING VAN LEERINHOUDE	5		SKITTEREND*DOELTREFFEND*GESLAAGD*DEURDAG GEMIDDELD*ONDOELTREFFEND*IRRELEVANT*GEEN
2. FUNKSIONALISERING	5		BAIE GOED*DEURDAG*SINVOL*BIED UITDAGING GOED GEDIFFEREASIEER*ONDOELTREFFEND*SWAK
		10	

BEREIKING VAN DOELSTELLING

JA/NEE 10

KLASBEHEER

10

OPTREDE

1. UITERLIKE VOOR= KOMS	2		NETJIES*VERSORGD*SKAAKVOL*DEFTIG
2. HOUDING	2		LEWENDIG*SPONTAAN*VRIENDELIK*INNEMEND
3. GESINDHEID	2		BAIE GOED*GOED*REDELIK*KAN BETER
4. KOMMUNIKASIE	4		DOELTREFFEND*GOEIE KONTAK*ORA FEITE DOELTREFFEND OOR*BEWERKSTELLIG 'n AANGENAME KLASATMOSFEER
		10	
		100	

.. AANBEVELING

DIE STUDENT IS GESKIK VIR DIE ONDERWYS: JA/NEE/TWYFELAGTIG

DIE STUDENT WORD VERWYS NA DIE KOMMUNIKASIEKURSUS: JA/NEE

HANDTEKENING: ..... DEPARTEMENT: .....

Curricula for the Higher Diploma in Education (Junior and Senior Primary) at Edgewood College of Education, Natal; and Goudstad Onderwyskollege Johannesburg; a report following ASEESA-sponsored visits to these Colleges during May-June 1980

INTRODUCTION

The visits were part of an investigation presently undertaken by the Curriculum Evaluation Committee of the Johannesburg College of Education. This committee was established to evaluate the recently implemented Curriculum for the Higher Diploma in Education. The curricula of all white colleges of education in South Africa are subject to the "Criteria for the Evaluation of South African Qualifications for Employment in Education". The objective of the first phase of the planned CEC investigation was to assess the interpretation of the 'National Criteria' by various Colleges of Education.

The following questions, directly or indirectly concerned with the interpretation of the 'National Criteria', were sent to the Rectors of the Colleges prior to the visit:

1. Paragraphs 11.4.6.2 and 11.4.6.3 of the 'National Criteria' specifically allow for options. Which of these options have been included in the Curriculum of your particular College ? Why was the particular option selected ?
2. What is the overall plan of the curriculum for theHigher Diploma in Education i.e. What courses are prescribed for each year of study, how many hours are allocated for the teaching of each course (per year)
3. What procedures are employed to ensure that, as specified in the 'National Criteria', the courses are comparable with university courses ?
4. What promotion system is associated with the curriculum ? How are individual course evaluated and/or assessed ?
5. What arrangements are made for practical work, field excursions and small group tutorials in subjects where these are appropriate ?
6. How does teaching experience fit into the curriculum ? How long is the period of teaching experience, how is it assessed and controlled ?

...2

EDGEWOOD COLLEGE OF EDUCATION

The Rector, Dr. A le Roux, the Vice-Rector, Dr. S Vietzen, the Heads of the Departments of History, Geography, Science, Junior Primary Studies and Biblical Studies were available for interviewing. In addition there was opportunity for informal contact with other members of staff.

The questions listed were thoroughly discussed, and supporting documents were provided where appropriate.

1. Paragraph 11.4.6.2 of the 'National Criteria' allows for choice between Education II or an Academic Major II. Both Education II and an Academic Major II are included in the Edgewood Curriculum.
   The compulsory inclusion of both Education II and an Academic Major II was justified on the basis of the importance of both subjects in providing information, attitudes and approaches essential for the professional and personal development of the student.
   Furthermore, two subjects at levels comparable with second-year university standards are in line with the directive to establish an all-graduate teaching profession. This directive originated from the Natal Education Department.

   Paragraph 11.4.6.3 is concerned with the 'practical' subjects such as Physical Education, School Music etc., in the Junior Primary Curriculum students are required to take Music, Art and Handwork/Craft. The Senior Primary students have the option of taking one of the subjects listed,or a further Academic subject i.e. Senior Primary students are not compelled to include a practical subject in their curriculum.

   Junior Primary students are required to study a variety of "practical" subjects, as the teaching situation demands this knowledge of more than one practical subject.
   As subject teaching takes place in the Senior Primary classes, the teacher does not have to have a knowledge of such a wide range of subjects, and thus there is opportunity for specialised knowledge in a limited range of subjects.

...3

2. The overall plans of the curricula for the Higher Diplomas in Education for Junior and Senior Primary courses are attached (Appendix A and B).

   The first year of study is a general course, common to both Senior and Junior Primary students.
   No in-depth academic courses are undertaken in the first year; methodology and general background in a variety of subjects constitute the programme for this particular year.
   During the second, third and fourth years, in-depth academic courses are pursued.
   An integrated course, Junior Primary Studies, is compulsory for all first-year students. Second, third and fourth year Junior Primary students continue with the Junior Primary Studies course, and thus complete a course which exceeds the requirements laid down in the "National Criteria".
   The overall curriculum structure is 3-year + 1-year.

3. At present no procedure other than internal moderation is followed to ensure that courses are of standard comparable with university courses, as specified in the "National Criteria".

4. The overall promotion system is given in Appendix C.
   In a number of subjects offered in the Second year of the course, no formal examination is written, and assessment is continuous.

