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ADDENDA

ADDENDUM 1: CONSENT FROM THE TEACHER TO HAVE HER CLASSES OBSERVED

CONSENT FROM THE TEACHER TO HAVE HER CLASSES OBSERVED

University of Pretoria, Pretoria 0002,
Republic of South Africa,
Tel: 012-420-4111
http://www.up.ac.za

Dear teacher,

I currently enrolled for PhD studies at the University of Pretoria, Republic of South Africa. I have an interest in "Preschool teachers' beliefs of developmentally appropriate educational practices". I will undertake this study in two stages to accomplish the objectives of my study. The initial stage of the study will require me to observe actual interactions between you and the children. The observation period in your class will cover two weeks of non-consecutive observations. Each such observation will last for a maximum of one and half hours per day.

Concurrent to this study, I will request you to participate in follow-up interviews based on the data collected in your class. This interview will be audio-taped for purposes of analysis. However, you are not obliged to participate in the interviews if you so desire.

The purpose of this letter is to request your consent to allow me to be part of your class to observe and record your classroom activities and for your participation in a follow up interview that I will schedule according to your convenience. I may also need to document some samples of your preparation and teaching materials.

Once again, I wish to assure you that the information I gather in this study is limited to my use for an academic analysis for the purposes of my degree qualification and its related purposes thereof, such as publishing the findings. However, I could make recommendations to the Ministry of Education, especially if what I observe threatens the emotional or physical wellbeing of the child-participants.

I wish to further assure you of anonymity in data presentation if you so wish. Consequently, I also assure you that should you wish to discontinue after the start of the study, you are free to do so.

If you have no objection to my request, kindly sign below in the space provided.

DECLARATION

I declare that I have fully understood the implications of participation and that I am aware of my rights in the research process. I also give my permission for the use of photos and video clips.

NAME OF TEACHER: _____

QUALIFICATIONS: ___TEACHER._____

PERSONAL CONTACT___0122_____'___(to be kept Confidential).

SIGNATURE_____DATE_28·08·2006

Thank you in advance. Yours Sincerely,

Rose Ruto-Korir, PhD .Student, Cell _____Department of Educational Psychology, University of Pretoria, Republic of South Africa

ADDENDUM 2: LETTER OF CONSENT FROM PARENTS

University of Pretoria, Pretoria 0002,
Republic of South Africa,
Tel: 012-420-4111
http://www.up.ac.za

Dear Parent,

I am enrolled for PhD studies at the University of Pretoria. I have an interest in doing a research on "Preschool teachers' beliefs of children's developmentally appropriate educational practices" and how this plays out with their interaction with children in formal learning activities. Part of the data collection process in the study involves observing children in the process of learning interactions at the preschool and the range of activities they engage in. The main objective of the study is to explore how children engage in activity and the reasons advanced by the teachers for their choice of these activities as a way of partly understanding how children spend their day at school.

This study is in two stages. During the first stage, I will do direct observations of the range of activities that children are involved with. Each such observation will last for a maximum of one and half hours per day. I will also take photographs and video clips of the children during my observations. The second stage involves a pre-arranged interview with individual teachers based on the observed classroom activities. Children are not involved at this stage. The study will take only two weeks and will in no way interrupt your child's learning activities. No harm will be done to the child because I will only observe, photograph and video record the children in activity. However, I wish to request your permission to present the photographs and video clips in my thesis and related presentations.

Your decision to allow your child to participate is voluntary. Even after the start of the study, you are free to withdraw your child from the study. The purpose of this letter is to request you to allow your child to participate in the study and to allow me to use the photographs and video clips of your child to present my research findings. The results of this study are limited to the use for an academic qualification subject to the University of Pretoria's authority.

I want to thank you in advance. If you accept that your child participates, kindly sign the form below.

DECLARATION
I declare that I have fully understood the implications of child's participation and that I am aware of my child's rights in the research process. I also give my permission for the use of my child's photos and video clips.
Name of parent

Name of child _____ t _____

Signature _____ Date 29 — 08 — 2006

Thank you once again. Yours Sincerely, Rose Ruto-Korir
(PhD Student, Department of Educational Psychology) Cell Phone: +254722

ADDENDUM 3: REQUEST FOR AUTHORITY TO CARRY OUT FIELD RESEARCH

University of Pretoria, Pretoria 0002, Republic of South Africa,
Tel: 012-420-4111
http://www.up.ac.za

The permanent secretary,

MINISTRY OF EDUCATION,

P.O. BOX 60209-00200

NAIROBI.

Dear Sir/Madam,

The above subject refers. I am currently enrolled for PhD studies at the University of Pretoria. As part of the qualification for the degree, I have to carry out field research on "Preschool teachers' beliefs of developmentally appropriate educational practices".

