

The Primary Teacher Education Curriculum: Implications for the restoration of the culture of teaching and learning in Kwa-Thema Primary schools.

By

Maite, Maria Netshifulani,

Supervisor,

Dr. M.M. Modiba.

A Research Report submitted to the Faculty of Education, University of the Witwatersrand, in partial fulfilment of the requirement for the Master of Education degree.

Johannesburg, 1998.

**Declaration**

I declare that this Research Report is my own unaided work. It has not been submitted for any degree or examination in any other university.

---

Maite, Maria Netshifulani.

### **Dedication**

Firstly to the honour and glory of God's name who accepted the words of my mouth and the meditation of my heart to make my efforts real do I dedicate this study.

Secondly to my husband who gave me all the support and motivation and my children, Tshanga, Marandela and Nthangeni who had to often get on without me.

### Acknowledgement

The following deserve special mention regarding their contribution towards this study:

Dr Maureen Michau, for her undying support, motivation and interest in this study; Professor Pam Christie for her guidance prior to the acceptance of the research topic, Dr Maropeng Modiba, my supervisor, for being there for me when no one else could cope with my irregular submissions and need for guidance, Dr Menzi Mthwecu and Thula Nkosi for editing and their critical comments, the Rectors of Kathorus and East Rand Colleges of Education, Mrs D. Letseli the vice-Rector (East Rand College) and colleague, Dr Gordon Bauer for their support and help during this study.

This study would also not have been possible without the co-operation and support of principals and teachers of the following schools: Muzomsha, Nkabinde, Sechaba and Zithembeni Primary Schools. I would like to direct special thanks to them all and wish their schools well.

Finally to my husband who typed numberless manuscripts.

**List of abbreviations**

- CCOLT: Committee on the Culture of Learning and Teaching.
- COSAS: Congress of South African Students.
- COTEP: Committee on Teacher Education Policy.
- DET: Department of Education and Training.
- HOD: Head of Department.
- INSET: In-Service Teacher Education.
- PASO: Pan Africanist Student Organisation.
- RAU: Rand Afrikaanse Universiteit.
- TBVC: Transkei, Bophuthatswana, Venda, Ciskei.
- UED: University Education Diploma.
- UNIN: University of the North.
- UNISA: University of South Africa.
- Wits: University of the Witwatersrand.

### **Abstract**

The capacity of South Africa's teachers and lecturers is limited not withstanding the fact that they need to serve as primary agents of change in the classroom. The quality of the lecturers as well as the teacher education curriculum also leave much to be desired.

The focus of this study is the effectiveness of primary teacher education curriculum. Special attention is given to its responsiveness to the conditions which students encounter in Primary Schools.

Qualitative research methods were used in data gathering from two Colleges of Education in the East Rand and four Primary Schools in Kwa-Thema, Springs.

The report concludes that the teacher education curriculum is poorly matched to the skills trainees need to cope with unsatisfactory conditions at Primary Schools. The partnership between Colleges of Education and Primary Schools needs to be strengthened to forge a tighter relationship between teaching practice and theory.

## TABLE OF CONTENTS

<b>Title Page</b>	i
<b>Declaration</b>	ii
<b>Dedication</b>	iii
<b>Acknowledgement</b>	iv
<b>List of Abbreviations</b>	v
<b>Abstract</b>	vi
<b>CHAPTER 1:</b>	
<b>1.1 Introduction</b>	4
<b>1.2 Aim of the Research Project</b>	9
<b>1.3 Rationale and Outline of Argument</b>	9
<b>1.4 Importance of the Study</b>	11
<b>1.5 Research Design</b>	11
<b>1.6 Data Analysis</b>	12
<b>1.7 Summary of the Findings</b>	13
<b>1.8 The Organisation of the Research</b>	13
<b>CHAPTER 2: LITERATURE REVIEW</b>	
<b>2.1 Introduction</b>	15
<b>2.2 Agency Role of Teachers</b>	18

<b>CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY</b>	<b>21</b>
3.1 Introduction	21
3.2 Sampling Strategy	21
3.3 Methods of Data Collection	22
3.4 The Design of the Questionnaire	23
3.5 Data Analysis	25
<b>CHAPTER 4: PRESENTATION AND ANALYSIS OF THE RESEARCH DATA</b>	<b>27</b>
4.1 Introduction	27
4.2 Entry Requirement and Government Subsidy	27
4.3 Teacher Education Curriculum	29
4.4 Teaching Practice	31
<b>CHAPTER 5 : QUALITY AND QUALIFICATIONS OF TEACHER EDUCATORS AND STUDENT TEACHERS</b>	<b>35</b>
5.1 Preparations for Conditions in Primary Schools and COLT	35
5.2 Conditions in Primary Schools	39
5.3 The Culture of Learning and Teaching	44

<b>CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS</b>	<b>49</b>
<b>6.1 Introduction</b>	<b>49</b>
<b>BIBLIOGRAPHY</b>	<b>53</b>
<b>APPENDICES</b>	<b>62</b>
Appendix A	
Appendix B	
Appendix C	
Appendix D	
Appendix E	
Appendix F	

## CHAPTER 1

### 1.1 INTRODUCTION

The first formal schooling and formal teacher education for Blacks in South Africa began with the arrival of European missionaries. In line with Christian values and missionary calling, education under the missionaries was explicitly geared to training indigenous evangelists and teachers (Randall, 1988: 189). The missionaries' implicit goals and aims are evident from, for example, Molteno's (1988:45) perceptions of their work. He asserts that "... a distinction has to be made between the declared aims of schooling and what was and is intended by those formulating educational policy". The same is also true of those who controlled education after the missionaries. Slingers (1986) sees the purpose of the missionaries who were active in Southern Africa as being "the conquest of South Africa for world imperialism" (in Majeke, 1986:iii).

Whilst pioneering work for African education during a period of colonial neglect is applauded, missionaries' modelling of education according to their countries of origin is seen as importing non-African ideas to the continent (Molteno, 1988:45, Randall, 1988:189). Such ideas were often in conflict with indigenous cultural customs and values and thus suspected of alienating educated Africans from their unschooled fellow people (Khuzwayo, 1985; Mphahlele, 1961; Randall, 1988:189). A government commission of the time (*Interdepartmental Committee on Native Education, 1935-36*) has applauded and commended the destabilising role of the

missionaries in this regard - "missionaries' teachings have acted like dynamite on tribal solidarity" (Molteno, 1988:50).

Missionaries have also been seen to have planted and nurtured the seeds for segregated education and the adapted curriculum for blacks to suit the Imperial powers' economic, political and social needs (Randall, 1988:194). Using Lemana as a case study, Randall (1988:204) argues "that it is important to recognise that the mission sought to co-operate with the state and to offer its school education and teacher training programmes within the framework laid down by the state". Rev. H. A. Hunod, superintendent of the Swiss Mission in the early years of the twentieth century, (in his correspondence with the Transvaal education authorities) uttered an arrogant racist statement: "... the head of the native is not able to sustain the strain of mental study so well as the heads of the whites". Little did he know or chose to ignore the conclusions of the SAIRR Report of 1936 (in Hartshorne, 1992:28) to the effect that: "much of the pupils scholastic deficiency is due to environmental factors, and it is only when all these external handicaps are removed that one can fairly compare the intellectual capacity of Natives with that of Europeans". In the light of this conclusion, the introduction of an "adapted curriculum to suit the head of the native" (Randall, 1988:204-5) who was not supposed to compete with whites in the workplace was founded on a false premise.

Just as missionaries furthered their political and religious agendas through teacher education, the Nationalists take-over in 1948, allowed absolute control over teacher education to be entrenched in order to further Afrikaner interests (Hartshorne 1992:235). Within three years of Nationalist control two major political objectives were attained:

- (a) lessening English missionary influence on African education in general and teacher education in particular and
- (b) the idea of separate development between rural and urban areas (and subsequently *Homelands*)

Except for creating a uniform national curriculum for primary schools (LPTC and HPTC) which replaced the separate provincial curricula, there were no fundamental changes in educational policy until 1972, when the Primary Teachers Certificate (PTC) was introduced. Reminiscent of colonial ideals emphasis fell on General Method, three languages (English, Afrikaans and Vernacular) and Mathematics as externally examined subjects (Ibid p. 239).

Poor quality education, social deprivation and a racially segregated system characterised by gross inequalities in access and provision predate the introduction of Bantu Education in 1953. Randall (1988:180) traces these inequalities in teacher education from the early 1870s. He asserts that "it was ... the period when the foundations of a racially segregated system were laid, a system marked from its inception by gross inequalities in access and provision and, very often, by differentiated curricula"(Ibid). This was reiterated in the findings of the Welsh Commission Report of 1935 (Hartshorne, 1992:28) which pointed out that Native education was starved due to gross inequalities.

Nationalist apartheid education inherited this situation and aggravated it further by legislating for more limiting of resources. Per capita expenditure on African education was the lowest in comparison with Coloureds, Indians, and Whites. As an illustration in 1976, Christie (1989 :100) notes that "14,07 times more money was spent on a

white child as on an African child". This had implications on pupil/ teacher ratio, the quality of buildings, availability of textbooks and stationary in general, the quality of teaching and of course compulsory free education for whites. Added to all these a curriculum founded on an ideology aimed at reducing Africans to "hewers of wood and drawers of water" was adopted (Ibid Ch. 2; Christie 1989:12)

For the state to succeed in its mission of separate development, separate African colleges of education were made to operate within the apartheid framework of serving a particular region's culture, language and needs (Vinjevoldt, 1994:12). The pivotal role of teachers as agents of the envisaged change in the education of Africans became crucial. A new brand of teachers had to be trained in line with the philosophy of the state as the new provider of education. The Human Science Research Council (HSRC) succinctly captures the pivotal role of teachers: "no other single factor determines to such an extent the quality of education as the quality of the corps of lecturers and instructors" (Ibid:2). Hartshorne (1992:44) also asserts that: "central to the quality of the school is the quality of the teacher". Consequently, in an attempt to restore the good quality of Primary Education, South Africa needs to grapple with means and ways of preparing quality or effective teachers. For this to be achieved there is a need for teachers who will be in a position to provide learners with the maximum opportunity to learn (Silcock, 1993:13).

Silcock's views emphasise the importance of teacher education in preparing good quality teachers who will lead the way in quality teaching. The point is reiterated by Beeby (1986:37) when he asserts that "teachers are the frontline troops of change and progress depends on their own education, motivation and freedom to innovate". On the basis of these arguments one can thus conclude that the restoration of the culture

of teaching and learning as a national policy issue (CCOLT,1996) requires the consideration of key factors, such as teacher education, motivation and freedom to innovate.

In order to highlight the importance of the views made about teacher education and or effective teachers, this study thus isolates the following factors as crucial to teacher quality in South Africa: academic background, professional training and conditions under which teachers work. These factors are viewed as related to Silcock's (1993) and Beeby's (1986) views about the preparation of good quality teachers, as having an impact on teachers' competence and effectiveness in the classroom. The factors have also been highlighted by writers such as Hopkins (1996) and Wideen and Tisher (1990). The primary teacher education curriculum and its relevance to the policy concerned with the restoration of the culture of teaching and learning is the focus of this study.

In South Africa, the erosion of the teaching-learning culture in schools and the need to rebuild it, is a matter of serious concern for parents, teacher organisations, the government and non-governmental organisations (for example, Birkenbach et al,1990; Nxumalo,1993; ANC, 1994; Smith,1995; Maja,1995; COTEP, 1995; CCOLT,1996). Maja (1995) and Nxumalo (1993) have examined the culture of teaching and learning in Soweto and Kwa-Mashu respectively and concluded that absenteeism of students from schools and societal issues such as violence, vandalism of school property and theft impact on teaching and learning in schools. This study is an attempt to add to the still inadequate body of research which tries to understand the underlying factors of this schooling crisis.

## **1.2 Aim of the Research Project**

The National Teacher Education Audit (Hofmeyr & Hall, 1993) found teacher education to be guided by “a philosophical paradigm and pedagogical form out of step with educational aims and principles expressed in the White Paper on Education and Training” (National Policy on Teacher Supply, Utilisation and Development, August 1996:4-5) and recommends that new national teacher education policy should reflect a fundamental paradigm shift in terms of philosophy, focus, principles and values. According to them such a shift must be reflected in our teacher education curriculum.

This research project sets out to examine the college curriculum post 1994. It gives special attention to the 1996 attempts to reform it and how it equips teacher trainees for the restoration of the culture of teaching and learning in the primary schools. Drawing from Hartshorne (1992) and Enslin (1990), it assumes that some of the conditions which led to the loss of the culture of teaching and learning are tied to the quality of teacher education, like the drop in the standard of English as medium of instruction / communication and the inability to utilise available material resources to meet the requirements of current educational policy and theoretical thinking.

## **1.3 Rationale and Outline of Argument**

The study arose as a result of the interest generated by work done in a research project by Christie, (1995). The overall aim of the Christie (1995) study was to build a picture of both macro and micro perspectives on educational policies for learning and teaching which McLaughlin (1987:171) terms “the challenge for third generation (policy implementation) analysts”. The research project has since been completed and

was compiled into *The Culture of Learning and Teaching in Gauteng Schools: Report of the Committee on the Culture of Learning and Teaching (1996)* commissioned by the Ministry of Education, Gauteng.

Although the apartheid government is out of power and the different departments of Education are merged under one ministry, many of the conditions which have been created by this regime are still with us. Truly, Enslin (1990:89), had forewarned that those who had been constituted as teachers by the dominant discourse were likely to remain in their classrooms exercising what Foucault (in *ibid*) terms the “capillary power” and constituting students as before. The notion of capillary power used by Enslin, derives from the idea of blood flowing through many tiny vessels and refers to power or ideology which is not centralised, but dispersed among the number of subjects. It is related to teachers as the dispersed graduates of the former discourse, who will remain perpetuating it after the apartheid government, with its dominant ideology has been deposed. In accordance with Enslin’s (1990) stance, one could argue that the restoration of teaching and learning will occur if accompanied by a counter discourse to Fundamental Pedagogics. As she argues, the counter discourse “would challenge its (Fundamental Pedagogics) presupposition, restoring the political from its position as forbidden speech, and overthrowing the divisive practice of depicting the teacher as expert scientist” (*Ibid*). Popkewitz (1982) also concurs that teachers’ professional ideology is a crucial factor in determining the shape of reforms as they are interpreted during implementation. Thus teachers need to be exposed to a theoretical discourse that accommodates divergent views including critical pedagogy so that they are not narrow-minded due to the ideology that informs their practice.

#### 1.4 Importance of the Study

Theoretical analyses of the problems and challenges in African education in South Africa are well documented (Kallaway, 1988; Moltano, 1988; Christie & Collins, 1988; Chistie, 1989; Taylor, 1989; Enslin, 1990; Nkomo, 1990; Unterhalter et al, 1991; Hartshorne, 1992; PESA, 1992; Hofmeyr and Hall, 1993; Motala, 1993; Wedekind et al, 1996)

It is hoped that this research project will contribute to the body of school-based research in the area which is very limited in South Africa. It will add to the existing body of contextualised research data required by curriculum planners and educators who have to formulate, implement and refine policy in schools.

Since teacher education is a crucial part of the policy cycle and schools provide the context to examine its impact, it is important to look at how practising teachers cope with the conditions in their work settings. This data is crucial as policy formulation needs to be informed by practice.

#### 1.5 Research Design

A qualitative study was decided upon because it was hoped that it would provide opportunities to establish a depth of meaning that more abstract forms of evidence lack (Sowden & Keeves, 1988:513). Such an approach places emphasis on holistic descriptions rather than on comparing the effects of a particular treatment (as in experimental research) or on describing the behaviours of people (as in a survey research) (Fraenkel & Wallen, 1990:368).

A variety of instruments were used to collect data. Questionnaires were administered to lecturers and graduate teachers of colleges of education, who are now

practising as teachers. Informal interviews were also conducted to clarify issues raised in questionnaires.

