Professional Development of Educators
for Illustrative Evaluation of SMART for Life Orientation

Participant Information

Hello,

My name is Zakiya Hoda, and I am a full-time Masters student enrolled in the University of the Witwatersrand in the Adult Education, training and development course. As part of the requirements for my degree I am undertaking a study on the impact of the in-service education and training course offered to Life Orientation educators teaching grade 10 in the 2015 September cohort intakes. This course or training course was offered to educators by the University of the Witwatersrand. I am interested in whether educators professionally develop within their classroom environments and contexts and whether they are able to successfully implement the Life Orientation General Curriculum Statement, a guide to what everything the 2015 in-service training, in the same year I would like to find out if this training programme has enabled educators to deal with emerging issues in the Life Orientation classroom, if any. They are therefore invited to assist me by participating in this study as your input will provide valuable insight to this study.

The purpose of this study is to understand whether this study of professional development of educators (SMART 2015) has enabled you to locally improve your teaching practice and actually then to have participated you with the necessary skills to deal with the emerging issues not only in the curriculum but in the Life Orientation classroom itself.

Your participation in this study is voluntary and your responses will be treated with the utmost of confidence. Should you decide to participate, you have the right to withdraw from this study at any time without consequence. Confidentiality and anonymity of your your responses and views expressed in the study will also be handled with great care. Your school name will not be mentioned in the study and suitable fictitious names will be used instead. Your school name will not be mentioned in the study and a suitable fictitious name will be used instead. The fictitious of your school name will be used to identify a suitable fictitious school name. Step will be used to identify any and the school. e.g. Wednesday Secondary School. Teacher is my Name of School. The questionnaire, Requirements, Documents as well as my interviews will be coded with identifiers code so as to conceal identities.

The information you provide as well for this study will not be shared with anyone except as required of this study and the university examiner. All data emerging from the questionnaire, questionnaire, interviews and documentation will be stored as long as is necessary to complete the final write up and submission of this research report to my supervisor and examiner/moderator. The data will be destroyed one year after the study is finally assessed.

Please feel free to ask any questions regarding the study either before participating or during the time you are participating. I will be happy to share the findings of my study with you once the research is completed. You may contact me on phone 0[illegible] or e-mail [illegible].

Thank you for your time.

Zakiya Hoda

Institutional Consent Form

Hello,
My name is Zahira Shah, and I am a full-time Masters student enrolled at the University of the Witwatersrand in the Adult Education, training and development course. As part of the requirements for my degree I am conducting a study on the impact of the in service education and training course offered to Life Orientation educators teaching grade 10, in the 2019 September school holidays. This national training course was offered to educators by the University of the Witwatersrand. I am interested in whether educators' professionally develop within their demanding environments and contexts and whether they are able to successfully implement the Life Orientation National Curriculum Statement in grade 10 after attending the 2019 in service training. At the same time I would like to find out if this training programme has enabled educators to deal with emerging issues in the Life Orientation (LO) classroom.

The purpose of this study is to understand how this step of professional development of educators (PDSET 2019) has enabled LO educators to freely improve their teaching practice and secondly how it has equipped them with the necessary skills to deal with the emerging issues not only in the curriculum but in the LO classroom itself.

Your school is therefore invited to participate in this study as your input will provide valuable insight to this study. Educators who have attended the 2019 LO in service education and training for grade 10 and who are currently teaching LO in grade 10 will form part of this study. The procedures to be followed if your school decides to participate will require the LO educator to be observed while teaching LO in grade 10. I will interview the LO educator as well as ask him/her to complete a questionnaire. Access to documents like lesson plans, training notes and assessment rubrics will also be greatly appreciated to conduct document analysis.

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

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

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

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

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

Signature of Participant School Principal HOD Date

APPENDIX C.