5. Practical work, field excursions and small group tutorial work, used extensively in History, Geography and Biology courses:
   A senior member of staff collates all excursion plans.

6. Teaching experience is the central focus of the curriculum.
   Presently there is one five-week period of teaching experience each year.
   Staff and students are prepared for teaching experience during the term preceeding school experience. Staff attend and participate in staff development seminars, and students attend and participate in a practical teaching programme (Appendix D).

...4

6. cont:

Extensive use is made of a tutor system, in which a single member of College staff is responsible for a group of students at a particular primary school; the tutor is not responsible for one subject only, but is expected to become involved with, and assist, guide, and evaluate the student in all facets of primary school work.
Usually a three-point scale is used for assessment. (In 1980 a seven-point scale is being used as part of a research project).
Appendix E gives some indication of the organisation of teaching experience which is decentralised. (A separate report has been presented to the College Teaching and Learning Committee).

The interpretation of the "National Criteria" has not been undertaken by the Rector and Staff of Edgewood College, but rather by officials of the Natal Education Department, in consultation with the Rectors of the various Teacher-training institutions.

GOUDSTAD ONDERWYSKOLLEGE:

Dr. C Cronje, a Vice-Rector of the College was available for interviewing; no other members of staff were consulted.
The listed questions were discussed and the following answers obtained:

1. All students are required to complete Education II, but only students with particular ability in a specific academic subject are permitted to complete a course comparable with a second-year university course. By not making Academic Major II compulsory for all students, the abilities and limitations of students were considered.
   All students are required to complete at least one of the practical subjects noted under paragraph 11.4.6.3 of the National Criteria; as it is felt that a knowledge of one of these subjects is essential for primary school teachers. Junior Primary students complete courses in Physical Education, Art, Handicaft, needlework and music; School Librarianship; Speech and Drama may not be taken by Junior Primary students.
2. The overall plan of the curriculum as described, is outlined below.

61

2. cont:

The figures in brackets indicate the number of thirty-five minute periods per week allocated to each subject:

First Year : Educational studies (4), Religious Instruction (3); Afrikaans 1A (4); Afrikaans Method (Curriculum Studies) (2); English 1B or Curriculum Studies in English (5); Boardwork and Writing (JP2; SP1) Introduction to school librarianship(1); Selected Academic Subject (4); Selected practical or specialisation subject (SP 4) or Needlework (JP 3) and Physical Education (JP 3).

Second Year : Educational Studies (2); Psychology of Education (2); Afrikaans 1A (4); Curriculum Studies in Afrikaans (1); English 1B or Curriculum Studies in English (4), Selected Academic Subject (4 or 5); Specialisation (5) (JP students do either Physical Education or Needlework); General Mathematics (JP3, SP5); SP History (3); JP Environmental Studies (5).

Third Year : Educational Studies (3); Psychology of Education (4); Audio-visual Education (1); Curriculum Studies in Afrikaans (2); Curriculum Studies in English (3); General Mathematics (2); JP Environmental Studies (2); SP Geography (3); Specialisation (SP 8); Specialisation JP Music (4); Art (4); Selected Academic Subject A (4 or 5); Selected Academic Subject B (4 or 5)

Fourth Year : Educational Studies (6); Psychology of Education (2); Curriculum Studies in Afrikaans (2); SP Elementary Science (3); JP Environmental Studies including Health Education (4), General Mathematics (2) SP Health Education (2); Selected Academic Subject A (4 or 5); Selected Academic Subject B (4 or 5) (students may elect to do a third academic subject in this year of study).

In addition to the above curriculum, special testing periods are included in the weekly timetable, and one period per week is allocated for "Guidance" during which time the member of staff who is responsible for a group

2 cont:

of twelve students, discusses topics, from a planned programme, ranging from patriotism to homosexuality and marriage guidance.

3. Examinations in all academic subjects, educational studies, psychology of education, and specialisation are subject to moderation (not clear as to whether University staff are involved in this moderation).

4. No details of the system of promotion and assessment were given other than: in the first year of study, if a student fails more than three subjects, the whole year must be repeated if the student is re-admitted to the College. No distinction is made between the various subjects, i.e. no subjects are weighted.

   No mid-year examinations are written; the end of year examination period is four weeks, during which two-hour examination papers are written.

5. Practical work in a limited number of subjects takes place in the afternoons.

6. Teaching experience is an important focus in the curriculum and consists of two three-week periods in each year of study. In assessing teaching experience, emphasis is on guidance and assistance rather than awarding of a mark
   A "tutor system" is used in which one lecturer is responsible for sixteen students at three different schools. The particular lecturer is responsible for the same students during both periods of teaching experience in the year, and the students are allocated to the same school for both periods of teaching experience. First-year students are required to complete certain observations under supervision of the school principal.

...7

6 cont:

Second-year students pay specific attention to the teaching of religious instruction and Afrikaans.

Third-year students concentrate on the teaching of mathematics and English.

Fourth-year students give special attention to the teaching of their academic subjects.

Staff prepare for teaching experience during seminars which are held during three days at the start of the teaching experience period.

CONCLUDING REMARKS

The information obtained from the visit to these two Colleges of Education will be collated with information obtained from other Colleges, and a final report will then be presented.

MARGARET WINKENS
DEPT: ORGANISATION

ANNE TORRANCE
JUNIOR PRIMARY DEPT:

1980
/HEW

Author Dachs T E
Name of thesis An illuminative evaluation of curricular change at a college of education 1981

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.