### 1.6 Data Analysis

A review of official documents partly provided a framework within which to read meaning into the data. From these documents it was possible to glean official policy on the issues examined in this project. The following categories were used to analyse data: teacher education curriculum, teaching practice, quality and qualification of teacher educators and conditions at primary schools. These categories were focused upon because they were viewed broadly in the literature about the relationship between good quality teachers and teaching as embodying (in the words of King & Van den Berg 1991:1-2) “the totality of experiences people have in schools... which teachers try to transmit to their students and which come to be assessed in examinations” (1991:1-2).

For the purpose of this study, teaching practice as an aspect of the curriculum was viewed as bridging the gap between theory and practice in teaching. The extent to which the theory and practice impacted on each other was considered essential to the quality of the graduates of the teacher education programme.

The assumption is that teacher educators in colleges are enablers in the teacher education programmes. The quality of their guidance and supervision has an effect on the quality of the student teachers. Finally, the manner in which graduates confronted and contended with the challenges in primary schools revealed the relevance of the training they received (Silcock, 1993; Hopkins, 1996; Wideen & Tisher, 1990).

### **1.7 Summary of the Findings**

With regard to the teacher education curriculum, the study found that it consisted mainly of the repetition of the standard ten (Grade 12) content. This implies that student teachers graduate from the colleges without having acquired the necessary confidence that would normally result from an in-depth mastery of the subject content (Hartshorne, 1992). The only new knowledge to which the teacher trainees were exposed to was General Method and Education as a course.

Critical pedagogy was found to be lacking in the teacher education curriculum. Even though the breakdown of the culture of teaching and learning has been primarily viewed as caused by the liberation movements, the evidence in this study indicates that other equally crucial factors related to gross inequalities in apartheid education were not addressed. These included the lack of material resources in schools, overcrowded classes, children with unidentified/untreated learning disabilities, and the general socio-economic factors associated with this ideology.

### **1.8 The Organisation of the Research Report**

The report is divided into six chapters. This chapter covers the background to the study, the aims of the research project, a rationale and outline of the argument to be presented, the importance of the study, data analysis and a summary of the findings. Chapter Two reviews the literature dealing with the teacher education curriculum and its implications for the concept of the culture of teaching and learning which is currently being promoted in South Africa. Policies which need to be put in place to equip and empower the agents of the restoration of the culture of teaching and learning, particularly the teachers themselves are given attention in this chapter. Chapter Three deals with research design. It expands on methods, sample and other

procedures that were followed to collect and analyse data. Chapters Four and Five present an analysis of the research findings.

In Chapter Six conclusions drawn in the preceding chapters are highlighted as a basis for the recommendations as to how teacher education programmes can be rethought to improve the culture of teaching and learning in primary schools for the majority of South Africans.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

The concept of quality in teacher education derives from the view that “quality education depends on the quality of the curriculum, selection of top quality candidates for teaching, their pre-service training, the quality of their educators and the support they receive during induction (Wideen & Tisher 1991:1). This concept of quality underpins the ideals of the new education policy in general and in particular teacher education in South Africa (COTEP,1995). In an attempt to grapple with issues of quality in teacher education, the National Government in South Africa initially established a National Policy on Teacher Education. This led to the appointment of the Committee on Teacher Education Policy (COTEP) whose “Norms and Standards for Teacher Education” were declared as national policy by the Minister of Education, Professor Sibusiso Bengu on 8 September 1995 (Government Gazette No R1387). The proposals of this policy document ( COTEP, 1995: 12) are that, teacher education should develop teachers with a sense of vision and teacher education must reflect values aimed at enabling pupils to develop as persons who are well-informed, rational, reflective critical choice -makers, and yet are tolerant and compassionate human beings who have the courage to take risks.

COTEP (1995:29) has suggested norms and standards which teacher-education should consider. The concerns raised relate to the following expectations

(Ibid pp 35-6):

- teacher education arrangements which ensure the effectiveness of

- teaching practice,
- staff development courses which enable lecturers to set up meaningful teaching practice,
  - arrangements which prepare students prior to teaching practice,
  - clarity concerning the training roles of school staff,
  - planning mentoring as a partnership involving the institution, the school and the education authority,
  - identifying elements of the course which the school will deliver and ways of monitoring progress by both school and college.

Following on the values of democracy and contextual education, the curriculum for teacher education is expected to cover the following (Ibid pp 47-9)

1. Teacher education which comprises:

- an understanding of the child and a knowledge of educational themes and appropriate methodologies,
- the necessary values and skills to promote sustainable development and an understanding of an environment that ensures healthy living,
- a knowledge of the education system and the context in which it functions, and
- a knowledge of professional ethics.

2. Professional studies which comprises *inter alia* a study of:

- general teaching methods,
- classroom management,
- content and teaching methods related to the school phase in question,
- economic literacy,
- environmental literacy,

- computer literacy and key board skills,
- technology education,
- life and social skills,
- first aid.

### 3. Major subjects:

An in-depth study of subject disciplines or particular specialisation and the teaching methods appropriate to those subject disciplines.

### 4. Communication which comprises:

- an awareness of language as a formal system,
- a knowledge of the language medium of instruction,
- an ability to use language effectively as a means of communication.

### 5. Religious Education

*The development of an awareness of the spiritual dimension of life and of religion within a multicultural society, with the understanding that no specific doctrine or dogma of any religion, denomination or sect shall be taught.*

### 6. Teaching Practice:

Teaching practice is expected to be the integration of theory with practice and to foster the partnership of colleges with schools to produce graduates of high quality. It seems that “the new teacher education curriculum should encourage a range of teaching and learning methodologies aimed at producing critical, independent, flexible thinkers, and new forms of assessment appropriate to the aims and objectives”

*(Report of the National Conference, on Teacher Development, August 1995:13-14).*

Hopkins (1996:512), takes an even broader approach with regard to enhancing teacher quality. He says that “teacher quality can be enhanced as a result of a holistic approach to school improvement”. South African black schools, are however still grappling with the creation of quality education, let alone enhancing it.

The chapter examines views about the agency role of quality teachers in bringing about the quality education that is envisaged by COTEP. The state views quality education as a vehicle to restore the lost culture of teaching and learning (National Conference on Teacher Development, 1995; Hofmeyr & Hall, 1993).

## **2.2 The Agency Role of Teachers.**

The agency role of teachers in the improvement of classroom practice has prompted writers such as Hopkins et al (1996:501) to assert that “any benefits ... that accrue to students as a result of educational policies require the enabling actions of teachers” in organising the teaching-learning situation, motivating learners and evaluating their progress. Fullan (1993:119) regards teachers as change agents who should have attributes which are critical for change like knowledge for effective teaching and how to make changes in teaching. Notwithstanding this transformative role the teachers can play, Cuban (1992:220) has highlighted teachers’ ability to preserve stability (which might be maintaining the status-quo) and resist change. Similar sentiments have been echoed by Hartshorne (1992:218) who urges that teachers should be given all necessary support materially and otherwise to enhance their effectiveness in the classroom.

What has been emphasised by theorists writing about teacher education is that one of the aspects which have tremendous influence on its quality is the educational ideology behind its programmes ( Popkewitz, 1982; Enslin, 1990; NEPI, 1992; Higgs,

1997). That is to say there is no educational programme which is not influenced by power struggles, and the socio-economic context of its time. For example, during the missionary era, education was informed by evangelization and colonisation ideals, and from 1948 to 1994 by segregation and domination (Christie & Collins, 1988; Kallaway, 1988; Randall, 1988, Molteno, 1988; Nkomo, 1990; Hartshorne, 1992 ).

Preparing teachers capable of analysing, critiquing and deconstructing different masks of ideological frameworks and their impact on education thus requires critical and reflective teaching on the part of teacher educators (COTEP, 1995). Calderhead (1989:44) asserts that reflective teaching involves a "...process of becoming aware of one's context, of the influence of societal and ideological constraints on previously taken-for-granted practices and gaining control over the direction of these influences." This view is reiterated by Kirk (1986:156) who claims that "teachers act as intelligent practitioners capable of reflective thought and reconstructive action, who are able to take responsibility for their own professional development, and who can contribute significantly to the creation of an emancipatory educational process through schooling". This includes willingness to accommodate divergent perspectives and points of view which will broaden one's understanding of issues (Higgs, 1997). Unfortunately, in the South African context, this is difficult to achieve since most of the college educators take for granted the theory they have been taught in the bastions of Fundamental Pedagogics ideology. The capacity of these teacher educators to lead a process of educational transformation in South Africa becomes a matter of concern (NEPI 1992:30).

Drawing from the guidelines of COTEP 1995, this chapter has highlighted what is crucial for South African teachers to be able to do in order to bring about change. In

light of the views expressed by Hopkins (1996), Beeby (1986) Hartshorne (1992) Schon,(1987) Calderhead (1989); Kirk, (1986) and Giroux (1981) amongst others, this is a task that will require the ability to maximise learning opportunities for learners, the creation of a supportive school environment and a critically reflective approach to their work on the side of teachers.

It is on the basis of COTEP (1995) guidelines and the conceptual implications drawn from the texts mentioned in this chapter that it was felt necessary to examine the extent to which practising teachers themselves are aware of what is needed on their part to be able to fulfil the ideals of a new education policy in South Africa. Teachers' perceptions were considered as useful to indicate not only their awareness but also the extent to which their preparation has equipped them with the skills to "pick out" the implicit messages in policy and what is essential for a successful implementation of those messages. The extent to which they viewed themselves as equipped to restore the lost culture of teaching and learning in schools is thus of special interest to the project.

There was no other way of obtaining these views from teachers other than presenting them with questionnaires and organising informal interviews to further probe on the issues raised. As a result surveys availed themselves as invaluable for the purpose. The next chapter gives a detailed account of how this study was designed, the problems encountered and strategies adapted to solve difficulties encountered in the field.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

As pointed out earlier, a qualitative study was decided upon because it provides opportunities which enabled the establishment of a depth of meaning that more abstract forms of evidence lack (Sowden & Keeves, 1988:513). This means that participants in this study constituted the main sources of data. They were not treated as objects which have been subjected to some treatment as in experimental research. Rather, their views on what they do and are exposed to, form the primary focus of this project.

#### 3.2 Sampling Strategy

Desirably the complete population of this study would have been all the teachers and principals in the Kwa-Thema primary schools and all the lecturing staff at Kathorus and East Rand Colleges. However, this population would not be feasible due to time and financial constraints.

Random sampling was used in the choice of schools to be investigated. Out of a cohort of twenty schools arranged alphabetically, every fifth one was chosen, thus resulting in a group of four primary schools to be studied. Out of three colleges in the East Rand, two were used because it was easy to have regular interaction with their staff and students as they are located in townships very near to my own. It was therefore convenient to arrange regular contacts. These colleges also make use of primary schools in the Kwa-Thema area as practising schools for teaching practice.

This fact allowed easy access into schools with established relationships with these colleges.

Four Kwa-Thema primary schools namely Muzomusha, Nkabinde, Sechaba and Zithembeni participated in the study. In addition, two primary teacher education colleges namely, Kathorus and East Rand College, were involved in order to gain insight into the work done by institutions which prepare the majority of teachers for Kwa-Thema. This study juxtaposes the views of practising teachers/graduates of these colleges with those of teacher educators. Both practising teachers and lecturers were made to reflect critically on their practice and give suggestions about how their views could inform curriculum policy.

### 3.3 Methods of Data Collection

Questionnaires were administered to the lecturers and graduate teachers (who are now practising as teachers) of the above-mentioned colleges of education. Informal interviews were also conducted with these educators and teachers in order to clarify issues raised in the questionnaires. In each of the colleges, twelve questionnaires were distributed. A total of twenty questionnaires (83%) was completed and returned. One questionnaire was returned, but not completed and three were not returned. In one college (to be referred as College A) 12 questionnaires were distributed by one of the senior lecturers. The Vice Rector and two senior lecturers had opted for severance packages whilst another head of department and a senior lecturer had been promoted to head office and could not be included in the study. Consequently other lecturers were included on the basis of availability.

In the other college (to be referred to as College B) twelve questionnaires were distributed by the Vice Rector. The targeted sample was the Rector, Vice Rector,

HODs, Senior Lecturers and any two lecturers who were willing to be respondents.

Completed questionnaires were collected by the researcher.

The principals of the respective primary schools in Kwa-Thema were contacted by telephone and they pledged their unqualified support and co-operation. The questionnaires were distributed by the deputy principals in the respective schools. The target sample in this case consisted of the principal, deputy principal, HODs and three teachers trained in any DET college. Of the 32 questionnaires distributed, 27 were properly completed, one was spoiled and four were not returned. The researcher was left with an 84% return (cf. Table 3.1). The researcher collected the questionnaires personally from all four schools as they were within a kilometre radius from each other.

Table 3.1. The number of Questionnaires distributed

Questionnaires	Primary Teachers		College Lecturers		Total	
	NUMBER	%	NUMBER	%	NUMBER	%
Issued	32	100	24	100	56	100
Returned	27	84	20	83	47	84
Returned but not filled in	1	3	1	4	2	3
Never returned	4	13	3	13	7	13
<b>TOTALS</b>	<b>32</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>56</b>	<b>100</b>

### 3.4 The Design of The Questionnaire

After a review of official documents, the following categories were identified as important for providing useful data to this study: entry requirements, duration,

university affiliation and government subsidy. In the researcher's opinion, entry requirements had an influence on the nature of the curriculum, that is, the subject content, forms of pedagogy and expectations of students' performance. The assumption here was that the curriculum had to be designed in a way that would make it accessible to the quality of students admitted.

The categories used in this study were also selected because they were considered to be critical to the restoration of the culture of teaching and learning. CCOLT (1996) singled out the quality of the curriculum that is matched to the needs of the nation namely, the link between the curriculum and restoration of the culture of teaching and learning, teaching practice and the quality of teacher educators, as crucial to the process. The aim was to explore the extent to which the curriculum equipped graduates for the restoration of the culture of teaching and learning in under-resourced primary schools. Notions of critical pedagogy and/or reflective teaching (Giroux, 1981; Kirk, 1986; Calderhead, 1989; Schon (1987) were thus viewed as important in the collection and analysis of data.

Aspects of teaching practice addressed the role of teacher educators and practising teachers as school-based mentors. The study focused on the guidance they give to students and the supportive roles of hosting schools.

The other category was the quality and qualification of teacher educators. Their perception and understanding of their role was of primary interest. They had to reveal their conception of the culture of teaching and learning and what, in their opinion, had led to its loss. The University a college was affiliated to provided a general clue of the ideology underpinning the college's approach and philosophy. Government subsidies are crucial as they determine the degree of attraction to colleges as the majority of

students for whom the colleges were historically established are Black and in most cases come from poor backgrounds. The extent to which this last point was related to entry requirements and the quality of such entrants was thus of special interest to the researcher.

Lecturers and teachers were asked to define the culture of teaching and learning as a concept. This was done because for some time the concept “ culture of teaching and learning” had eluded a clear-cut definition and therefore meant different things to different people. For example in the Bantu Education system it was “characterised by rote learning and uncritical regurgitation” (CCOLT, 1996:i) whilst the Ministry of Education in the democratic South Africa proposes an alternative vision of education. Mary Metcalfe, MEC for Education, Gauteng, captures the alternative vision as follows:

The aim of this new culture of learning and teaching is to foster creative, critical, independent thinkers, with skills and competencies that are transferable, and attitudes and values that are compatible with the ongoing transformation of society. To promote the values of critical thinking, self-discipline, empowerment, respect for the dignity of others and a commitment to life-long learning, a different culture of learning needs to be born (Ibid, pp i-ii).

### 3.5 Data Analysis

The analysis of data in the study, was done on the basis of the news derived from the literature but about the relationship between good quality teachers and teaching. Also, crucial to this analysis were the ideals enshrined in the official policy documents on teacher education ( COTEP, 1995; National Conference on Teacher Development, 1995; National policy on Teacher Supply, Utilisation and Development,1996).