Western Province
Department of Education

Provincial Director
Provincial Office Jaffna

Tel: [illegible]

[illegible] October, 2021

Mr. Kirubi Sabaratnam
[redacted]
Kilinochchi
[illegible]

Dear Mr. Kirubi Sabaratnam

PERMISSION TO CONDUCT RESEARCH

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

Topic of Research	"Professional Development of Teachers: An Evaluation Evaluation of NVQ 7 for Late Graduates"
Region	Mannar of Education
Name of schools	Schoolwise in the Mannar zone

Participating schools are:

1. [redacted] (primary)
2. [redacted] (1AB - 3AB)
3. [redacted] (1AB - High)

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

What are available in your research period:

Sincerely,

[illegible]

[illegible] Provincial Director (Administration)
[illegible]
[illegible] and Administration Services
Western Department of Education

Office of the Chief Minister
[illegible]
Tel: [illegible] Fax: [illegible]
[illegible]

APPENDIX II

Wits School of Education

[illegible]

[illegible]

Mrs. James Brown

[illegible]

Dear Mrs Brown

Application for Wits Doctoral Bursary in Education

I have pleasure in advising you that the Wits Scholarship Committee in Education of the Faculty of Humanities acting on behalf of the Senate has agreed to approve your application for Wits doctoral bursary towards your proposed research.

Professional Development of Educators: An Approximating Evaluation of MBAT for Wits Graduates

Recommendations

[illegible]

Yours sincerely

Professor Mathews
Wits School of Education

[illegible]

Teacher ID Code:

Professional Development of Educators
An Illustrative Evaluation of DARE for Life Divisions

Educator Questionnaire October 2007

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

Valerie Hunt

A. **Biographical Information and Previous Training**
Please tick one response only

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

- ☐ Educator
- ☐ DDEO
- ☐ Deputy Principal
- ☐ Principal
- ☐ Other (please specify)

b) What are your qualifications?

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

c) Please indicate which age category you are in?

- ☐ 20-30 yrs
- ☐ 31-40 yrs
- ☐ 41-50 yrs

c 50-60 yrs

c 60-70 yrs

d) How many years have you been teaching?

c 0-4

c 5-9

c 10-14

c 15-20

c 20 years +

e) What were your major subjects?

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

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

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

I. DNET 2005- Life Orientation (LO)

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

10. Which the option that best describes how the course was done with at least training sessions:

- ○ Thematically
- ○ Per learning outcome
- ○ Future driven
- ○ Assessment driven
- ○ Curriculum planning driven

11. Did you find the implementation of the content useful for your own teaching? Please explain.

12. In what ways, if any, has the LO training benefited you personally as a professional educator? Please name the benefits in your teaching and give an example of a benefit?

13. In what ways, if any, has the LO training influenced your teaching? Please name the benefits in your teaching and give an example of a benefit?

14. In what ways has the LO training you benefited you and your teaching?

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

○ Learning Outcome 1- Personal Wellbeing
○ Learning Outcome 2- Citizenship Education
○ Learning Outcome 3- Recreation and Physical Wellbeing
○ Learning Outcome 4- Careers and Career Choices

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

○ Learning Outcome 1- Personal Wellbeing
○ Learning Outcome 2- Citizenship Education
○ Learning Outcome 3- Recreation and Physical Wellbeing
○ Learning Outcome 4- Careers and Career Choices

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

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

○ Yes
○ No

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

.....

.....

.....

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

.....

.....

.....

.....

.....

3. Professional development and growth

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

- ○ Yes
- ○ No

.....

.....

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

- ○ facilitate change in a dynamic society
- ○ support and maintain the good social order
- ○ promote productivity; and
- ○ enhance personal growth.

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

.....

.....

.....

.....

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

c Yes

c No

Why? Please justify your answer by providing reasons

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

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

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

h) What does lifelong learning mean to you?

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

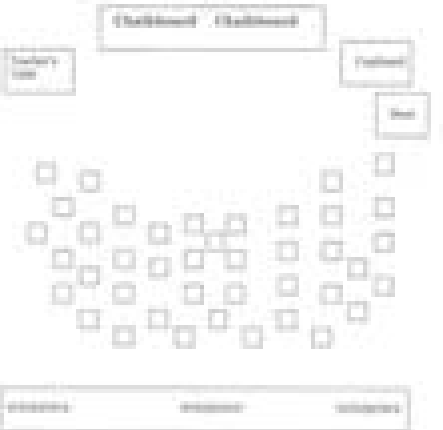
Thank you very much for your time.

Appendix-II

Classroom Physical Seating Arrangement

The classroom arrangement will also be analyzed as an activity-based space. Rigidly set in the classroom, this traditional arrangement will also work in the session. Everyone the table arrangement and the general seating.

Fig.