I have designed my research in two phases. In phase one of the study, I want to assess preschool children's learning engagement experiences in relation to their teacher's developmentally appropriate beliefs. To accomplish my study objectives, I will do direct observations of the children's engagement experiences that I will capture on a video recorder for analysis purposes. In phase two of my study, I will do follow-up interviews with the teachers based on the observed activities. The child and teacher participants will only be required to engage in their normal learning activities that the researcher will not interrupt, apart from being physically present to capture data on video. The teacher participants are active discussants in the individual follow-up interviews.

The data captured will depict how preschool teachers and children engage in learning activities and the reasons presented by the teachers for their choice of the learning activities.

I plan to do my study in _____Division,_____District, between October 2006 and February 2008. The study will not interrupt the regular schedule of the school program.

The purpose of this letter is to seek authority from your office to go ahead with the planned research.

Thank you in advance.

Yours faithfully,

Rose Ruto-Korir,

PhD Student, Department of Educational Psychology, University of Pretoria, RSA.

Cell Phone_____

ADDENDUM 4: CERTIFICATE OF AUTHORITY TO DO THE RESEARCH FROM THE KENYA GOVERNMENT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss ROSE RUTO KORIR

of (Address) UNIVERSITY OF PRETORIA, SOUTH AFRICA

has been permitted to conduct research in

.....Location,

......District,

......Province,

on the topic PRE-SCHOOLS TEACHERS BELIEF OF DEVELLOPMENTALLY APPROPRIATE PRACTISES

for a period ending 28TH FEB, 20 08

PAGE 3

Research Permit No MOST 13/001/36c 609

Date of issue 3-10-06

Fee received KSHS 1000

M.O. ONDIEKI

Applicant's Signature

Permanent Secretary Ministry of ยnce and Technology

ADDENDUM 5: INITIAL TOP-DOWN ANALYSIS (THEORETICAL APPROACH)

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                    ┌──────────────────────────────────────────┐
                    │   Developmentally Appropriate Principles  │
                    └──────────────────────────────────────────┘
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Consider child characteristics	Consider the type of learning environment & how children learn	Home/school /community relationship
• Holistic child • Variable rates • Snowballing • Predictable direction • Active learners • Importance of biological and environmental effects • Play in learning	• Challenging experiences • Security of learning environment • environment affects development	Multiplicity of social and cultural contexts of development

Seek **instances** when a teacher talks of any of the three considerations of during the interview; examples below

- Individual differences (all teachers)-extend of work given
- Variability of writing speed
- Variability of home specific contexts (all teachers)
- security/ teacher - understand child, do not punish (teacher Enid)
- Critical periods of development (teacher Enid and Stella)
- Predictable of direction-child easy to learn sounds, will easily learn letters and words (Teacher Belinda and Enid)
- Stage presentation moves from simple to complex (Teacher Enid)
- Use children's weekend experiences as part of learning social and language areas (Teacher Lenora)
- Parents compare schools(Belinda, Enid, Stella and Lenora)
- Scheme to own collection (Teacher Lenora)

ADDENDUM 6: INITIAL DATA ANALYSIS ATTEMPT (Extracts from interview with Enid)

Indicators	Code	Initial theme	Emerging Theme
Taking letters and placing them back as they are written]	Letters of alphabet (language) Placing letters back as they are written	Content covered/showing	Teaching strategy
Content presented should consider individual difference [EN01:68; 72]	Consider child's previous performance		Consider Individual differences
Previous performance on specific subject matter should dictate the kind of work given to the child- Knowledge of sounds relates to introduction to letters [EN01: 74; 78]	Slow and quick learners	Nature of child (Tempo)	
Use of a daily diary to plan and focus[147; 150; 152; 154; 156; 158; 160] Content factored into a daily diary	Use a daily diary	General Planning Daily planning and structure	Scheduling
No school timetable in Montessori, but rather the use of daily diary focuses the teacher on the kind of activities to focus on. [170,174]	No time table	Planning	General frameworks palnning
Content covered may be too much for the children. But the pressure from outside forces them to teach according to the pressure	Too much for the children	Pressure for task-based workbooks	Pressure for task-based learning
Content coverage considers the interview at the end of the year (311)	Cover interview content	Content considers interview at the end of the year	Pressure for task-based learning

ADDENDUM 7: IN VIVO CODES (extracts from interview with Lenora)