The responses obtained indicated a common understanding of the concepts under review, particularly the culture of teaching and learning. They pointed to the loss of

interest in studies, lack of motivation to teach and learn amongst both teachers and learners as problems. There was also concern about the quality and qualifications of teacher educators (as mentors), conditions at primary schools and the teacher education curriculum. The concerns are dealt with in greater detail in the next chapter.

## CHAPTER 4

### PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

#### 4.1 Introduction.

In general, the study found that the design and content of the curriculum did not equip teachers for the restoration of the teaching and learning culture. Issues like motivation and disenchantment with the system of education had not been addressed even after the 1994 election. Critical questions included the following: who designed the curriculum and what were the designer's guiding principles? The extent to which the graduates were prepared for their peculiar work settings was considered important. The general opinion was that student teachers were not equipped with skills to teach in, for example, under-resourced, overcrowded classes with traumatised children.

Reasons for the inadequate preparation to fulfil the needs of the primary phase were expressed as critical by emphasising that even lecturers would not cope under the conditions prevalent in schools. Furthermore, the lecturers' apparent unfamiliarity with the conditions at primary schools was the basis of idealistic and romantic notions of quality education under squalid conditions. Ntsikelelo-Moya (The Star, 1 August, 1997) aptly states that "quality education is still expected where conditions are far from ideal." The data obtained in this study seem to be in support of Ntsikelelo-Moya's view.

#### 4.2 Entry Requirements and Government Subsidy

When asked about entry requirements and government subsidy of teacher education an overwhelming majority of the primary teaching staff (94%) and 73% of

lecturers agreed that the entry requirement should be matriculation. However, the majority thought that the situation was short-lived. There was a general expectation that entry requirements will change in the future. As put by one respondent:

So far matriculation has been the criteria for admission to tertiary education. However, in the new dispensation matriculation will soon be gone and we might have to think of an alternative admission criteria like thinking skills, and cognitive development (Associate HOD, College B).

The study also found that the government's heavy subsidy of teacher education in the form of students' bursaries was a cause of concern. It attracted people who later left the teaching profession because of better incentives elsewhere. They had only wanted teaching as a ladder to tertiary education. However, this tendency can be traced as far back as 1928 when it was observed that many of those enrolling for Elementary Teachers Third Class Certificate (ETC3) did so because it offered their only entry route into other white collar occupations, for example, clerks and interpreters. Their adapted curriculum, which excluded academic subjects for socio-economic and socio-political reasons, left them with no career choices but teaching for survival (Randall, 1988:190-1). How does one then expect a positive work ethic, motivation and dedication in a career chosen as a second-rate stepping stone? One might then conclude that, to an extent, a loss of the culture of teaching and learning in the profession might be ascribed to the fact that students entered teacher education as means to gain access to other occupations but, now with the scarcity of jobs in general, they find themselves in situations they cannot abandon because of the need for material resources. Yet, if one considers the grades with which they entered the colleges, one wonders whether it is the scarcity of jobs that is keeping them in schools

or other factors? These other factors provide another interesting area of research which was not covered in this study.

#### 4.3 Teacher Education Curriculum

Concerning the teacher education curriculum the study established that the repetition of standard ten subject content was not found challenging by student teachers (78% lecturers and 62% teachers). This is reminiscent of the boredom characteristic of repeating standard three, four and five as recorded in the Phelps-Stokes Commission Report (Randall, 1988). Whilst acknowledging this, other respondents considered the low quality of secondary education in the country as justification for the repetition of standard ten work. In order to elicit opinion about this subject, the respondents were asked to encircle what they thought from a number of alternatives. One of them appears to have felt so strongly about his or her choice that he or she decided to substantiate it with the following words:

Some of the students had had such bad experiences in high school that they needed the same material to be handled differently (Associate HOD, College B).

“Bad experiences in high school” pointed back to the quality of teachers, availability or lack of resources and the motivation or commitment to education on the part of both learners and teachers. These views point to issues related to quality teaching from primary school to high school, which historically were never a priority of various policies on African education (King & van den Berg, 1994). Contrary to the concerns about the quality of education other evidence provided indicates pockets of excellence where lecturers present the material problematically rather than dogmatically, as is the case in College B (see Transforming Education; Appendix F).

Such exceptions to the rule can be explained in terms of the resistance theory (Blackledge et al, 1989: 180) which gives hope against the pessimism of direct reproduction theories which leave no room for human agency and allow no space for contradictions in conditions of work .

The study also found that there is an overwhelming demand for remedial teachers, or at least teachers with basic counselling skills (100% of teachers and lecturers), to stabilise children before they receive professional counselling. Remedial teachers were identified as necessary for learners who might have had bad learning experiences, whilst school psychologists would help with traumatised children affected by malaise and violence in South African society. For example cases of raped/abused children and children using firearms fill the daily newspapers (The Star, 8 October 1997).

Interestingly, in spite of views expressed about Fundamental Pedagogics (Enslin, 1990) an average of 63% of (76% lecturers and 59% teachers) respondents thought that the curriculum has elements of critical pedagogy' or reflective teaching. For example, comments like "schools are used as political playground where politicians experiment on their policies" (Lecturer, College A) are true of all education systems and an affirmation that education cannot and never has been an apolitical and scientific aspect of society as Fundamental Pedagogics would have us believe. Furthermore in spite of the grip of Fundamental Pedagogics on African education system, if we were to draw from resistance theorists like Apple (1982: 95-6) Giroux (1983) and Willis (1977), their voluntaristic form of analysis help us to understand the ability of the students of Fundamental Pedagogics to resist and see beyond its scientific and apolitical claims. There was a clear understanding that political decisions and policies like low per capita expenditure in Black education impacted on

school-based issues. Christie (1989:244), for example, explains what caused the boycotts in 1976 and 1980:

... were school-based issues which led to dissatisfaction. Schools were poorly equipped and in a bad state of repair. There were shortages of qualified teachers and dismissal of political teachers. Students also protested against corporal punishment and against the presence of security police at schools. And they demanded independent SRC's.

Nxumalo's (1993:60) study of Kwa-Mashu schools also confirms the impact of appalling conditions in schools as stressful to both teachers and learners.

Demotivation was also a problem on the part of both teachers and learners. As 92% of all respondents regarded motivational techniques as indispensable in creating a favourable teaching-learning environment, the inclusion of a module on motivation in the teacher education curriculum was viewed as long overdue (see Appendix C). As one teacher noted:

the lack of motivational skills in teachers defeats the means to make pupils to learn effectively (Primary School Teacher).

#### 4.4 Teaching Practice

The importance of Teaching Practice was based on the belief that it is supposed to be a bridge between the theoretical training at college and the realities in schools. Generally DET teacher trainees spend a total of four weeks per year on teaching practice. Added together they made twelve weeks after three years of pre-service training. It was assumed that a longer well co-ordinated programme would enrich the students' practical experience and familiarise them with their future area of work..

The following aspects of teaching practice were looked into: the guidance given to student teachers prior to teaching practice, teacher mentors about their interaction

with the college students and lecturers' expectations for them. It was also crucial to look at whether hosting schools were supportive or not as this impacts on the quality of the guidance given. It was also to examine the subjectivity/objectivity debate in critical evaluation as it validates the scores given in criticism lessons.

In both sets of questions, respondents were asked if the coaching and guidance given by lecturers prior to teaching was enough to prepare them (students teachers) for challenges in schools. 59% of the teachers and 78% of the lecturers disagreed (see Appendix C) This group of lecturers also felt that the guidance might be enough but unfortunately "the students do not see the significance of the advice before the event" (Lecturer, College B). In addition the unfamiliarity of lecturers with the conditions under which the students would be working limited the relevance of the guidance and coaching given.

Research on the practicum and the supervisory process in Australian education confirm school experience to be an extremely important, practical, satisfying component of pre-service education. The trainees rate it as the most realistic aspect of their courses, which helps reduce anxiety about teaching, helps them to explore their own capabilities and highlights their inability to implement inquiry teaching. They also point out the need to have teaching practice efficiently and adequately planned and supervised by all participants, namely teacher mentors, lecturers and students (Tisher, 1990).

When asked if teacher mentors needed to be orientated towards the expectations of both lecturers and students in their role as mentors, there was overwhelming consensus with only one respondent disagreeing (see Appendix C). One could assume that the attitude was that if this could be done, then teacher mentors would be better

able to complement the work done by lecturers and, with guidance from schools and colleges, students would benefit greatly from the expertise of both mentors (see Appendix B).

The responses provided here can perhaps be understood by drawing from countries such as Australia and Germany where mentors are formally recognised as partners with lecturers in the teacher education programme and are therefore conversant with expectations of both lecturers and student teachers (Tisher, 1990; Klinzing, 1990).

Furthermore, the respondents were asked if the hosting schools were always supportive and clear about students' expectations and needs. 62% of the teachers disagreed as compared to 55% of the lecturers. The reason for the discrepancy might be that practising teachers experienced the situation as students and understood the dynamics better as compared to lecturers who are there only for the lessons to be "crittied". There are some schools which are most unsuitable for teaching practice, which in Vinjevoldt's study (1994) forced Soweto College to organise peer class teaching as a "substitute" for practice teaching in schools where teaching and learning had come to a standstill. The disadvantage of such an arrangement is that students are not exposed to the real teaching situation and this might have serious implications for the meaningful preparation of student teachers. Peer class teaching does not compare with teaching young learners who might be hungry for food, agitated and even not understand the student teacher's approach.

If teacher education is to be responsive to contextual dynamics, then the crucial question is whether it is productive to withdraw from unsuitable contexts or is it important to try and understand them and then respond accordingly to their peculiarities? Could it be that Soweto college was driven by other factors in its

reaction or could it be argued that this was an educationally sound move? Who did it benefit?

Asked about subjectivity and objectivity in “crit” evaluations, 74% of primary school teachers and 61% of lecturers were of the opinion that lecturers were subjective in their evaluations. Though subjectivity cannot be ruled out completely, but one would hope that it could be minimised by acquainting students with expectations and skills that would be evaluated. This would be empowering in that students would have a vivid sense of what they would be expected to be able to do. It is possible for students to hide behind the objectivity-subjectivity debate but, if made aware of the criteria used to assess them, this unavoidable element is less likely to become a matter of concern in a situation where criteria are made explicit. One would assume that in the process of clarifying such criteria, debates are entered into to highlight the essence of such criteria. The results would then be that once criteria are used they shall have been adopted on the basis of some kind of shared understanding and perhaps acceptance. The only time that this can be prevented from happening is in a case where lecturers are authoritarian. However, this was not raised as an issue.

In light of these shortcomings, one might suggest the need for teaching practice to be complemented by an induction programme to allow beginner teachers to settle and adjust to their jobs. Furthermore, the evaluation should not be a once off thing during “crits” but continuous during at least the first year of teaching, as is the practice in Germany and Australia (Wideen & Tisher, 1990). Is awareness of the importance of such continuity dependent on the personal attributes of those who teach? An attempt to answer this question is the subject of the next chapter.

## CHAPTER 5

### QUALITY AND QUALIFICATIONS OF TEACHER EDUCATORS AND STUDENT TEACHERS

#### 5.1 Preparations for Conditions in Primary Schools and CCOLT

In terms of the National Policy on Teacher Supply Utilisation and Development (1996) a good quality of teacher education calls for conceptually rich curricula which will impact on subject knowledge, integrate theory and practice, provide adequate opportunity for school experience and reflection on that experience. Among other considerations the quality of a teacher educator is dependent on qualifications, the ability to reflect critically on the dominant discourse and the capability of sensitising students about issues in society which impact on education.

From the information obtained in College A, only the Rector had a Master of Education (MEd) degree in a staff of 24. In the other college it was only eight lecturers (in various fields) in a staff of 49. If this could be accepted as policy it renders 58 lecturers (79%) out of 73 under-qualified to teach at colleges of Education (see Appendices D and E). The aspect of teacher educators qualifications has been raised by Beeby (in McLaughlin, 1996:286) "...quality teachers emerge from institutions where high quality teacher educators are to be found".

When lecturers were asked about factors/conditions which were limiting their endeavours to prepare relevantly qualified teachers, concern was expressed with regard to qualifications. The following issues were raised:

a lack of highly qualified staff in some subjects, perpetual disruptions by students who want immediate gratification in the form of bursaries and other demands. Assessment with follow-up action are difficult to implement because of lack of continuity and curriculum design that does not fit well into the contemporary situation (Lecturer, College B).

In light of these views one could, for example, assume that raising the qualification of teacher educators to Masters would have equipped them as researchers capable of engaging in current debates around their areas of specialisation. As the following table on staff qualification however indicates, the situation is still wanting in both colleges.

#### **Staff Qualifications in Kathorus and East Rand Colleges.**

According to Hofmeyr et al (1993:5) it was in the White Paper of 1983 that a standard ten pass with three years of professional training (M+3) was set as the official national norm for all education departments. The numeric number after an addition sign represents the post Matric years a teacher spent in tertiary institutions. For example M+4 would be a Matric and a four year teacher's diploma or a four year university education degree and the M+5 would be a degree and an extra university qualification. The alphabets (A-H) relate to a qualifications-driven salary scale (Ibid.p.24).

5 (7%)	of all races are category C (Matric + 3 years )
25 (34%)	of all races are category D (Matric + 4 years )
28 (38%)	of all races are category E (Matric + 5 years)
12 (17%)	of all races are category F (Matric + 6 years)
2 (3%)	of all races are category G (Matric + 7 years)
1 (1%)	of all races are category H (Matric + 7years and a promotion post)

Note: Appendices C and D provide more interesting details.

If academic qualifications were to be used as a criterion for competence as a teacher educator, the question becomes: how many of the lecturers in this study could be regarded as suitable? Following my argument on raising the qualification of teacher educators to Masters level one notices that in both colleges with a staff of 73 lecturers, only 12 lecturers (17%) are in category F and could be said to be adequately qualified to teach in a college of education.

An associate HOD remarked that:

badly planned facilities and bureaucratic chaos as well as a confused concept of rights and standards contributed to students' attitudes which are enhanced by the lack of learning culture (College B).

The remark highlight the need for a holistic approach that would involve improving "badly planned facilities" and "bureaucratic chaos." It is also crucial to rethink Government policies and the reorientation of students' attitudes which are a result of a confused concept of rights and standards .A lack of learning culture which is said to be enhancing students' confusic may also be attributed to badly planned facilities. Another limiting factor was associated with the way in which the curriculum is organised. As one of the lecturers states:

an overloaded curriculum to be covered in a short space of time makes lecturers hurry to cover the syllabus without engaging in adequate debate, critical reflection on topics of interest (Lecturer, College B).

When asked whether teacher educators need to be familiar with the communities and the environment where the trainees are going to practice as teachers, 69% of teachers and 63% of the lecturers agreed. For them this would go a long way towards transforming methodology and improvisations for conditions which are far from ideal. The need for academic staff development and reorientation programs at

colleges was unanimously endorsed. An Associate HOD from College B pointed out that:

it would be naïve to think of transforming education without transforming the mindset of the agents of transformation as a priority.

It was pointed out that it was necessary for upgrading to be class work focussed and not just academically inclined (a primary school teacher). Hofmeyr et al (1993:24), argue that “the South African teacher salary scale is qualifications driven. The other criteria such as level of responsibilities, level of teaching experience and performance (in class) do not drive the system to the same degree.” This view was based on the fact that in the past teachers improved qualifications for salary notches as salaries were tied to qualifications more than efficiency in the class room. Again the importance of upgrading was seen as follows:

teachers are kept abreast with new learning methods for the students’ benefit provided (upgrading ) is intrinsically motivated to improve teachers’ classroom practice” (Principal, Primary School).