Observation Sheet

Date: Time:
School: Grade:
Theme/ Topic:

Time	Teachers words	Activities

Proposed Interview Schedule

Teacher's Grade: Gender:
Place of Interview: Time of Interview:
Sound Quality:

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

PERSONAL INFORMATION
Training, where, in which subject
Employment, where
Years in school

LIFE ORIENTATION TEACHING
Description of teaching LO, course
Personal interest in LO
Teaching strategies and resources
Obstacles, strategies
Managing stress
Skills, strategies for teaching

SSET INPUT
Theoretical, adequate or not? School facilitators
Were valuable topics? Pedagogy of facilitators
Were unlikely topics? Personal development
Obstacles, strategies Structure of SSET
Materials Changing focus
Feedback about group work, peer observation
Applications of knowledge, skills, values and attitudes on current situation
Motivated or not, why?

PROFESSIONAL DEVELOPMENT
Value of professional development
Importance of professionally developing
Necessity
Other methods Bursaries and Study guarantees

①

Life Orientation   Grade 10   Term 4   Week 2

Lesson Plan

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

Aim: Career and [redacted]

LO: [illegible] self-awareness will explore socio-economic factors as considerations in own subject, career and study choices

[redacted] [illegible]

Resource 1: Self-awareness and socio-economic factors in career choices

2 Resource 2: "Women in the world of work" in [illegible] department of Labour [illegible]

3 Worksheet

[redacted] [illegible]

In the previous lesson, we covered self-awareness and the influence of subject, career and study choices. We tried to understand the meaning of self-awareness and had the discussion [illegible] [illegible] about their [illegible], what [illegible] [redacted] about the job and I [illegible] [illegible] [illegible] factors in the [illegible] of your own life that will [illegible] your career choices.

4 Body content ([illegible])

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

Activity 1

Brainstorming socio-economic factors on the [illegible] [illegible] for their [illegible].

Reading 2 - Pain

[illegible]

Reading 3 - Study Skills - Memory

[illegible]

Reading 4 - [illegible]

[illegible]

Reading 5 - [illegible]

[illegible]

WOMEN

IN THE WORLD OF WORK

Life Orientation Grade 10 Term 3 Week 2

Lesson Plan

Topic: Leg Amputees and its influence on budget, career and study choices.

L.O. 1: Careers and career choices

A.S. 4: Demonstrate [illegible] [illegible] [illegible] [illegible] [illegible] to [illegible] in [illegible] in [illegible] budget, career and study choices

~~Resources~~ [illegible]

Handout A: leg amputees and [illegible] [illegible] [illegible] [illegible] [illegible]

Handout B: [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

Introduction

Recall points: In the previous lesson, we started to expand our understanding of careers and discuss some reasons why there is a need for us to have careers [illegible] [illegible] [illegible].

In our today's lesson, we are going to look at leg amputees and its influence on budget, career and study choices.

Body

Activity 1: Individual work and [illegible]

In your exercise book, [illegible] by a [illegible] next to you.

Activity 2: [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible], [illegible] read the [illegible] [illegible] on the handout B and [illegible]

Activity 2: Make this Business

I will start my business given "Skills 'A'" consisting of "Talent and the best parts of your life" and "Skills 'B' "Skills the world ..." and we will an unique case "Makes millions in weighing with which the Secret (Section 2) have just said.

Activity 3: Individual work/assessment

In your notes pad, write down problems in the following areas of your life that challenged your career growth:

1. Identify your personality (Physical and mental)
2. Your character
3. Within your community

Conclusion

In our next lesson, we will look at ways (psychological problems) that can impact in our daily events.

[illegible], [illegible], [illegible]

Stylin' it

Being a make-up artistique, is that a real job?

FAMILY INTERVIEWS REGARDING THE LEARNING OF DEAF CHILDREN

The purpose of the interviews is for the following:

1. To help these children complete their basic needs, as well as their non-basic needs (social, sexual, and pleasure), dressing, light, etc.
2. To encourage these children their rights, of other people and of their environment.
3. To encourage these participate in sport and have and after recreational activities to make the time to stay physically fit.
4. To allow these children use ITCs, computers or any technological tool to complete their projects or assignments.
5. To assist in their parents' meetings to understand the progress of their children.
6. To encourage these children participate in community projects so that they can accumulate certificates for their CVs.