In vivo	Theme	Verbatim	Line
Two methods teacher-centered Child-centered	Teaching strategy	LE: You say the method now for example you know they are (2) two methods; Teacher centered method and child-centered method [LE02:14].	14
		R: Yes.	
Use mostly, child-centered	Teaching strategy	LE: So I use mostly child-centered method	16
		R: Mmh.	
Picture, letters Flash cards Most of the time Reach to one another Playing with flash cards I supervise Teacher-centered	Content Content/approach Method Peer support Children play Teacher role inappropriate	LE: I introduce the child to the *letter and the picture while that I give them flash cards* of pictures and letters so *most of the time* when the child starts the day, class they will be playing with those cards they will be *reaching to one another* that is where I will *supervise and see* what they are doing I assist them most of the time yeah most of the time I take time to supervise them, because if I use the *teacher centered* method is the way I will take most of my time *that is not recommended* in pre- school [LEO2:18]	18
Know/catch up with school	Assessment	LE: And you will know where that child or is getting or catching up in school. Yah [LE02: 22].	22
Senior class Child cannot copy/Or change	Copying/task completion	LE: Even in senior class you can find a child who cannot copy or change	
		R: Yes.	
Forced to write to the child Re-explain	Individual differences/learning needs/more attention /Bring children at par	LE: That time is forced to write to that child class first when the rest are and I go around re-explaining to those who are slow [LE02:314].	314
		R: eeh	
Try to assist	Individual attention	LE: Trying to assist	
		R: Okay, you said you are forced to give.	
		LE: Yeah.	
		R: What forces you to give?	
Nobody forces me/Feel I should	Self-imposed approach	LE: No yaani [that is] I feel I should nobody is forcing me	320
		R: Yes	
		LE: But I feel I should do that	
		R: Yah	
A must Go there Find work Make sure Today, tomorrow	Interview/content Adequate preparation, if she does not give the work, the child will be tested on the tasks Emphasis on repetition	LE: It is a must when they go there he or she will go and find the work will be there in the interview. I will make sure this child today, tomorrow, if that child is not fast learner	
		R: Yes	
I explain today, tomorrow If finds same work		LE: I explain today and tomorrow and the day after that then if the child goes and finds the same work	

In vivo	Theme	Verbatim	Line
		R: Yes	
In the mind

Can remember

Teacher explained

Look and remain in memory | Memory: seems to emphasize that even if a child cannot grasp the concepts, he or she can memorize for the sake of the interview | LE: In the mind he or she knows that will remember say the teacher had explained to me that you do like this and this. That child can even look and just remain in the memory even if | |

ADDENDUM 8: MORE ANALYSIS (THEMES BEGIN TO EMERGE: INTERVIEW EXTRACT WITH TEACHER LENORA)

	In-vivo codes	Abstraction	Verbatim transcript	Interpretation
1.	Preschool curriculum	Reference to requirements of preschool curriculum	[LE: Yah in our in the preschool curriculum]	In this extract the teacher is talking about Pressure to teach beyond the preschool curriculum
2.			[R: Yes]	
3.	Not advised

Teacher sentences | Specific on what teachers ought to teacher | [LE: We are not advised to teach these children to the extent of learning the sentences] | |
| **4.** | | | [R: Okay] | |
| **5.** | [do it now]

time we are in | Circumstances for/pressure | [LE: I told you it is just the because of the time that we are in] | |
6.			[R: Yes]	
7.	Standard one interview	Prepare children for interview	[LE: Because of the interviews for the standard one]	**Pressure/interview**
8.	Sentence and difficult words		[LE: So (pause) like the (pause) sentences and those difficult words]	
9.			[R: Yes]	
10.	Action word

Come, coming

Go, going etc | Teaching them what they should be taught in primary | [LE: Like the action words and many others (pause) we collect them] | |
11.			[R: What are those difficult words?]	
12.	Senior/top class now		[LE: You see, Eeh in senior class now]	**Doing standard one work**
13.			[R: Yes]	
14.	Taught in primary schools		[LE: You see some of the work I find eeh are being taught in primary school]	