The significance of such views can be appreciated when we consider that teacher upgrading had been blamed for the neglect of students while teachers do assignments and study projects (Nxumalo 1993, Maja 1995). They argue that the disabling conditions that we now find in schools are partly a result of teachers feeling compelled to acquire more qualifications in order to earn better salaries. Whilst doing this, teachers tended to use their time at work for their own studies and neglected their teaching responsibilities. This issue was however not referred to by respondents in this study when asked about the context in which they worked. They spoke of the conditions in schools in other varied ways. A discussion of these is given attention below.

## 5.2 Conditions in Primary Schools.

Here issues such as lack of text books, teaching aids, overcrowding, hostile environments and failure in Maths, English and Science were given attention.

Asked about the lack of books in African primary schools, 85% of primary teachers and 95% of lecturers disagreed that it was a problem of the past, meaning that it is still a problem. As recently as 9-12 June, 1998, teacher unions were threatening to embark on a nation-wide strike because about 3500 permanent and temporary teachers were to lose their jobs to enable the Gauteng Department of Education to buy text books and stationary. The SADTU press statement (Friday 29 May 1998) sums up the whole scenario:

Teachers have no alternative but to consider strike action ... This comes on the wake of the Department of Education's unilateral declaration of a policy of rationalisation of education, termination of the services of temporary teachers and further threats of retrenchments of permanent teachers.

The same was true about the lack of teaching aids which particularly rendered the effective teaching of science impossible at primary schools. Of the four schools under review only one had a photocopying machine. This makes the production of worksheets a cumbersome task for teachers. This over and above the lack of overheard projectors, globes and science kits. The evidence here confirms what has been argued in research on township schools, namely that unconducive environments are a problem (PESA, 1992; Walker, 1991; King & van den Berg, 1994; Maja, 1993; Nxumalo, 1993). However, when asked whether these issues and their impact were discussed during their training, 74% of the primary school teachers and 92% of the lecturers disagreed. This indicates a serious omission in their training as these are conditions teachers are faced with on a daily basis. It is only now with the new

structure that College B has started with transformation education (see Appendix F) which looks at issues like violence and education, and the use and abuse of religion and politics as themes in the Philosophy of Education course.

The stance adopted in relation to overcrowding and hostility in schools came through again when respondents associated the high school failure rate in Maths, Science and English with poor education at primary school (59% of the teachers agreed as did 95% of lecturing staff). Though 59% is quite reasonable, this percentage is still conservative because the respondents involved might have had subjective views because of being primary school teachers. One could also argue that they lacked the ability to reflect critically on the school and their work. 95% of lecturers traced the problem to the primary school only thus, in a way, exonerating themselves as teacher educators. However, when one considers the view that the quality of teachers and education in general also reflects the quality of teacher educators and, the support students receive during induction, teacher educators cannot be totally exonerated nor can teachers be solely held responsible for what happens at primary schools. (Wideen & Tisher 1990:1).

When primary teachers were asked how they coped with overcrowded classes and traumatised children, they acknowledged difficulty in giving learners individual attention and that as a result they could hardly attend to or notice traumatised children.

Though teachers are trying their best they can't cope because they were prepared for ideal situations (Primary School Teacher).

The other problem was with slow learners who are robbed of remedial teaching or at the very least proper attention. That learners need extra attention is one problem but added to this is the lack of remedial skills on the part of teachers. In some instances

teachers encourage group work for learners and motivate parents to help their children. This becomes a problem as some parents are hardly literate and unable to help. In some instances the Child Welfare and the South African Police Services helped - with abused and traumatised kids.

Primary teachers questioned about the supply and quality of Maths, Science and English teachers at their schools, remarked that the number of teachers is inadequate. As to their quality, the feeling was that some were good and others were poor. However there was consensus that there is a lack of apparatus and inadequate funding from the department to purchase what is indispensable to effective teaching and learning. The state's low per capita expenditure still leaves most schools deprived. In addition, the culture of school fee non-payment has worsened the conditions in schools.

Some lecturers, however put the blame on the previous system and the quality of primary education. They argued that:

apartheid brought a shortage, a lack of background from primary school impacted on numbers of those doing Maths, Science in High School and finally at College (Lecturer, College A).

Because of low salaries, good Maths and Science teachers are employed in the private sector.

The suggestion was that

colleges and schools should identify the outstanding future candidates early, make financial contributions towards extra tuition and add further incentives e.g. bursary scheme to entice them to college. Higher salaries afterward should also be considered (Rector, College A).

Concern was not only with Maths and Science. With regard to English as medium of communication lecturers were said to

pay lip-service to the communicative approach but the whole orientation is still content and text book bound (Associate HOD, College B).

This was also viewed as limiting students' ability to engage in the critical appreciation of language and other issues.

In line with the agency role of teachers as outlined in Chapter 2 and the concerns raised here, implications for curriculum development are that student teachers' potential work-setting conditions should be considered as one of the most significant and critical factors to work on in order to develop teacher capacity and promote a willingness to work at the local level (see for example, McLaughlin, 1987). Taking cognisance of these conditions will, without doubt, enable teachers to realise what is essential to restore the culture of teaching and learning in schools. The concerns are about contextual sensitivity and relevance. They highlight the need for programmes to address student teachers' potential work-setting conditions in the effort to develop willingness and capacity to work with the conditions which exist in most township schools.

When lecturers were asked about the extent to which students were provided with skills to teach in the above conditions, they acknowledged the lack of such a module in their programme. "It is a specialised field requiring special training for lecturers as top priority to rectify this" (Lecturer, College B).

The omission of these skills is a sad mismatch with the demands of the reality at schools. A much more demoralising indictment was that students are hardly prepared to teach under normal conditions let alone abnormal ones (Lecturer College A).

The urgency of this situation requires no overemphasis.

There is need for lecturers who can help students with programmes of a motivational nature and skills:

All aspects of teacher education need to be restructured towards critical thinking and insightful learning: Summits to address teaching and learning culture, school management, school experience as well as different methodologies are recommended (Lecturer, College A).

There is a need to concentrate on quality of knowledge and skills in Maths and Science. The English syllabus must achieve its mandate

to equip learners with communicative competence in writing and speaking; backed by an understanding of language rules (Associate HOD, College B).

The need for colleges to work in close consultation with the primary school syllabus so that it forms the basis of College Didactics is also seen as an imperative (views of College educators).

When primary teachers were asked about key characteristics of a favourable teaching learning environment they mentioned the following: "a safe and secure environment, kids feeling accepted, loved and understood as individual learners" (Primary School Teacher). Unfortunately overcrowded classes and teachers without skills to manage them cause this to be a pipe-dream, as it is difficult to give children individual attention. A safe and secure environment is unfortunately tied to the initial planning of the school, the safety and security in the wider community and thus beyond the powers of the school authorities. Teachers long for reasonable teacher-pupil ratios, good buildings enough textbooks, school furniture, modernised technological teaching aids and quality teachers. This will take a long time to realise with the culture of non-payment of school fees, the government's reduction of the education budget, and rationalisation

When lecturers were asked about the extent to which the teacher training curriculum prior to 1995 differs from the one during which the loss of the teaching learning culture emerged, they acknowledged that “there wasn’t much of a difference, hence, the old curriculum is being phased out” (HOD, College A). On a more sobering note, “changing the curriculum without the mindsets of the implementors at whatever level would not bring much difference” (Lecturer, College B). However, “Transformation Education” as being introduced and experimented at College B seem to offer a glimmer of hope (See Appendix F).

### 5.3 The culture of learning and teaching

Asked about their understanding of the loss of the culture of learning and teaching, a number of issues were raised which in the respondents’ opinion had caused the loss of the teaching-learning culture, namely, the lack of motivation and commitment from both teachers and learners due to poor resources, poor environment and salaries. The following issues were raised when asked about the manifestation of the loss of the teaching-learning culture:

Non co-operation between parents and teachers, parents not communicating with schools, demotivation, showing itself in parents’ showing less concern about learners’ school work (Primary School Teachers).

This was also emphasised as one of the factors which are currently reflected in teachers’ work ethic:

Decline of values and work ethic is manifested in teacher absenteeism, late coming, lack of discipline and non participation in extra mural activities by teachers (Principal, Primary School).

The “lack of motivation ” manifests itself in “ learners and teachers absence from classes (lecturer).

Ngoma-Maema (1996:55) points out to three factors which have an effect on quality teachers. They are commitment and motivation, lack of supervision and appropriate teaching skills. In her study the “sense of loss and displacement on the part of teachers affect[ed] class attendance and class preparation which impacts on the teaching learning culture”. Commitment is such a critical attribute of teachers as change agents that it should drive “the moral sense of teaching, (defined as making a difference in the lives of more and more individual students)” (Fullan:1993:111). Ngoma-Maema also laments the lack of supervision and appraisal of teachers’ work to invoke their accountability to authorities. A view reiterated as follows by one of the interviewees, “there is loss of impunity on the part of teachers brought about by opposition to the evaluation of their work” (Rector, College A). This attitude is reminiscent of teachers’ attitudes towards inspectors and subject advisers in the Cape in the early eighties.

They ‘re there to control us man, not to help us, there is no time left for real education - only for drilling students (Christie 1989:149).

Political involvement also took its toll on the teaching and learning culture. The impact of the “liberation now, education later” slogan is far reaching. Fanyana Mazibuko (Ntsikelelo-Moya, 1997) principal of Pace College states that “we wanted to create a climate of crisis. The government was becoming complacent and we thought the collapse of education would bring it to its senses”. Unfortunately “[they] never foresaw the problems lasting as long as they did”.

Asked about what could have led to the loss of the teaching and learning culture, teachers and lecturers were unanimous on socio-political issues. Other views covered incompetent leaders caused by political appointments and teacher unionism which

selfishly pushed for more benefits for teachers to the detriment of education. It was also pointed out that

a sense of disempowerment and fatalism which was the only way to survive psychologically in an autocratic culture brought about the other extreme of a democratic culture ( Associate HOD, College B).

Continual changes at the department level without consulting at the grassroots level, the lack of discipline and abolition of corporal punishment, low morale and absence of role models from parents and teachers, and lack of a proper structure of curricula since 1994 (Rector, College A)

are thought to have aggravated the situation. The contradictory role of teachers which causes them to be dubbed collaborators with the government, whilst they work under stressful conditions for a meagre salary, was also mentioned as a cause for concern .

It can be argued that the new phase of the struggle to restore the culture of teaching and learning and defend South Africa's hard won democracy should include having motivated teachers who will make pupils see value in education.

Asked about the social context of a school and its impact on the restoration of the teaching learning culture it was pointed out that

learners were protectors of townships during the years of struggle and now they also demand to be controllers of education (Senior Lecturer, College A).

Consequently teachers find it difficult to teach militant students. What makes the conflict more acute is that teachers had been taught to separate politics from education and hence their stand on the crossroad of students' militancy and government intransigence (Enslin, 1990).

The concluding question was on the culture of teaching and learning and the teacher education curriculum. It was suggested that " the curriculum should change and be adapted to the transformation of society" (College Lecturer). This should be coupled with change of attitudes among lecturers and teachers. "There is also need to

handle the culture of depression and cynicism in our colleges. Somehow the culture of work and commitment must be emphasised so that students see an alternative to the chaos which seems to characterise the present situation (HOD, College B).

In conclusion, the need for change in order to create a curriculum to meet the needs of a changing society, including the restoration of the culture of teaching and learning was made clear. Motivation and change in attitudes have also been singled out as prerequisites for commitment and a change in the culture of work. Such essentiality has implications to the perspectives adopted for policy formulation.

The pluralist perspective on policy formulation leads us to a three-pronged approach to policy implementation. These are the technical, political and cultural perspectives. The technical perspective emphasises systematic planning, whilst the political perspective focuses attention on the interplay of divergent interests among participants in the change process (Odden, 1991; Lieberman, 1982; McLaughlin, 1991).

The cultural perspective stresses socially shared and transmitter definitions of what ought to be and the symbolic meanings that practitioners, students and the community attach to change efforts. Together with the political perspective they argue that "successful implementation...takes more than rational approaches and persuasion" (Corbett & Rossman, 1989: 165). The shift in this perspective is "from innovation in context, to the context itself" (House 1981 in *ibid.*).

This chapter explored the link between the quality and qualifications of teacher educators and student teachers, and the respondents' views about how such quality and qualifications impacted on student trainees' preparation for the conditions in primary schools. It also explored limiting factors at both colleges and primary schools

to the restoration of the culture of teaching and learning. A holistic approach taking on board the government, teachers, learners and the community was identified as a strategy to restore the lost culture of teaching and learning. The next chapter explores recommendations to this effect.

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

The study has shown that the teacher education curriculum is poorly matched to the skills needed by trainees to cope with conditions at primary schools. The curriculum is content-based and quite narrow. The philosophical foundation (Fundamental Pedagogics or Fuped) is counter productive and needs to be countered. Teacher educators need to be familiar with the conditions under which their graduates will be working in order to give them relevant skills.

COTEP (1995) the Teacher Education Audit(1993) and the National Policy on Teacher Supply Utilisation and Development (1996) have indicated commitment from the National Department concerning the need for coherent National Policy on quality teacher education. Informed by these national initiatives and the findings of this study one could argue that there is a need for: (a) national guidance for a teacher education curriculum founded on a sound content knowledge that takes on board critical pedagogy and reflective thinking to prepare critically reflective teachers, (b) affiliating teacher education colleges to universities to benefit from expertise, (c) the need for a module or course on motivational techniques and counselling skills, (d) the need for lecturers to be familiar with contexts for teaching practice (primary schools), (e) an alternative discourse to replace Fundamental Pedagogics which had stifled critical discourse in education, (f) the need for better qualified lecturers committed to on-going research to improve their practice, (g) supervised induction to complement teaching practice and theoretical grounding, (h) commitment on the part of the government to improve conditions at primary schools and (i) a curriculum

informed by the principles enshrined in the constitution. It is hoped that these factors will impact on a transformed teacher education curriculum to be implemented by transformed educators whose graduates will restore the culture of teaching and learning.

Integrating critical pedagogy with reflective thinking will enable lecturers to educate transformative intellectuals capable of reflecting on their philosophies and practice. As agents of social change in the socialist reconstructionist tradition they would be able to confront issues of social injustice “and aid in the process of educational improvement and social change” (Liston & Zeichner 1991:32).

Affiliation of African colleges to universities prior to 1995 had been a reserve of Giyani College, (Wits University) Colleges in the Transkei (University of the Transkei) and the defunct PACE College (Wits University). With affiliation to universities, colleges will benefit from current research, and also expertise from University lecturing staff. Furthermore, the universities will set standards for the quality expected of teacher trainees and teacher educators.

Affiliation of colleges to universities links up with the qualifications of lecturers and the duration of the teacher education programme. As universities will be setting standards on the quality of work expected this will impact directly on the quality and qualifications of lecturers in those colleges. Expectations like publishing, presenting at conferences, doing research on current issues pertaining to education will be too taxing on those with a qualification below a Masters degree.

The four year duration is also in line with university requirements and will hopefully address the inadequacy of teaching practice time. Structuring such a programme will require the involvement of all stakeholders like curriculum planners,

lecturers, mentoring teachers in schools and student teachers in the discussions. The new structure will need to address serious omissions in the previous structure, for example, motivational techniques, familiarity with context, creativity and resourcefulness to cope with deprivation in African education.

The call for a module on motivational techniques is a response to the overwhelming reference to demotivation among teachers, learners and even lecturers, resulting in a reason for the loss of the culture of teaching and learning. This is crucial because incentives like money are extrinsic and can only go a long way once there is intrinsic motivation emanating from commitment to educating or being educated.

*Unfamiliarity with the contexts within which teacher trainees will be practising* has been acknowledged as an unfair omission, but was due to segregation as most college lecturers were (are) white. In line with social reconstructionist theory lecturers would not be in a position to bring about meaningful social change in communities they are not familiar with. This can however be done through adopting a few primary schools and working closely with them.