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

TERM 1

DATE	WEEK	LEO LAS/ERCS	LOs LAS/CAPS	TOPIC	ASSESSMENTS
16 - 19 January 22 - 25 January	1 2	LEO 1, 2, 3, 4, 5, 7 ERC 1, 2	LO 1: 1, 2 LO 2: 1, 2	Self-awareness Self-esteem	Work sheet Personal reflection journal
02-06 February	3	LEO 1, 2, 3, 4, 5, 7 ERC 1	LO 1: 2, 3, 4	Changing roles and responsibilities	Case study
09-12 February 15-19 February	4 5	LEO 1, 2, 3, 4, 5, 7 ERC 1	LO 1: 3	Becoming an adult	Quiz
22-26 February 01-05 March	6 7	LEO 1, 2, 3, 4, 5, 7 ERC 1, 2	LO 1: 3 LO 2: 2	Social changes affecting adolescence	Worksheet
08-12 March 15-19 March	8 9	LEO 1, 2, 3, 4, 5, 7 ERC 1	LO 1: 3	Case law	Recognition of law levels "Scenario" – relate to "have-not"
22-26 March	10	LEO 1, 2, 3, 4, 5, 7 ERC 1, 2	LO 1: 4 LO 2: 3	Sexual abuse and rape	Worksheet Speaker (if available)
29-02 April	11	LEO 1, 2, 3, 4, 5, 7 ERC 1, 2	LO 1: 2, 3 LO 2: 4	Traditional practices and the life cycle	Research on topic of relative or close friend marriage

TERM 3

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

TERM 1

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	Diversity of jobs within different economic sectors	Research project
[illegible]	[illegible]	[illegible]	[illegible]	Trends and dynamics in the job market and the impact this is having/ impacting	Case study
[illegible]	[illegible]	[illegible]	[illegible]	Study skills	Time management
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

LEARNERSHIP

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

TASK REQUIREMENTS

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

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

Self-Esteem, Values & Goals

[illegible]

Activities

[illegible]

1. [illegible]

2. [illegible]

> My mother considering this one I was always bad mouthed but [illegible] I really want to do and [illegible] to make her proud of me, but I don't know if I can do it. Poem [illegible]
> —Donald

> Help me, I am desperate. My best friend keeps stealing and says she can't help herself. She pretends they are everything she needs and wants, so why does she do this. She's going to get into bad trouble. How can I help her.
>
> From a concerned friend

(30)

5. Write a profile on a cleaning site or supplying that you source, including information on how this person performed tasks, and the values that they embody that you admire. (about 100 words)

(15)

6. Write a brief action plan on time management for teens. Explain how to make the most of your time, including studying, work, hobbies and relaxation time.

(15)

Assessment Rubric

Criteria	1	2	3	4	5	6	7	8
Social: adhere to social networking to share, appropriate use, address of site, date, creation, & originality								
Help someone – identifying all the issues – identifying social practical advice – suggestions to manage causes								
Cleaning Profile – appropriate of services – identification of values								
Action plan – identifying in terms – practical advice that can be easily implemented								
Presentation – attractive & original								

Total: _____
/30

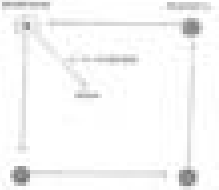
FORM FOR FIVE BALL JUGGLING SKILLS (JS)

CRITERIA	INDICATOR	MARK ALLOCATION	POSSIBLE MARK	MARK OBTAINED
Starting Skill	Is the juggler able to start?	• Excellent (5-6) • Average (3-4) • Poor (0-2)	6	
Stacking Skill	Is the juggler able to stack the ball?	• Excellent (5-6) • Average (3-4) • Poor (0-2)	6	
Catching Skill	Are catching skills acceptable?	• Excellent (5-6) • Average (3-4) • Poor (0-2)	6	
Throwing Skill	Is the juggler able to throw the ball to the [illegible]?	• Excellent (5-6) • Average (3-4) • Poor (0-2)	6	
Total Spin	Does the juggler perform [illegible] spin?	• Excellent (5-7) • Average (3-4) • Poor (0-2)	7	
Ongoing Skill	Does the juggler have [illegible] ability? Can the juggler [illegible] juggling skills?	• Excellent (5-7) • Average (3-4) • Poor (0-2)	7	
TOTAL MARK OBTAINED				50

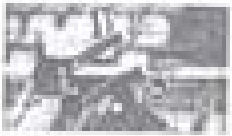
[illegible]

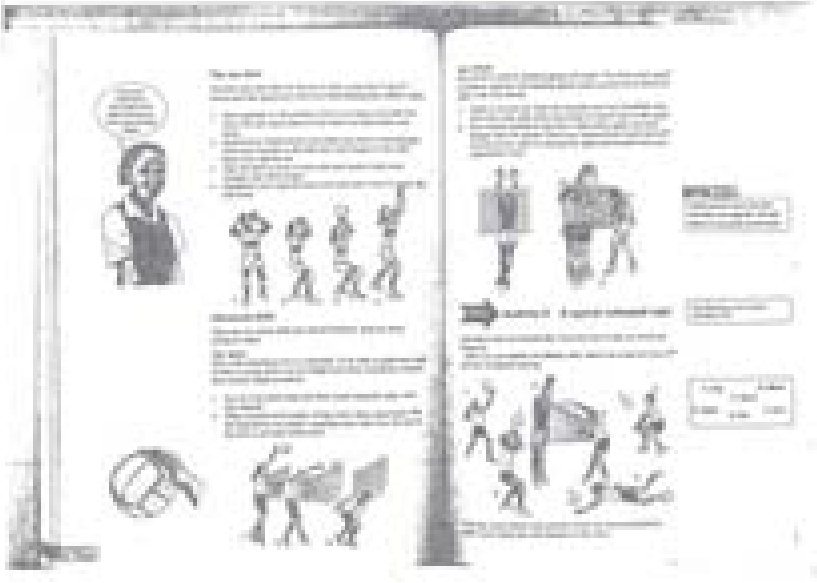
[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]
11. [illegible]
12. [illegible]
13. [illegible]
14. [illegible]
15. [illegible]
16. [illegible]
17. [illegible]
18. [illegible]
19. [illegible]
20. [illegible]



[illegible]





Weighing Risks

PAUSE AND CONSIDER

1. Identify the problem. What is [illegible]?
2. Consider the options. What are [illegible]?
3. Consider the consequences. What could happen to people [illegible]?

DECIDE AND REVIEW

1. Decide and act. Which option [illegible]?
2. Review. How did [illegible]?

PROJECTS

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

WORKING WITH OTHERS

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

CONNECTING TO...

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

USING VOCABULARY

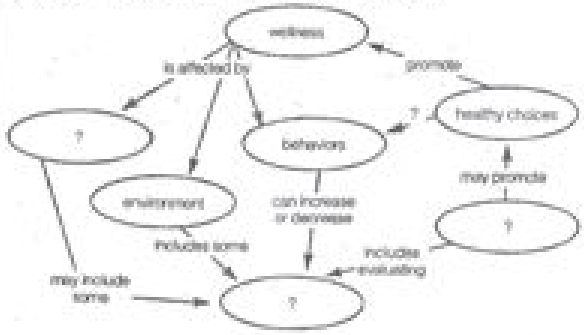
advertising	health	risk
chronic	health fraud	self-concept
consumer health	heredity	self-esteem
epidemiology	life expectancy	services
evaluate	peers	values
gender	quackery	wellness

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

__(1)__ is a state of being that encompasses physical, intellectual social, and emotional __(2)__. Wellness depends on many factors including healthy choices, environment, and __(3)__. The way yo see yourself can affect your personal health. A healthy __(4)__ ca help you develop a realistic attitude about achieving better healt By recognizing your own __(5)__ and by assessing the __(6)__ involved with all activities, you can hope to live a long, healthy life. In fact, the __(7)__ of a person living in the 1990s has greatly increased since the turn of the century, due to better health practices, better living conditions, and medical advances. Another important area of concern for maintaining a healthy life is to be wary of __(8)__ that may promote health products that may be "to good to be true." A wise health consumer will __(9)__ the risks involved with using a product.

CONCEPT MAPPING

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



[illegible]

little experience in my English teaching.

L: Ok, not going to ask you how it did not benefit your teaching. So you think it is directly benefited your teaching?

T: Yes it did.

L: Okay that all well understood!