On the sixth point, the study calls for a counter discourse to Fundamental Pedagogics' apolitical and scientific claim. This will in turn allow other interested parties to engage in debates on education which cannot be bracketed from other issues in society. The study of other philosophies of education will help in the overhauling of apartheid education and usher in a transformed, critical and reflective era in teacher education (Higgs 1997:100).

The National Education Ministry's commitment to the upgrading and improvement of primary schools will go a long way towards laying a sound foundation for the next phases. The high drop out rates and poor background in core

subjects are closely related to poor quality teacher education which need to be attended as a matter of urgency.

A supervised induction programme will complement theory and some of the skills learned during teaching practice. Furthermore, it will be eye-opening to both lecturers, student teachers and mentor teachers as they will be interacting with each other. It is also hoped that it will help with the preparation of more relevant material for student teachers.

These recommendations are mostly in line with the recommendations of the Teacher Education Audit (1993), COTEP (1995) and the National Policy on Teacher Supply, Utilisation and Development (1996). All these policy documents, like NEPI (1992), lament the quality of teacher education curriculum, poor content knowledge and emphasis on rote memorisation of facts.

It is finally hoped that when these recommendations have been considered and politicians, community leaders, parents and the education departments have pledged their commitment, the culture of teaching and learning will be restored and our people will have the minimum education they require to participate meaningfully in their hard-won democracy.

## BIBLIOGRAPHY

- Akoojee, MSA., *A Critical Analysis of Teaching Practice as a Component of the Initial Teacher Education Programme at a College of Education in South Africa*. MEd. Thesis, University of Witwatersrand Johannesburg, 1994.
- An Agenda of Possibilities: National Policy on Teacher supply, utilisation and development*. Department of Education Discussion document , Pretoria, August 1996.
- ANC Education Department: *A Policy framework for Education and Training*, (Draft), January 1994.
- Apple, M., *Education and Power*, Routledge & Kegan Paul, London, 1982.
- Apple, M., *Ideology and Curriculum*, Routledge, New York 1990.
- Avalos, B., "Context, Training Theory., and Teaching Practice", in *Teaching and Teacher Education*, vol.4(1) pp.19-30. 1988.
- Beeby, C. E., "The stages of growth in Educational systems" in Heyneman S.P, & White D.S (eds), *The quality of education and economic development*. Final Report at World Bank symposium, 1988
- Behr, A.L., *New Perspectives in South African Education*. 2<sup>nd</sup> Edition, Butterworths Publishers, Durban 1994.
- Bennett, N., " *The effective Primary School Teacher: The search for a theory of pedagogy*" in *Teaching and Education*, vol.4(1), pp. 19-30, 1988.
- Birkenbach, B., & K., Hofmeyr, "New Imperatives for Human Resource Development" PM Journal Nov. 1990.
- Blackledge, D., & B., Hunt, *Sociological Interpretations of Education*, Routledge, London, 1985.
- Boulainne, R., & C. Weston, " Discrepancy between preparation and practice in Teacher

Education: An Ecuadorian Study", in *Teaching and Teacher Education* vol.3(2) pp.99-107, 1987

Britzman, D.P., *Practice makes Practice: A critical study of learning to teach.*

State University of New York Press, Albany 1991.

Calderhead, J., Reflective Teaching and Teacher Education in *Teaching and Teacher*

*Education* vol.5 (1) pp43-51, 1989.

Carrim N., & Shalem Y., School effectiveness in South Africa in Carrim N., (ed),

*Effective Schools in South Africa: Conference proceedings*, University of the Witwatersrand Johannesburg 1992.

Chisholm, L., *Teacher Education Policy in South Africa: A review of Literature*

(Prepared for Danida) Education Policy Unit, University of Witwatersrand 1995.

Christie, P., *The right to Learn.* Ravan Press, Braamfontein 1989.

Christie, P., " *The typical open School: A cautionary comment on case study research*" in

Freer, D., (ed), *Towards Open Schools, Possibilities and Realities for non-racial education in South Africa.* Macmillan Boleswa, Manzini, 1992.

Christie, P., *Learning and Teaching in PWV Schools: Analysis of Curriculum Policy and*

*Implementation* (A Research Project) 1995.

Christie, P & Collins, C;, "Bantu Education: Apartheid Ideology and Labour Reproduction"

in Kallaway, P(ed) *Apartheid Education: The Education of Black South Africans.*

Ravan Press Johannesburg, 1990.

Cohen, L., & Manion, L., *Research Methods in Education.* 3rd edition, Routledge,

London, 1988

Corbett H.D & G.B Rossman *Three paths to implementing change :A Research note,*

*Beyond Implementation series in Curriculum Inquiry* vol .19 No.2 1989. .

COTEP (Committee on Teacher Education Policy) *Norms and Standards and*

- Governance Structures for Teacher Education*, July 1995.
- Cuban, L. Curriculum Stability and Change in Jackson P.W. (ed), 1992) *Handbook of Research on Curriculum*. New York, Macmillan.
- Elliot, J (1976) *Black Education and Economic Growth Development South Africa vol. 3*
- Enslin, P." , *Science and Doctrine": Theoretical Discourse in South African Education in*  
Nkomo, M., *Pedagogy of Domination*, Africa World Press 1990, New Jersey
- Fleisch , B., *State Power, the RDP and Government Driven Development*, University of the  
Witwatersrand (N.D.) Fraenkel, J. R., & Wallen, N E., (1990), *How to design and  
Evaluate Research in Education*. McArw-Hill. New York
- Freire, P & Shor I. (1993), *A Pedagogy for Liberation: Dialogues on  
Transforming Education* Macmillan Education Ltd, London.
- Fullan, M.G., (1993) *Change forces, Probing the depth of Educational Reform*. The Falmer  
Press, London.
- Fullan, M.G., *Beyond Implementation (Editorial)Curriculum Inquiry. Vol.19 (2)* 1989.
- Fullan, M., & S. Stiegelbauer, *The New meaning of Educational change*. Cassell Education  
LTD, London, 1991.
- Gage N.L., *The Evaluation of Teaching effectiveness and Teacher Education*.  
*International Institute for Educational Planning (IIEP Seminar Paper) UNESCO 30*  
September - 4 October 1974
- Ginsburg, M & B. Lindsay (eds) *The political dimension in Teacher Education:  
Comparative Perspectives on Policy Formation, Socialisation and Society*.  
The Falmer Press, London 1995.
- Giroux, H. (1981) *Ideology, Culture and the process of schooling*, Falmer press, Lewer.
- Giroux, H., "Theories of Reproduction and Resistance in the New Sociology of Education: A  
*Critical Analysis*", *Havard Educational Review*, Vol. 53 No. 1983 pp. 257-93

- Hartshorne, K., *Crisis and challenge: Black Education 1910-1990*. Oxford University Press, Cape Town, 1992.
- Harvey, L., & D. Green., "Defining quality Assessment and Evaluation", in *Higher Education vol. 18(1)* 1993.
- Higgs, P (1997) *A re-vision of Philosophy of Education in South African Journal of Education vol. No. 17 No. 13*.
- Hofmeyr, J., Buckland, P. & Meyer, S (1993) *Teacher Salaries in South Africa: A Policy Perspective*. Edupol: The Urban Foundation.
- Hofmeyr, J., & G., Hall, *The National Teacher Education Audit: Synthesis Report*, Edupol, 1993
- Hopkins, D & D. Stern., "Quality teachers, quality schools :International perspectives and policy implications" *.Teaching and Teacher Education .Vol.12 (5) pp501-17,1996*.
- Hyslop, J (1990) *Teacher Resistance in African Education from the 1940s to the 1980s* in Nkomo, M (ed) *Pedagogy of Domination*. Africa World Press, New Jersey
- Jansen, J., "Curriculum Policy in a Post-apartheid dispensation" in Nkomo, M.(ed) *Pedagogy of Domination: Toward a Democratic Education in South Africa*, Africa World Press, New Jersey 1990.
- Johnson, D., "Transforming Teacher Provision and Teacher Training for a post-apartheid South Africa" in Unterhalter, Elaine, H. Wolpe & T. Botha: (eds), *Education in a Future South Africa: Policy for Transformation*. Heinemann, South Africa 1991.
- Kallaway, P (ed) *Apartheid and Education :The Education of Black South Africans*. Ravan Press Johannesburg 1988 .
- Kealy, R.; "Perceptions of quality in Teacher Education and Training" in *European Journal of Teacher Education vol. 18 No. 1*, 1995
- Keto, C.T; *Pre-Industrial Education policies and practices in South Africa* in Nkomo, M

- Pedagogy of domination .Africa World Press New Jersey 1990.
- Khuzwayo,E., (1985) *Call me woman*, The woman's Press London.
- Kieviet, F.K: A decade of research on teacher education in the Netherlands in Tisher,  
R.P.&M.F. Wideen(ed) *Research in Teacher Education: International Perspectives*.  
The Falmer Press, London 1990
- King M., & O. Van den Berg, *The Politics of Curriculum structures and processes*.  
*Focus Series One*. Centaur Publications, Pietermaritzburg, 1991.
- King M., & O Van den Berg, *The Future of the Primary school*. Focus Series Four, Centaur  
Publications, Isando, 1994.
- Kirk, D., (1986) "Beyond the limits of Theoretical Discourse in Teacher Education:  
*Towards a Critical Pedagogy.*" Teaching and Teacher Education  
vol. 2 no. 2 pp. 43-51.
- Klinzing, H.G. (1990) Research on Teacher Education in West Germany, in Tisher, R.P &  
M.F., Wideen (ed) *Research in Teacher Education: International Perspectives*. The  
Falmer Press, London.
- Landon, N.A: The Management of Quality in Education in an emergent society: A case study.  
*Journal of Educational Policy . Vol.11 No.3 pp307-17* 1996.
- Lawton Denis (1944), Defining Quality in Ribbins, Peter & Burriddge,E.,(eds), *Improving  
Education: Promoting Quality in Schools*. Cassell. London
- Lieberman A.,(1982) *Practice makes Policy: The tensions of School Improvement in  
Policymaking in Education 81<sup>st</sup> year book of the National society for the study of  
Education*, University of Chicago Illinois.
- Liston D. P., & Zeichner K. M., (1991) *Teacher Education and the social conditions  
of schooling*. Routledge New York.
- Livingstone, D.W., *Critical Pedagogy and cultural Power*. Macmillan, London, 1987.

- Maja B. I., "*The culture of Learning*": *A case study of a Soweto Secondary School*, Med. Thesis. University of the Witwatersrand 1995 .
- Maja, B.I; *The breakdown of the culture of learning :A case study*. Unpublished B.Ed special Project University of the Witwatersrand 1993.
- Maleka, M.J., (1994) *An investigation of Teacher Education reforms in the PWV/ Gauteng Province from 1980 to 1993*. Med. Thesis University of the Witwatersrand.
- Masipa, M., "*Boycott brings learning to a halt in Kwa-Thema*" *The Star* 28 August 1997
- Matthews Z.K., (1960) "*The education of the African*" in *Spottiswoode*, H(ed) South Africa the Road Ahead, Cape Town.
- Maxwell, J. A., (1992), *Understanding and Validity in Qualitative Research.*, Harvard Educational Review, Vol. 62(3)
- McLaughlin, D "Who is to retrain the teacher trainees?: A Papua New Guinea case study" in *Teaching and Teacher Education vol. 12(3)* pp. 285-301 1996
- McLaughlin, M. W., " Learning from Experience: Lessons from Policy Implementation", in *Educational Evaluation and Policy Analysis vol. 9(2)* 171-178, 1987.
- McLaughlin, M. W., The Rand change Agent study: Ten years Later in Odden, Allan R., (1991) *Education Policy implementation*, State University of New York Press, Albany
- McNay, I. & Ozga I., (1985) ((eds) *Policy making in Education: the breakdown of consensus* Oxford: Pergamon Press.
- Molteno, F (1988) *The historical Foundations of the schooling of Black South Africans*. Ravan Press, Johannesburg.
- Motala, S., *Surviving the system - A critical appraisal of some conventional wisdom in primary education*. (Presented at Kenton Olwandle 29 October to 1 November 1993) Educational Policy Unit, University of the Witwatersrand.
- Natal Teacher's Society, June 1992. *Proposals for Educational Provision in a*

- Democratic South Africa*, Durban NTS.
- NEPI (National Education Policy Investigation) *Curriculum Report*, Oxford University Press, Cape Town, 1992.
- NEPI (National Education Policy Investigation) *Teacher Education Report*, Oxford University Press, Cape Town, 1992.
- Ngoma-Maema, Wendy Yolisa (1996), *Perceptions on school quality in Gauteng*. MEd Thesis, University of Witwatersrand. Johannesburg.
- Ntshingila-Khosa, R., (1994) *Teaching in South Africa: Observed Pedagogical practices and Teacher's own meanings. Proceedings of a seminar on Effective Schools, Effective Classrooms, Improving Education Quality Project.*
- Ntsikelelo-Moya, F., "20 000 Gather for the burial of tiny victim of East Rand rapist" The Star 1 August 1997
- Ntsikelelo-Moya, F., "Education the focus of new struggle" The Star 16 June 1997.
- Nxumalo, B., (1993) "The culture of Learning: A survey of Kwa-Mashu schools". *Indicator South Africa Researcher vol.10(2)Autumn*
- Patience, Z., National Conference on Teacher Development: A Teacher's perspective in *Perspective in Education Vol. 16 (2)* pp. 379-386 August 1995
- PESA (south Africa) *Primary Education Sector Assessment* prepared for the U.S. Agency for International Development. April 1992.
- Odden, Allan. R., (eds) (1991) *The evolution of Education Policy Implementation in Odden, Allan. R. Education Policy Implementation* State University of New York Albany.
- Ozga, Jenny & Ian McNay (1985) *Perspectives on Policy (Introduction)* in Ozga J & I McNay (eds) *Policy making in Education Open University Set Book*, Pergamon Press.
- Popkewitz, T., (1982) *The Myth of Educational Reform: A study of school Responses to a Programme of change*. Madison, The University of Wisconsin Press.

- Randall, P (1988) *The Role of the History of Education in Teacher Education in South Africa*: Unpublished doctoral Thesis, University of the Witwatersrand.
- Raths, J.D., "Evaluation of Teacher Education Programs", in Gephart J, & B. Ayers (eds) *Teacher Education Evaluation*. Kluwer Academic Publishers, Boston 1988.
- Report of *The National Conference on Teacher Development*, Held at Midrand, Gauteng Province, South Africa, 1-3 August 1995
- Scott, D., (1996) *Education Policy: The Secondary Phase in Journal of Education Policy Vol. (11) no. 1* pp 133-140
- Skilbeck, M., "Curriculum Implementation: Conflict or Consensus?" *Education Research Perspective 19(1)* pp.1-12. 1992.
- Smith, J., "Education and Productivity: Vital ingredients for economic success", *Human Resource Management* pp.8-13, March 1995.
- Sowden, S., & J.E. Keeves, "Analysis of Evidence on Humanistic Studies", in Keeves J.P. (ed) *Education Research Methodology and Measurement. An international Handbook*, Pergamon Press. 1988.
- Swartz, R.B., *Towards the transformation of Education in South Africa: Debating the issue and problems involved in changing the curriculum of Teacher education*. Centre for Education Policy Development 1993.
- Taylor, N., *Falling at the first hurdle: Initial encounters with the formal system of African Education in South Africa. Research Report No.1*, University of Witwatersrand, Johannesburg, 1989.
- Tisher, R. P, & Wideen F., (1990) *Research in Teacher Education: International Perspectives*. The Falmer Press London.
- Van Niekerk, P. (1993) *Ideology and Educational Change in Spain and South Africa: Neutrality in Schools?* In Dekker, E & M., Lemmer (eds) *Critical Issues in Modern Education*. Heineman, Isando, South Africa.