L: Let us talk about the questions [illegible] that were the [illegible] that emerged in your classroom that are not covered in the curriculum and for me asking in your classroom. I know that the [illegible] is covered in the curriculum but I think taking in your school and [illegible] especially [illegible] and [illegible] the [illegible]. I think it's there in the curriculum it is [illegible] but I think for you [illegible] that you [illegible] and [illegible] because that [illegible] and I understand that you [illegible] that the [illegible] is not [illegible] and the other things that happen in your classroom that might, you feel that [illegible] is not enough [illegible]. So what you bring, what you do, the content you deal with things if your learners are coming prepared to come in the morning, I have not been in your class for that long, but if you had [illegible] up and [illegible] to fight in your class, what are [illegible] and [illegible] that might be there, what do you do?

T: My [illegible] part is that I [illegible] to [illegible] the [illegible], I'm able to [illegible] that and I have more [illegible] to fight and I had to [illegible] and I must be a [illegible] before I [illegible] to [illegible] that [illegible] very important because I don't have to [illegible] but I have to [illegible] the [illegible] if I [illegible] that I can not handle this, I [illegible] it [illegible] and the [illegible] part, it is [illegible] in a [illegible] and [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

E: [illegible]

T: [illegible]

E: [illegible]

T: [illegible]

[illegible]

[illegible] it, [illegible] just go in and [illegible] it and progress in that way.

R. So you [illegible] in the first training, [illegible] stands out for you? Right now, the most enjoyable thing as a whole, they [illegible] that particular training? What did you like about it? Something that stays out for you in your mind, what can you remember most about this training?

T. It's very participatory and the children are more doing [illegible] [illegible] doing it all of it [illegible] [illegible] [illegible] the physical activity [illegible] [illegible] [illegible] and play so that when you come back you remember, what [illegible] [illegible] [illegible] [illegible] [illegible] got good knowledge [illegible] [illegible] and [illegible] [illegible] and what they are doing [illegible] [illegible] [illegible] when you come back you are able to implement it.

R. The same with it this time.

T. Yes, the [illegible] planning we were able to [illegible] [illegible] [illegible] or practise it in front of the class and [illegible] [illegible] to remember.

R. How to understand.

T. Understanding what is needed from you.

R. What I found really interesting with my study is [illegible] [illegible] [illegible] the [illegible] of adult education and a [illegible] thought when I read [illegible] and questions, why did you attend the [illegible] training [illegible] [illegible] [illegible] I gave the questions [illegible] were going [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] they [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] that [illegible] [illegible] [illegible] and [illegible] [illegible] [illegible] do you think that [illegible] [illegible] a big difference [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] you that you have to go for this training, even if you didn't [illegible] you [illegible] [illegible] [illegible] [illegible] you [illegible] [illegible] go for the training, but you feel that you [illegible] [illegible] [illegible] [illegible] [illegible] to

[illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

[illegible]

T [illegible]

A: [illegible]

T [illegible]

A: [illegible]

T [illegible]

A: [illegible]

T [illegible]

A: [illegible]

T [illegible]

A: [illegible]

T [illegible]

A: [illegible]

T [illegible]

A: [illegible]

T [illegible]

[illegible]

[illegible]

K: [illegible]

T: [illegible]

K: [illegible]

T: [illegible]

K: [illegible]

T: [illegible]

K: What about the wildlife?

T: [illegible]

K: [illegible]

T: [illegible]

K: [illegible]

T: [illegible]

K: [illegible]

T: [illegible]

K: What is the issue?

[illegible]

[illegible]

[illegible]

T. [illegible]

[illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

T [illegible]

E. [illegible]

[illegible]

A. [illegible]

T. [illegible]

A. [illegible]

T. [illegible]

A. [illegible]

T. [illegible]

A. [illegible]

T. [illegible]

A. [illegible]

[illegible]

T [illegible]

[illegible]

T [illegible]

[illegible]

T [illegible]

[illegible]

T [illegible]

[illegible]

T: [illegible]

E: [illegible] happening.

T: No.

E: [illegible]

T: [illegible]

E: [illegible]

T: [illegible]

E: [illegible]

T: [illegible]

E: Thank [illegible]

T: Thank you. [illegible]

[illegible]

T [illegible]

R [illegible]

T [illegible]

R [illegible]

T [illegible]

R [illegible]

T [illegible]

R Do you [illegible]?

T [illegible]

R [illegible]?