- Vedder, J & P Bannink (1988) A model of Reflective Teacher Education in the Netherlands: a few ideas on teaching practice in *European Journal of Teacher Education*, vol 11. No. 1
- Verloop, N., (1994) NL - The Netherlands in *European Journal of Teacher Education Vol. 17 Nos. 1/2*
- Vinjevoid, P.A., *Primary Teacher Training at the Soweto College of Education 1982-1992*. MEd, thesis. University of the Witwatersrand 1994.
- Walker, M., "Transforming teaching in Primary Education: A project for Development and Democracy", in Unterhalter, Elaine, H. Wolpe and T. Botha (eds), *Education in a future South Africa: Policy issues for Transformation*. Heinemann, South Africa, 1991.
- Wedekind, V., Lubisi, C., Harley, K., & Gultig, J. (1996) Political Change, Social Integration and Curriculum: A South African case study. *Journal of Curriculum Studies*, Vol. 28 (4) pp. 419-436.
- Willis, P., *Learning to Labour*, Saxon House, Farnborough, 1977.

## APPENDIX A

### A QUESTIONNAIRE ON PRIMARY TEACHER EDUCATION CURRICULUM

(Lecturing Staff)

You are kindly requested to fill in this questionnaire which is part of a study on Teacher Education curriculum and the restoration of the culture of teaching and learning in primary schools. Please respond to all the statements. There are no right or wrong responses and you don't have to give your name and address. Your anonymity is therefore guaranteed.

**SECTION A** Personal details (Please circle the appropriate item).

1. Gender:            Male / Female

2. Age Group            21-30; 31-39; 40-49; 50-59; 60+

3. Qualifications            (Circle the highest or equivalent)

Dip. Ed.

BA.Ed.

B.Ed/Hons.

M.Ed/ M.A/ Msc.

PhD.

4. Teaching Experience (Circle the nearest five) 0-5; 6-10; 11-15; 16-20; 21-25

5. Involvement in Teacher Education, i.e. from 19...

6. Position held: Lecturer; Senior Lecturer; HOD; Vice-Rector; Rector.

**SECTION B. RESPOND TO THE FOLLOWING QUESTIONS BY USING THE FOLLOWING SCALE: STRONGLY AGREE=SA; AGREE=A; DISAGREE=D; STRONGLY DISAGREE=SD (Circle your choices).**

7. The duration of teacher training should be a minimum of four years.	SA A D SD
8. Colleges of education should be affiliated to Universities to raise the standard of quality of the qualification.	SA A D SD
9. Matric exemption should be the entry requirement for pre-service teacher education.	SA A D SD
10. Teacher education subsidy makes it attractive to people who are not really committed to be teachers	SA A D SD
11. Teacher educators should at least have a Masters Degree as a minimum qualification.	SA A D SD
12. Teacher educators need to be familiar with the communities, and the environment where the trainees are going to practise as teachers.	SA A D SD
13. Teachers mentors (teachers at practising schools) need to be orientated on their role as mentors and expectations from both lecturers and students.	SA A D SD
14. Coaching and guidance given by lecturers prior to teaching practise is more than enough to prepare the students for the challenges in schools.	SA A D SD
15. Subjectivity in the evaluation of crit lessons is not a problem because lecturers stick to guidelines.	SA A D SD

16. Hosting schools for teaching practise are always supportive and clear about students' expectations and needs.	SA A D SD
17. The design and content of the teacher education curriculum adequately equips teachers to restore the culture of teaching and learning in schools.	SA A D SD
18. Performance during crit lessons and teaching practise in general can be an indication of a teacher's competence in future.	SA A D SD
19. Repetition of standard 10 subjects in colleges of education is not academically challenging for student teachers.	SA A D SD
20. Induction for newly qualified teachers is unnecessary because teaching practise gives adequate training in that aspect.	SA A D SD
21. Colleges need academic staff development and reorientation programs.	SA A D SD
22. The present teacher education curriculum has elements of critical pedagogy and / or reflective teaching.	SA A D SD
23. Poor performance in Maths, Science and English at high school cannot be linked to a poor foundation in these subjects at primary level.	SA A D SD
24. Overcrowding, lack of resources and hostile environments are not problems for	SA A D SD

newly qualified teachers because this was addressed during their training.	
25. Lack of text books and teaching aids is the thing of the past in African primary schools.	SA A D SD
26. There is a serious need for remedial teachers and school psychologist or teachers with counselling skills.	SA A D SD
27. Motivation techniques are indispensable in creating a favourable teaching learning environment.	SA A D SD

**SECTION C : KINDLY USE THE SPACE PROVIDED TO RESPOND TO THE FOLLOWING QUESTIONS:**

28. What do you understand by the loss of the culture of teaching and learning?

---



---



---



---

29. What, in your estimation led to this loss? \_\_\_\_\_

---



---



---

30. What aspects of the teacher education curriculum need to be restructured to enable teachers to restore the teaching learning culture? \_\_\_\_\_

---

---

---

31. What conditions / factors in the college are limiting in your endeavour to prepare relevantly qualified teachers. \_\_\_\_\_

---

---

---

32. Please comment on the adequacy of the preparation of Maths, Science and English teachers. Your views on the quality of this preparation and the number of entrants into these subjects are of special interest.

---

---

---

---

---

33. Please comment on the extent to which you think student teachers are provided with skills to teach traumatised children in under-resourced, and overcrowded classes.

---

---

---

---

34. To what extent is the present teacher training curriculum different from the one which was offered when the loss of the teaching learning culture emerged? \_\_\_\_\_

---

---

---

35. Could you please give your opinion on the value of teacher upgrading:- (Your comments on its impact to both learners and teachers and possible disadvantages (if any) will be most appreciated. \_\_\_\_\_

---

---

36. Please give any other comments, not referred to earlier, regarding teacher education curriculum, and the restoration of the teaching-learning culture \_\_\_\_\_

---

---

---

**I wish to thank you greatly for your time and patience.**



affiliated to Universities to raise the standard of quality of the qualification.	
8. Matriculation should be the entry requirement for pre-service teacher education.	SA A D SD
9. Teacher education subsidy makes it attractive to people who are not really committed to be teachers	SA A D SD
10. Teacher educators should at least have a Masters Degree as a minimum qualification.	SA A D SD
11. Teacher educators need to be familiar with the communities, and the environment where the trainees are going to practise as teachers.	SA A D SD
12. Teacher mentors (teachers at practising schools) need to be orientated on their role as mentors and expectations from both lecturers and students.	SA A D SD
13. Coaching and guidance given by lecturers prior to teaching practise is more than enough to prepare the students for the challenges in schools.	SA A D SD
14. Subjectivity in the evaluation of crit lessons is not a problem because lecturers stick to guidelines.	SA A D SD
15. Hosting schools for teaching practise are always supportive and clear about students' expectations and needs.	SA A D SD

16. The design and content of the teacher education curriculum adequately equips teachers to restore the culture of teaching and learning in schools.	SA A D SD
17. Performance during crit lessons and teaching practise in general can be an indication of a teacher's competence in future.	SA A D SD
18. Repetition of standard 10 subjects in colleges of education is not academically challenging for student teachers.	SA A D SD
19. Induction for newly qualified teachers is unnecessary because teaching practise gives adequate training in that aspect.	SA A D SD
20. Colleges need acadenic staff development and reorientation programs.	SA A D SD
21. The present teacher education curriculum has elements of critical pedagogy and / or reflective teaching.	SA A D SD
22. Poor performance in Maths, Science and English at high school cannot be linked to a poor foundation in these subjects at primary level.	SA A D SD
23. Overcrowding, lack of resources and hostile environments are not problems for newly qualified teachers because this was addressed during their training.	SA A D SD
24. Lack of text books and teaching aids	SA A D SD

is the thing of the past in African primary schools.	
26. There is a serious need for remedial teachers and school psychologist or teachers with counselling skills.	SA A D SD
27. Motivation techniques are indispensable in creating a favourable teaching learning environment.	SA A D SD

**SECTION C : KINDLY USE THE SPACE PROVIDED TO RESPOND TO THE FOLLOWING QUESTIONS:**

28. What do you understand by the loss of the culture of teaching and learning?

---

---

---

---

29. What, in your estimation led to this loss? \_\_\_\_\_

---

---

---

30. What aspects of the teacher education curriculum need to be restructured to enable teachers to restore the teaching learning culture \_\_\_\_\_

---

---

---

31. How is the loss of the culture of teaching and learning manifesting itself in your school? \_\_\_\_\_

---

---

---

32. Please comment on the supply of Maths, Science and English teachers at your school (adequacy and quality)

---

---

---

---

33. How do teachers at your school cope with overcrowded classes, and traumatised children? \_\_\_\_\_

---

---

---

34. What do you regard as key characteristics for a favourable teaching learning environment?

---

---

---

35. Give your views in connection with teacher upgrading (particularly part time studies).

---

---

---

36. Give any other comments regarding Teacher Education curriculum and the restoration of the teaching culture.

---

---

---

**I wish to thank you for your time and patience!**

## APPENDIX C

Responses to Questionnaire (of Appendix A & B). N.B. Responses are presented according to a code of classification used throughout the Report to allow easy reading.

I. Likert Scale Questions	Responses	
	Appendix A	Appendix B
Category	Lecturers	Teachers
<b>Section A: Primary Teacher Education Curriculum</b>		
- Matric as entry requirement	73%	94%
- Impact of heavy government Subsidy in attracting students to teaching	80%	75%
-University Affiliation	100%	95%
-Repetition of Standard 10 subjects as not challenging to College Students.	78%	62%
- Design and content in relation to the restoration of teaching learning culture.	13%	56%
- Elements of critical Pedagogy and Reflective Teaching in Curriculum	76%	59%
- Need for motivational skills in the curriculum.	95%	89%

Note: Only 13% of lecturers see a match between the design and content of the curriculum and the restoration of the teaching-learning culture. This calls for curriculum restructuring which includes motivational skills university affiliation and Matric as entry requirement

### Section B: Teaching Practice

-Adequacy of guidance given to student teachers prior to practice teaching	78%	59%
- Orientation of teacher mentors in relation to role expectation of students and lecturers	90%	90%
- Subjectivity during crit lessons	61%	74%
- On whether hosting schools are supportive or not	55%	62%

Note: The orientation of teacher mentors in schools is an area of concern. Second on the list is the adequacy of guidance given to student teachers prior to practice teaching.

### Quality and Qualification of Lecturers

- Masters Degree as minimum qualifications	78%	78%
- Familiarity of lecturers with mentoring communities	63%	69%
- The need for academic staff development and reorientation in colleges	100%	70%

### Conditions in Primary Schools

- Lack of text books and teaching aids in primary schools	95%	85%
- Overcrowding and hostile environment - as omissions during	92%	74%

teacher education

- Linking poor background at Primary with High school failure rate 95% 59%  
in Maths, Science and English

Note: Unfamiliarity with conditions at primary schools to a greater extent limited lecturers' guidance and even led to the omission of detailed discussions on challenges and ways of confronting or going around them. Another unfortunate after effect of the neglect of the primary education phase is a shaky foundation for the next learning phases.

### Section C: Open-ended Questions

#### Lecturing Staff Responses

##### Understanding of the culture of teaching and learning.

- Education lost direction, teachers are no longer carrying out their duties effectively.
- Students being misled by socio-political and economic situation of the country.
- Demotivated students, depressed teachers; lack of enthusiasm and commitment to work.
- Both teachers and pupils have lost their will to strive for better standards.
- Badly run schools are accepted as the norm, and the expectations of what a college should be are low.
- Vanishing of basic principles conducive to a teaching and learning atmosphere e.g. discipline respect, commitment and idealism.
- Teacher and learners have lost interest in what they are engaged in.
- Lack of commitment on both teachers and learners.

- When learners started believing in “pass one pass all”.

Note: The impact of socio-political and socio-economic issues is acknowledged as well as lack of values conducive to a teaching and learning atmosphere like discipline and commitment.

#### **What led to the loss?**

- Political situation, black students stood up to democratise the country.
- Unnecessary stay-aways, political conflicts, socio-economic dispensation.
- Leaders who are incapable in posts assigned to them.
- Teacher’s unions who selfishly pushed for more benefits for teachers to the detriment of education.
- A sense of disempowerment and fatalism which was the only way to survive psychologically in an autocratic culture.
- The other extreme of a democratic culture changes without consultation from grassroots.
- Poor payment of teachers salaries.
- No example, effort, support and enthusiasm from teachers and parents.

Note: The political situation in the country, lack of managerial skills on the part of leaders and disillusioned teachers due to poor salaries and general working conditions led to the loss of the teaching-learning culture.

#### **30. Aspects of Teacher Education Curriculum which need restructuring.**

- Guidance, Life orientation, psychology..
- Outcomes based education where the child is actively involved.

- Management.
- All aspects to be restructured towards critical thinking and insightful learning.
- Put more emphasis to subject methodology that is outcome based.
- Diagnosis of weaknesses, students need to be helped to confront their inadequacies
- Lecturers who can help students with motivational skills.
- Education (as a subject) should disappear and be replaced by a subject called "Professional Teacher's Ethics.
- Upgrade the level at which content is offered.

Note: Guidance as a subject needs to be given its rightful place as well as life orientation. The inclusion of motivational skills in the course content as teachers are also demotivated.

### 31. Limiting Factors in College of Education.

- Lack of highly qualified staff in some subjects.
- Lack of supportive services from the Department.
- Many disruptions of classes by the students.
- Some staff members are not dedicated to their tasks.
- Students who don't really want to be teachers.
- Management bound and restricted by Department.
- Department of Education lowering standards at all levels directly and indirectly.
- Students teachers of a poor quality, who are unwilling to go a second mile for example in spending for their education.

- Bureaucratic structures in the Department, lack of management skills, and personnel which has been overtaken by change.
- Too short time for learning because of many interruptions.
- Lack of motivation on the part of students.
- Trying to fit new curriculum in the old structure.

Note: Lack of highly qualified staff in some subjects coupled with student teachers of poor quality who also lack motivation is a recipe for if coupled with many disruptions during the year.

### **32. The production of Maths, Science and English teachers of quality.**

- They are of poor quality, and the numbers are also small.
- Their quality not satisfactory, background of teacher trainees is such that the required quality cannot be produced.
- Quality and quantity need improvement for these subjects to receive top priority.
- Concentration on the production of Maths, Science and English is a one eyed policy. Very soon there will be a shortage of lecturers and teachers in the Human Sciences.
- Number prescriptions of students by the Department in colleges force colleges to take I students with low symbols in the subjects.
- People are trained sufficiently but opt for private sector which pays more.
- At the moment quantity is the emphasis (to keep lecturing staff in jobs) whereas greater quality can be achieved with smaller 33 groups and a four year programme.

Note: The quality of teacher trainees is affected by their background as colleges are battling to enrol more learners, even with lower symbols just to keep lecturers in jobs. The salary factor is also sending capable students to the private sector.

**33. On whether student teachers are provided with skills to cope with the conditions in primary schools.**

- Our student teachers are not equipped with skills to deal with such conditions.
- Those issues are not dealt with at the moment.
- Students not properly developed to meet social challenge.
- They are hardly prepared to teach under normal conditions, never mind abnormal conditions.

Note: It is sad to note that the teacher education curriculum hardly prepares teachers for normal conditions let alone abnormal ones ,thus the challenge is great.

**34. The extent to which the present teacher education differs from the one during which the learning culture collapsed.**

- Don't think there is much difference.
  - Even OBE depends on a restored culture of teaching and learning, but cannot be used to create the learning culture.
  - Essentially different, aims at equipping students with necessary skills, strategies and competencies as opposed to the content and the outdated methods (like drill) which didn't do much to empower students.
- Need for the development of change management which is lacking.

Note: There isn't much of a difference, so that restructuring is imperative to be relevant for the needs of the primary school phase.

### 35. Views on teacher upgrading

- Teachers are kept abreast with new learning methods and students benefit.
- Essential for all teachers intrinsic motivation is essential. Teachers should use afternoon, weekends and holidays for qualification upgrading.
- Indispensable for restoring teaching-learning culture as new knowledge renew motivation for teachers.
- Provides better equipped teaching but is expensive for government to provide.

Note: Upgrading is viewed as essential though it appears expensive for government to provide.

### 36. Any other comments regarding Teacher Education Curriculum and the restoration of the teaching-learning culture.

- The curriculum should be relevant to present day situations equipping one for any changes that may come. Parents should be involved in the restoration of the teaching-learning culture.
- We are still in transition.
- Restoration of the culture of learning is both a classroom and a political issue. Learning strategies need to be accompanied by a right political climate.
- Should be restored by the community (parents) and the Government, Discipline and authority should be put back in place.

- Christian values of respect, love, care empathy and moral obligations have to be brought back to the classroom.
- Need for change in structures, attitude and curriculum and proper management of change.

Note: The culture of learning and teaching is both a classroom and a political issue demanding the involvement and co-operation of teachers, parents, learners and the government.

### **Appendix B: Primary Teaching Staff Responses**

#### **Open-ended Questions**

##### **28. Loss of Culture of teaching and Learning.**

- Lack of motivation, respect, responsibility on both teachers and learners.
- Demotivated teachers leading to demotivated learners.
- Loss of interest in learning and lack of goals for future.
- The sense of impunity on the part of teachers as brought about by their insistence on no evaluation for their work. Pupils have also taken up the same attitude and don't work.
- Teachers demotivated, don't do their best because their kids are learning at "white" schools and this impacts on learner motivation.
- Because pupils don't learn according to interest.
- Lack of commitment on part of government to address basic needs of children, teachers and parents. This lack of commitment spills over to teachers and learners.
- Caused by socio-political situation - Teachers not motivated by state and communities,

and the availability of drugs.

- Newly appointed teachers not motivated from tertiary institutions and formations of teacher organisations.
- There was never a culture of teaching and learning because of the inferior education of the past.
- Learners do not take their school work seriously.
- Lack of full support and participation of society in the education of teachers.

Note: The respondents in this category pointed to lack of motivation due to socio-political and socio-economic factors and lack of commitment on the part of the government to provide for basic needs of children and societal non-involvement.

#### 29. Factors Which led to the Loss.

- Teachers expected to work hard for a poor salary.
- Children interested in politics than schools work.
- Fighting the apartheid regime.
- Inferior education (apartheid).
- Lack of facilities, a conducive environment and involvement of parents and community.
- Interrelated causes viz. Lack of family stability, unemployment, socio-economic and socio-political factors.
- Boycotts - students and teachers.
- Lack of parental involvement in learner's work.

- Executive members who seek promotions by means of defiance campaigns.
- Transition - not clearly defined processes to be followed when addressing issues.
- Political situation - lack of heart change negative things said about Black Education which dampens people's confidence.
- Lack of respect, mutual acceptance and understanding.
- Politicians use children to fight for freedom and democracy and education later.
- Poor training in colleges of education.
- Lack of support system for the education from the education for the principals and their management teams. Teachers get away with their irresponsible acts.
- 1976 riots culminated in 1985 riots with the slogan "Liberation before education."
- Youth became violent and lost interest in their school work to fight injustices - apartheid repercussions.

Note: The following factors have been singled out as crucial: teachers' salaries, political factors, lack of facilities in schools, parental non-involvement, and poor training of teachers in colleges.

### **30 Teacher Education Curriculum aspects in need of Restructuring.**

- Methods
- Art and culture reintroduced as subjects.
- Remedial teachers in every school.
- Detailed study of motivational skills instead of cursory reference.
- Summit to address teaching and learning culture.

- Sports, music and drama for young learners.
- A correctly defined South Africa education philosophy.
- Bring back in-service centres.
- Teachers to be involved in curriculum restructuring, in-service training workshops.
- Values, both in and out of school.

Note: Change of methods, detailed study of motivational skills coupled with a well defined South African education philosophy are areas in need of restructuring.

### **31. Manifestation of the Loss of the Teaching-Learning Culture.**

- Parents don't want to communicate with schools.
- Teacher fail to carry out some of the important duties for children.
- Lack of motivation from parents and pupils.
- Parents less concerned about learner's school work.
- Lack of discipline - teacher absenteeism late coming.
- Extra mural activities not given enough time.

Note: Lack of motivation from parents, learners and teachers coupled with lack of discipline, teacher absenteeism and late coming show up in most schools.

### **32. Supply of Maths, Science and English teachers.**

- Inadequate.
- Maths and Science equipment below par.
- Lack of aids from department.

- Material supply for these subjects done late.
- Insufficient teaching aids, Science kits and library materials.
- No laboratory, English books inadequate materials not relevant to children's environment.

Note: The inadequate supply of both teachers and teaching aids renders the teaching of these crucial subjects problematic.

### **33. Coping with Overcrowded Classes and Traumatized Children.**

- Teachers are trying their best. Its difficult because thy can't give learners individual attention.
- Teachers can't cope because they have not been trained for such situations/circumstances.
- Guidance teacher deals with traumatized children.
- Child Welfare and SAPS help traumatized pupils. Elderly siblings help with school work.
- Teachers used to situation coping. Not trained but surviving.
- Morning and afternoon lessons.
- No problems with overcrowding.
- Outside agencies, are utilised to address traumatized children.
- Teachers frustrated concerning overcrowding.
- Lazy teachers are a problem.

Note: Coping with these challenges is problematic and frustrating because teachers were trained for ideal situations.

#### 34. Key characteristics of a Favourable Teaching-Learning Environment.

- Adequate teaching facilities.
- Safe and secure environment, kids feeling accepted loved and understood.
- Reasonable teacher pupil ratio, good buildings, crime free environment.
- Involvement of teachers as stakeholders in decision-making.
- Teaching Aids, controllable classes and good management of the school.
- Classes with not more than thirty pupils to enable individual teaching.
- Well resourced schools and well-trained educators.

Note: Adequate teaching facilities, safe and secure environments, reasonable teacher-pupil ratios, well-resourced schools with well-trained teachers are longed for.

This might take long to realise due to cuts on the education budget.

#### 35. Teacher Upgrading.

- Should be in the field one is working.
- Teachers will be demoralised because there are rewards and incentives.
- Upgrading is useless because government fails to pay.
- It is good because teachers acquire new methods and techniques in handling their lessons.
- Some degree courses are not in line with what one is teaching

- If the sole aim is a better category (notch) upgrading brought in the culture of non-teaching.
- Get rid of part-time studies, avail workshops to upgrade teachers and grant a certificate of attendance. That will give them enough time to concentrate on the pupils.
- When teachers neglect their responsibilities of teaching the children to concentrate in their studies, it is not good at all.
- This has helped many teachers to perform well due to information explosion.
- Upgrading centres should be organised near schools, subsidised or given free.
- Bad because teachers absent themselves from extra mural activities, and do not conduct extra classes for the less gifted.

Note: Upgrading in general was given thumbs up provided it was meant to improve classroom performance. It was also pointed that teachers are no longer motivated to study further because incentives like salary upgrading by a notch have been withdrawn. On the other hand upgrading has been blamed for the loss of the teaching-learning culture as it is alleged that teachers would neglect learners and extra mural activities for their part-time studies.

### **36. General Comments Regarding Teacher Education Curriculum and the Restoration of the Learning Culture.**

- Upholding Christian values.
- Equipment for Children.

- Retraining of teachers.
- Revisit the curriculum and bring about changes to make teaching more interesting than before.
- Teacher Commitment and dedication.
- Teacher education to consider children's needs and background.

Note; The inadequacy of the present curriculum is evident as respondents call for a change of the curriculum, and the retraining of committed and dedicated teachers.

# POST STRUCTURE (ACADEMIC STAFF) 1997 College A

## Appendix D

NO	DEFINITION
601	Redor
401	A.HOD: Academic Subjects
402	A.HOD: Teaching Science
403	A.HOD: Languages
404	A.HOD: Prof. Subjects
301	Sen.Lec: Sen Prim. Did.
303	Lcturer: Pre-Prim. Did.
304	Sen.Lec: African Languages
306	Sen.Lec Education
201	Lcturer: Sen. Prim. Did.
202	Lcturer: N. Sotho
203	Lcturer: Biology
204	Lcturer: Education / S. Sotho
206	Lcturer: Needle/Pre-Prim
207	Lcturer: Music
208	Lcturer: Biblical Studies
210	Lcturer: Art & Media
211	Lcturer: Zulu
212	Lcturer: Afrikaans
214	Lcturer: Jun. Prim. Did.
215	Lcturer: Phys. Sc./Maths
216	Lcturer: Zulu
217	Lcturer: Phys. Ed./Sen. Prim
219	Lcturer: Tswana
220	Lcturer: Jun. Prim. Did.
221	Lcturer: Maths / Phys. Sc.
222	Lcturer: English
223	Lcturer: Maths / Phys. Sc.

PERSONAL NO.	PT	NUMBER OF PER.	SUBJECTS	LEAVING
10785019	P	4	MA. R.ED	
10783601	P	12	SSc B.ED UED	
11928310	P	18	B.ED UED	
10783822	P	8	BA hon JSTC	BA hon B.ED
10783814	P		AT HEAD OFFICE	???
10783610	P	20	HED; FDE	
10783482	T	24	THOD	
11636602	P	20	BA hon B.ED	SFD
			EDUCATION	Jun??
13791559	T	24	H.N.O.D	
			N. SOTHO & READ	Jun??
13318518	P	24	Biology	OCT.
11810221	P	20	BA B.ED.	HED
10783555	P	28	THOD. VDO	
10783539	P	20	THOD. BA	
10783784	P	18	Bib. Studies	MAY??
10783521	P	20	HED	
11861660	P	20	BA hon SSTD	
13888331	P	24	BA HED	
10783491	P	24	THED	
			Phys Sc. & Did.	MAY??
11477253	P	24	BA hon. HDE	
10783828	P	24	Phys. Ed.	OCT.
12057983	P	16	BA UED	
10788042	P	24	BA hon	
12188839	P	24	Maths & Did	Jun??
14480129	P	16	TID	
14853251	T	20	POD (SP)	

Helped June

THED

BSc UED

THED

HED

BA hon

# Appendix E

# Academic Staff Details: College B

Key  
 \* Members of staff who have left the college.

Post holder	Level of post 1-8	Personal number	Degree(s) completed Indicate where obtained	Professional qualifications Indicate where obtained	Qualification Category A-D	Teaching experience (yrs)		Subject taught in college	Years of appointment P-Perip T-Temp	Racial Group	Male/Female
						School	College				
	2	12345678	B.A.(Hons) U of North	None	B	10	4	History	P	African	F
*	6	10782745	B.A. Hons. C.R.A. (U) B.A. (U.NISA)	T.E.A. (N.K.P.) T.L.E.A. (UNISA)	F	18	10	Geography Economics Bus. Econ.	P	White	M.
	6	10783091	B.A. Hons (UNISA) B. Proc. (UNISA)	U.E.D. (UNISA)	E	16	7	Bus. Econ.	P	African	M.
	5	10783059	B.A. (U.NISA) M. Ed. (Manchester) B.A. (U.P.)	U.E.D. (UNISA)	F	10	14	Education Sch. Manag.	P	African	F.
* 10783236	5	10783236	B.A. Hons (UNISA) B. Ed. (R.A.U.) M.A. (UNISA) D. Lit. & Phil. (UNISA) B.Sc. (UNISA)	L.L.B. (U.P.)	B	6	9	Guidance Sch. Manag.	P	White	M
	5	10783023	B.A. Hons (UNISA) M. Ed. (R.A.U.) D. Ed. (UNISA)	U.E.D. (UNISA)	B	10	12	Maths Physics Computers	P	White	F.
* 10783113	4	10783113	B. Ed. (R.A.U.)	E.D.E. (C.E.E.T) M.B. T.S. T.4 C. Eng. (U.K.) J.S.T.C. (Tunisia) Beni Solt.	F	21	9	Electrical Electronics	P	African	M.
	5	10783334	B.A. (UNISA) D. Ed. (UNISA) B.A. (R.WOBES)	L.P.T.D. (Counsellor)	S	21	14	T. Practice T. Science	P	White	F.
	4	10782732	B.T.H. (UNISA) D. Ed. (U.P.E)	S.O.D. (STECC)	C	11	19	Education	P	African	M.
* 10783351	4	10783351	B.A. (POTCH) B. Ed. (UNISA)	T.T.H.D. (Herd T.T.C.)	E	12	13	Teag. Inst.	P	White	F.

Name and Initial	Post in college	Level of post 1-5	Postal number	Diprec(s) completed Indicate where obtained	Professional qualification(s) Indicate where obtained	Qualification Category A-D	Teaching experience (yrs) School College	Ages	Subjects taught in college	Number of years in post-term	Racial group	Male/Female
E.g. Dlamini, J M	Lecturer	2	12345678	B.A.(Hons) U of North	BIDE U of North	E	10	4	36	P	African	F
	B.H.O.D	4	107831901	B.A (UNIN) B.Ed.(WITS)	U.E.D.(UNIN) D.T.E.(UNISA) T.E.D.(N.K.A)	E	8	10	43	P	African	F
*	B.H.O.D	4	10782342	B.N.(UNISA) B.COM.(POTCH)	B.N.(UNISA) B.COM.(POTCH)	E	15	15	51	P	White	M.
	B.H.O.D	4	10782923	B.Ed.(U.P.)	T.H.O.D.(POTCH)	E	19	15	56	P	White	F.
	S.Lect.	3	10782466	B.N.Hons (POTCH)	H.E.D.(POTCH) T.H.D.(POTCH)	E	10	15	47	P	White	M.
	S.Lect.	3	10783474	B.A.(WITS) B.A., B.Ed.(UNIN)	F.D.E.(CESA) Dip.Rem.Ed.(UCT)	F	12	11	43	P	White	F.
	S.Lect.	3	10783075	B.A. (U.P.)	J.S.T.c.(ESHP)	F	8	12	44	P	African	F.
*	B.H.O.D	4	10782982	B.Ed.(POTCH)	H.O.D.(U.P.) N.T.D.(Tshwane) N.T.D.(P.T.A) N.T.D.(P.O.R)	E	11	5 1/2	40	P	White	M.
	S.Lect.	3	10783067	B.Ed.(R.A.U.)	H.E.D.(UNIN)	F	0	8	35	P	White	M.
*	S.Lect.	3	10783016	B.Sc. P.H.D. for Coll.E. B.A. (UNIZULU)	F.D.E.(C.F.E.T.) J.S.T.C.	F	6	10	62	P	White	M.
	Lect.	2	10783385	B.Ed (Wits) B.A. (POTCH)	Esbow C.E.	E	5	9	38	P	African	F.
*	Lect.	2	10783229	B.A.Hons (U.P.) B.A (U.S.)	H.E.D.(POTCH)	E	9	10	40	P	White	F.
	Lect.	2	10783300	B.Ed.(POTCH)	F.E.D.(U.S.) S.P.T.D. (Durbans T.T.C)	E	10	5	38	P	White	M.
	Lect.	2	10782729	B.N.(UNIZULU)	S.P.T.D. (Durbans T.T.C)	E	8	10	41	P	White	F.
	Lect.	2	10782818	B.N.(Wits) B.A.(U.O.F.S)	T.T.D.(J.C.E) P.T.D.(SHEK)	D	11	11	44	P	White	F.
	Lect.	2	10782907	B.Ed.(UNISA) B.A.(POTCH)	H.A.T.D.(O.F.S) H.O.D.(POTCH)	E	26	9 1/2	56	P	White	F.
*	Lect.	2	10782974	B.A.Hons (WITS)	H.O.D.(POTCH) V.A.O (O.F.S)	F	11	6	38	P	White	F.