Faculty of Humanities Education Campus

[illegible]

[illegible]

Mr. [illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible] October 2020

Dear Mr. [illegible]

AWARD OF DEGREE

I have pleasure in advising you that the Graduate Studies Committee of Education of the Faculty of Humanities acting on behalf of Senate has agreed to grant you [illegible] **for the research report** you submitted for the Degree of Master of Education by Coursework & Research Report for your research report entitled **Professional development of educators: An Australian evaluation of [illegible] Van Lite Programme**.

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

Please note that you are required to complete the [illegible] form and to return it to the Faculty Office together with two bound printed copies of the research report and with an electronic copy in Pdf format.

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

Please contact your supervisors for assistance with the corrections.

May I draw your attention to Rule G.16, which states:

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

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

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

Yours sincerely,

[illegible]
Senior Faculty Officer for Faculty Registrar
Faculty of Humanities, Education
for Registrar(Acting) for Registrar & Prof. J. Cooke
[illegible]

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

RESEARCH REPORT

CANDIDATE:	Janine Brain
DEGREE:	Master of Education by Coursework and Research Report
TITLE:	Professional development of Educators: An Illuminative Evaluation of MIDST for Life Orientation
EXAMINER:	Dr Helen Dunstan-Hogg
DATE:	2 October 2008

RECOMMENDATION

The study entitled Professional Development of Educators: An Illuminative Evaluation of MIDST for Life Orientation. This selected topic is very relevant within the field of Life Orientation and could contribute to a better understanding of how MIDST for Life Orientation [illegible] enhances teachers in the field.

I award a mark of 68%. The study has potential but has major organisational difficulties and lack of depth. The research report may be made available to the researcher.

RESEARCH COMPETENCE OF THE CANDIDATE

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

The literature review in Chapter 2 mainly focuses on adult education with particular emphasis on the work of Knowles (1980). However, I find this section somewhat limited and would suggest a consideration of the work of Brookfield and Jarvis (1987) in this regard. Schwab's (1969) Curriculum review criteria, as it has not encompassed recent research. On page 18 she quotes Lieber (1991) about interactive curriculum. Newer research is lost with regard to interactive curriculum and critically is available. In addition, I consider it to the section on professional development [illegible] which not just about the new materials or lack about professional development for teachers. I found this chapter extremely lacking in depth and organisation.

Faculty of Humanities Education

University of the Witwatersrand

Internal examiner: Sarah Mac Donald (Lecturer in Adult Education)

Date: Thursday 1st September 2005

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

Mark: 67%

PROFESSIONAL DEVELOPMENT OF EDUCATORS AS ILLUMINATORS OF MATT FOR LIFE ORIENTATION

Description of report

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

Analysis of the research report

The report is written in five chapters beginning with an introduction and background. This outlines the context of the inquiry. Life Orientation is a relatively new subject and is located in the Revised Curriculum Statement. However, training for high school teachers in this subject has only been affected in an INSET format with concerns, and interventions.

Chapter Two: The Review of literature and theoretical framework begins by focusing on Knowles's six principles of adult education (1980). It then sets out Mezirow's (1991) four categories that define the purpose of adult education. Theses include lifelong learning and professional development is then presented. These are important theoretical constructs to set in order to probe how the participants of education attending INSET endeavored on learning these notions. The remaining discussion in the review concerned South African policy and some of the debates around INSET, the NCS, and LO.

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

The research results were presented in the fourth chapter beginning with document analysis. The LO INSET manual was reviewed and the LO curriculum in the F/1 phase briefly touched upon. Each of the three case studies of the educators at:

Bendigo High School,

Kennedy Secondary School and

Mkangiane High School,

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

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

Appraisal of the report

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

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

walking carry to the theory. All in all this review was fundamental, no new insights, opinions or arguments were presented and the author did not take a position and the rather dull theories set out.

The relatively modest sample size of educators observed and asked to provided the biggest problem in this research. Three high school teachers participated and one of these was not committed to, or co-operative in the process. This educator would not be interviewed and so, interesting findings based on her nonchalant attitude could only be speculated. I think a pool of about five to seven educators should have been involved. She would have provided a wealth of thematic material and general trends that could have been analysed yielding more compelling findings.

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

The research could have delved deeper, collected a larger range of perspectives, and engaged with more current theory and studies in the field of 'cl' and 'c' service learning. Although the report passes statistically comfortably, it is hoped that the student in her course work has gained greater insight into adult learning and can engage in original and informed debates in the blended model.

Conclusion

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

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

Sarah Hay