Name and initials	Postal college eg Lecturer	Level of post 1-5	Postal number	Degrees completed Indicate where obtained	Professional qualifications Indicate where obtained	Qualification Category A-D	Teaching experience (yrs) School College	A E M	Subject taught at college	Number of assignments per term	Racial group	Male/Female
E.G. Dlamini, J M	Lecturer	2	12345678	B.A. (Hons) U of North	IIIJE U of North	E	10 4	36	History	P	African	F
	Lect.	1	11320612	—	H.D.E. C.N.K.P.	D.	6 3	32	Africans	T	White	F.
	Lect.	2	10783221	B.N. (UNISA)	T.T.D. (Iledele)	B	20 7	48	English	P	White	F.
	Lect.	2	10783351	B.A. (POTCH)	TTC (POTCH)	E	12 6	40	English	P	White	F
	Lect.	2	10783369	—	L.D.E. (J.C.E)	D	7 6	34	English	T	White	F.
	Lect.	1	10783164	B.N. (UNISA)	H.P.T.C.	D	12 5	42	Geography	P	African	F.
	Lect.	1	11587822	B.A. (N.C.R.A.U.)	M.A. (S.A.A.)	E	8 2	32	Phys. Ed. C.P.H.	P	White	F.
	Lect.	2	10782796	B.Ed (UNISA)	(O.K.V.O.)	D	5 6	33	History C.P.H. A.R.T.	P	White	F.
	Lect.	2	10783121	B.A. (U.P.)	H.E.D. (U.P.)	F	12 5	39	C.P.H. Geography	T	White	F.
	Lect.	1	11287071	B.N. (UNISA)	H.E.D. (UNISA)	D	— 2	33	C.P.H. 2 L.D. Ed.	T	White	F
	Lect.	2	10783261	B.N. (Fort Hare)	U.E.D. (Joh.)	E	5 8	41	Biology	P	African	F.
	Lect.	2	10783393	B.Ed. (U.P.)	H.O.D. (C.R.A.U.)	E	4 9	38	Computers	P	White	M.
	Lect.	1	12277281	—	L.D.E. (J.C.E)	D	10 2	39	Maths	T	White	F.
	Lect.	1	14443074	B.Ed. (UNISA)	T.H.E.D. (N.K.P.)	D	10 2	37	Maths	T	Indian	F
	Lect.	2	12104108	B.Sc. (WITS)	H.D.E. (WITS)	E	4 2	32	Maths	P	African	M
	Lect.	1	14493644	B.Sc. (WITS)	S.W.I.S.	D	23 2	58	Biology	T	White	F.
	Lect.	1	15803252	—	T.T.D. (J.C.E)	C	2 2	44	Physics	T	White	M.

\* C  
F U

Name and Initial	Post at college EG Lecturer	Level of post 1-5/8	Personal number	Degrees completed Indicate where obtained	Professional qualification(s) Indicate where obtained	Qualification Category A-D	Teaching experience (yrs) School College	Age	Subject taught at college	Min. of appointment 1-3/8 Term Trienn.	Racial group	Miss/ Female
E. G. Diamini, J M	Lecturer	2	12345678	BA(Hons) U of North	None	E	10	36	History	P	African	F
	Lect.	1	15089011	B.Sc. (O.K.) B.Sc. Hons M.Sc. RAN	C.H.O. (Sofield)	A	18	50	Physics	T	White	F.
	Lect.	1			N.H.O.A. (RAN)	F	4 1/2	28	Biology	T	White	F.
	Lect.	1	14443333	B.A. (Ed) (Still)		D	7 1/2	40	Maths Technical	T	White	F.
	Lect.	2	10782915	B.Com. (UNISA)	N.E.D. (P.Tech)	E	12	59	Drawing	P	White	M.
	Lect.	2	10782877		H.E.D. (Tech) C.C.E.T.I	D	19	46	Woodwork	P	White	M.
	Lect.	1	13776664		NTC 4 (Springs Tech)	C	-	50	F.H.T.F Turning	T	White	M.
	Lect.	1	15808840		N.E.D. (P.Tech) NTD (Germ. T.) NTC, T3 (U.P)	D	2	37	Electrical Electronics	T	White	M.
	Lect.	1	12093629		N.E.D. (Tech)	D	4	36	Electronics	T	White	M.
	Lect.	1	13019196		NTC 3 (Springs)	C	-	37	Met of Mechanics	T	White	M.
	Lect.	1	15782719		NTA NTD 16 (Highveld)	C	-	46	Electrical	T	White	M.
	Lect.	2	107832811		H.E.D. (UNISA) P.T.C. (Pretoria)	D	1	36	Electrical Business	P	African	M.
	Lect.	2	11621185	B.Com. Hons. C.Fort. (Herz)	H.E.D. (UNISA)	E	11	40	Economics	P	African	F.
	Lect.	2	11632241	B.Com. (UNISA)	S.T.D. (E.R.C.E) H.E.D. (P.A.U)	E	6	33	Accounting	P	African	F.
	Lect.	2	10782415		W.D. (O.K.V.O.) N.D.D. Comm.	E	6	42	Typing	P	White	F.
	Lect.	2	10782940		W.D. Tech. (U.N)	D	5	51	Typing S. School	P	White	F
	Lect.	2	10782083	B.A. (UNIN) B.Ed. (NUTAB)	H.E.D. (UNIN)	E	3	38	Education	P	African	F.

Name and initials	Post at college	Level of post	Personal number	Degrees completed	Professional qualifications	Qualification category	Teaching experience (yrs)	Age	Subject taught at college	Number of papers	Racial group	Male/Female
	Lecturer	2	12745678	B.A. (Hons) U of North	BIDE U of North	E	10	36	History	P	African	F
	S. Lec.	3	10783148	B.A. (UNIZULU) B.D. Hons (UNISA) B.Ed. (UITS)	B.E.D. (CUNISA) P.T.S.T.D. (Nqwenyane)		8	36	Zulu Z.A. Subject	P	African	F.
	Lect.	2	10782991	B.A. (Stellenb.) B.Ed. (BAU) M.Ed. (BAU)	LL.E.D. (Stellenb.)	F	2		Guidance Education	P	White	F.
	* Lect.	2	10783008	B.A. (UNIM) B.Ed. (UITS) B.A. (UNIZULU)	U.E.D. (UNIM) P.T.C. (A. Association)	F	4	42	Education	P	African	F.
	Lect.	2	10783181	B.D. Hons "1" B.A. (UNISA) B.Ed.	P.P. (O.K.V.O.) T.O.D. N.T.P.	F	11	43	Teaching Practice School	P	White	F.
	Lect.	2	10782869	—	T.L.O.D. (Gowd)	D	5	42	Manage	P	White	F.
	Lect.	2	10782966	—	T.L.O.D. (N.K.S.B.)	E	1	34	Teaching Practice	P	White	F.
	Lect.	2	13710966	—	H.D.E. (N.K.S.B.)	D	4	28	J.P. Dialectics Teaching	P	White	F.
	* Lect.	1	14483424	—	T.L.O.D. (Gowd)	C	10	56	Practice	T	White	F.
	* Lect.	1	13351176	—	H.D.E. (N.K.S.B.)	D	4	29	J.P. Dialectics Laboratory	T	White	F.
	* Lect.	1	15803163	B.Sc. (U.C.T.)	—	C	—	19	Tutor	T	African	M.

## TRANSFORMING EDUCATION

## Modules, Units, Pages

001 Overview of the Course

100 Module One

111 Unit 1: What is transforming education ?

121 Unit 2: Transforming our discussion on education

131 Unit 3: Some English problems in writing.

200 Module Two

211 Unit 1: What are our background experiences ?

221 Unit 2: The collapse of the culture of learning ?

231 Unit 3: Three philosophical paradigms.

300 Module Three

311 Unit 1: Introduction to the skills of this module

321 Unit 2: Transforming education through counselling

331 Unit 3: Transforming education through guidance

341 Unit 4: Transforming education through teaching

351 Unit 5: Transforming education through evaluation

361 Unit 6: Transforming education through life-long learning

371 Unit 7: Transforming education through outcomes based learning

381 Unit 8: Transforming education through insightful learning

400 Module Four

411 Unit 1: Introduction to social relevance of transforming education

421 Unit 2: Transforming a society affected by AIDS

431 Unit 3: Transforming a society affected by corruption

441 Unit 4: Transforming a society affected by violence

451 Unit 5: Transforming a society affected by hi-jacking of vehicles

461 Unit 6: Transforming a society affected by religious intolerance

471 Unit 7: Transforming a society affected by political expediency

481 Unit 8: Transforming a society affected by sexual abuse of children

491 Unit 9: Transforming a society affected by alcohol and drug abuse

500 Module Five

511 Unit 1: The language issue in transforming education

521 Unit 2: Language and thinking in transformation

531 Unit 3: Mother and other tongue instruction

541 Unit 4: Experiences in other African countries in transforming education with English

1996-10-18.

**EAST RAND COLLEGE OF EDUCATION**  
**Education Department**  
**Education Course Proposal 1997**

The course consists of **Five Modules** with **Seven Evaluation opportunities** in the form of Tests, with **Seven Re-tests** for those students who score below 50% on their first attempt. The highest marks which will be recorded for the Re-test will be 50%. Each Test will count 20 marks, producing a cumulative total of 140 marks. This marks out of 140 will be converted to a percentage, and that will constitute the final mark for the course. There will be no final examination, nor will there be an additional supplementary examination as students will have had the opportunity to re-write each test they have failed.

The **Five Modules** are as follows:

Module 1: Introduction to Transforming Education.

Module 2: Personal perceptions on need for Transforming Education.

Module 3: Professional implications of Transforming Education.

Module 4: Social implications of Transforming Education.

Module 5: Language, thinking skills, and Transforming Education.

The **Seven Tests** will be as follows:

Module 1:

Test 1: February 1997. (20)

*Discuss the concept "transforming education", using the 4D structure of defining, describing, debating, and deciding.*

Module 2:

Test 2: March 1997. (20)

*Discuss, with reference o your personal background experience in formal education, your perceptions of the need for a national education system which seeks to promote "transforming education.*

Module 3:

Test 3: April 1997. (20)

Test 4: May 1997. (20)

*Show how you, as a teacher, would offer transforming education in one \* of the following activities:*

1. Counselling
2. Guidance
3. Teaching
4. Evaluation
5. Life-long learning
6. Outcomes based learning
7. Insightful learning.

(\* One of these activities will be selected by the examiner for each of Test 3, Re-test 3, Test 4, and Re-test 4.)

Module 4:Test 5: June 1997. (20)Test 6: July 1997. (20)

*Explain how you think transforming education would empower a teacher to develop his/her pupils' responses to such a social issue as \*:*

1. AIDS
2. Corruption/Dishonesty
3. Violence
4. Hijacking of vehicles
5. Religious intolerance
6. Political expediency
7. Sexual abuse of children
8. Alcohol and drug abuse

(\* One of these issues will be selected by the examiner for each of Test 5, Re-test 5, Test 6, and Re-test 6.)

Module 5:Test 7: August 1997. (20)

*"Language plays an important role in developing thinking skills." Show how you have improved your ability to communicate verbally, and show how this improvement has empowered you in your thinking skills.*

**Presentation of this Course:**

1. Lectures: There will be two lectures a week when all students will meet together in the hall for a formal presentation. Students will be expected to make personal notes of the material presented in the lectures.

2. Cassettes: Tape recorded lectures on all the topics are available in the library on cassettes which may be borrowed. Students may also purchase private copies of these lectures. A list of the Tapes, according to their relevance to the Modules, is attached to this letter.

3. Tutorial Letters: Mainly after tests, tutorial letters will be issued analysing performance and suggesting methods of improvement.

4. Other media: Students are required to use the library to read widely on the topics included, as well as to consult newspapers, pamphlets, and official documents on policy matters. Radio and newscasts are also important media for learning. Please note that a textbook has not been prescribed.

5. Discussion groups: Students are encouraged to form informal discussion groups not only with fellow students, but also with practising teachers and members of the wider community, so that additional insights may be gained, developed and articulated.

6. Consultation: Lecturers are available for students as individuals or in smaller groups for specific clarification, particularly as many students are too shy to ask questions in the formal lectures.

**Evaluation Procedures:**

The tests will consist of Higher Order Questions in which students will need to display academic rigour in the use of concepts. Defining will be an essential skill, and all concepts will need to be clearly defined. Rote memorisation of definitions will be of no purpose if students cannot illustrate the concepts with practical examples from their personal experience. It is essential too that a different interpretation is possible concerning the concepts, and

students will need to show an appreciation of alternative ideas. However, it is essential that any discussion is concluded convincingly. The test questions will therefore require a well planned essay. Students will be penalised for poor language usage, and so there is a built-in component dealing with communication skills development in English, the medium of instruction and evaluation. The emphasis throughout is on how we can work together to rebuild an education system which for historical and contemporary reasons is far from adequate.

**Tape recorded lectures available on cassette:**

Module 1:

- 003a Saving the soul of education (Part 1)
- 003b Saving the soul of education (Part 2)
  
- 008a *Potential, humanity and development (Part 1)*
- 008b *Potential, humanity and development (Part 2)*
  
- 115a The skill of defining
- 115b Defining and linking concepts
  
- 116a Informal, formal and non-formal education
- 116b Personal experience in education
  
- 225a Learning to think as students
- 225b Teaching pupils to learn to think
  
- 226a The development of one's human potential in twelve areas (Part 1)
- 226b The development of one's human potential in twelve areas (Part 2)
  
- 113a Orientation 1993: What is a College of Education ?
- 113b Communication

Module 2:

- 116a Informal, formal and non-formal education
- 116b Personal experience in education
  
- 224a Learning problems of prospective teachers
- 224b Learning problems of pupils
  
- 334a African politics, Tanzania, and now ?
- 334b Black politics and education in South Africa

Module 3:

- 111a Ways of classifying education
- 111b Counselling, guidance, teaching and evaluation
  
- 161a Insightful learning
- 161b Conceptual versus verbal learning

- 163a Defining learning
- 163b Describing learning
  
- 181a Measurement and evaluation (Part 1)
- 181b Measurement and evaluation (Part 2)
  
- 311a Measurement, evaluation, grading, reporting, criteria, norms
- 311b Diagnostic, prognostic, validity, reliability
  
- 5.2a Didactics according to instructional models
- 212c Transmission, Discovery and Constructivist Instructional Models
  
- 212a Born again learners
- 222b Ten types of learning
  
- 224a Learning problems of prospective teachers
- 224b Learning problems of pupils
  
- 324a Three instructional models
- 324b Assignment writing: seeing the logical links

Module 4:

- 002a The uses and abuses of religion and politics in education (Part 1)
- 002b The uses and abuses of religion and politics in education (Part 2)
  
- 321a Marxism
- 321b Christianity
  
- 322a AE: Dr P le Feuvre: A Christian critique of Marxism
- 322b AE: Christian Critique. Comments, questions, summary
  
- 004a Education for peace (Part 1)
- 004b Education for peace (Part 2)
  
- 005a A discussion on AIDS
- 005b An educational response to AIDS
  
- 006a Voter Education
- 006b Standards in education
  
- 231a Drugs
- 231b Democracy and critical thinking
  
- 232a Violence in schools (Part 1)
- 232b Violence in schools (Part 2)
  
- 251a AE: Prof D Bosch: Church and State...
- 251b AE Church and State. Comments.

Module 5:

- 114a The purpose of Education: Orientation 1994
- 114b The role of English in Education
  
- 401a Motivation to improve
- 401b This/these, 3rd Person, Past Tense
  
- 402a Precision language: to lend, to borrow
- 402b Essay writing: Friendship: Define, describe, debate, decide
  
- 122a Comments on a test question
- 122b Language problems in tests
  
- 403a Answering questions in tests and examinations
- 403b Constructing sentences
  
- 404a Academic writing skills (Part 1)
- 404b Academic writing skills (Part 2)

**Author** Netshifulani M M

**Name of thesis** The Primary Teacher Education Curriculum: Implication For The Restoration Of The Culture Of Teaching And Learning In Kwa-Thema Primary Schools Netshifulani M M 1998

***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.