ADDENDUM 9: SAMPLE OF CHORAL ACTIVITY FROM MONMID CLASS

Activity	Main activity
Context	The children have sat in one row facing the black board. They are about to begin their lesson which is led by any child who volunteers to sit at the front to lead others in colour identification. The wooden box holds a set of wooden pellets of different colours or letters or numbers. The lead child is to identify the colour and shout aloud as the rest of the children respond after.
Theme	One child has sat at the front with the box of wooden coloured pellets, while another child stands near the chalkboard with a rod – also ready to lead the others in the activity of reading lower -case letters of the alphabet. The teacher asks the child to put the rod aside and to join the rest of the children to be led by the child already at the front with the box of assorted coloured wooden pellets. **Choral reading through modelling** Child: Letter yellow (showing the other children a yellow plate). Other children: Letter yellow. Teacher: *Nani huyo hasomi* (who is that not reading?) – An interruption to what is going on [usually when the class response is not as loud]. Lead child: Colour Blue (showing the blue plate) Other children: Colour blue Lead Child: Colour white (without any plate) Other children: Colour white Lead Child: Colour Black [Teacher interrupts the child at the front]. Teacher: Nancy*, *weka hiyo rod, itaumiza wewe* [Nancy*, can you keep away that rod, it will hurt you]. Nancy* places the rod at the corner of front left side of the chalkboard. Meanwhile the other child is busy showing (identifying the colours). She has finished removing the colours from the main box onto her lap. She turns the box upside down, uses her right hand to tap the bottom of the wooden case and then places back the wooden chips one by one, carefully arranging them-at her pace. Nancy* goes back to her seat. The girl takes the box of wooden pellets and her chair to sit at the front to lead others. Lead Child: Colour white Other children: Colour white (interrupted by the teacher)- Ian, can you sit down? Lead Child: Colour red Other children: Colour Red Lead Child: Colour Blue Other children: Colour blue Lead Child: Colour yellow Other children: Colour yellow One child: Colour yee looow (one child says after the others) Teacher: Interrupts – colour yellow, *siyo* [not] colour yelloow; Lead Child: Colour yellow Other children: Colour red [Colour red; then colour black]

Lead Child:	Colour brown
Other children:	Colour brown
Teacher:	Interrupted – Hey, who is that? *Nani hasomi* – Hey, who is that who is not reading,?
Lead Child:	Colour blue
Other children:	Colour blue
Lead Child:	Colour white
	Colour white
	Colour black

Colour black (shouting)[This child finished leading others, turns the box upside down, taps using her right hand to indicate that it's empty{perhaps also their own agreed approach to ensure that some letters do not remain in the box}].

Another child rushes to the front, waits to lead others in the activity – prompts the girl who just led to say –

Lead Child: *Sijamaliza!* (I am not through yet!).
            [So firmly that the other child walks back]

Lead Child: *Sijamaliza kupanga* (I have not finished arranging back – referring to the plates); [the children have a high sense of responsibility in putting back the learning materials. Two more children make an attempt to rush to the front to help – but the girl is yet to finish putting back the wooden plates.

Sijamaliza – pointing to a child at her left. (I am not through yet!)

Sijamaliza (I am not through!). Child who had shown interest sits back.

Before the girl is through, two more children have gone to the front to want to take up the activity. Prompts the girl again to retort –"teacher, Milka* *anakuja kama sijamaliza kupanga* – (Teacher, Milka* has come to me before I am through with arranging- even as the two children are standing by her side) -Interruption by the teacher!

Teacher: *Hujamaliza kufanya nini*? (You have not finished doing what?)

She finishes putting back the wooden chips – rushes as four children rush together to want to take over the activity.

[Seemingly, she has a preferred one child to succeed her. As she picks her chair, she hands over the box of wooden plates to another child telling her "Kuja, Kuja (come, come)!

[A girl, with her chair, moves to the front and picks the box from the previous lead child.).

Before one child begins, two other children want to snatch the box from her. She succeeds in deterring them. The other three children go back to their seats, dejected…

Lead Child: *Nitakupea*? (I will give you).
            Colours!

Nuanced:

[I sense that the children like this activity and are very enthusiastic to participate in leading others. The girl who has just taken over gladly takes the place and promises one of the unsuccessful children that she will follow on the queue after she is through leading others.

ADDENDUM 10: SUMMARY OF DESCRIPTOR CODES GUIDING THEME GENERATION AND ANALYSIS

Category	Theme	Code descriptor
1- Coding scheme for teaching strategy	Theme	Code/theme descriptors
	Choral reading	The children read aloud, picture words, letters of the alphabet, counting numbers
	Telling	The teacher gives the children instructions on what to do
	Reading	The teacher reads a story, poem to the children
	Demonstration	The teacher shows the children how to complete a written task, or asks another child to show how it is done
	Writing	The teacher writes something on the chalkboard/children do complete task with right of wrong concepts
	Written –task-based assignment	the teacher gives children a specific written task to complete-often with a right or wrong answer
2.Category Coding scheme for use/silence of materials	Theme	Code descriptors
	Used to introduce concepts Develop physical and social aspects of the child Enhance creativity	Teacher talks about how she uses materials in her class
	Used when children are bored -stimulus variation	Teacher talks about when she actually uses materials
	Should be familiar to the children /cultural sensitivity	Teacher talks about the some characteristics of the materials
	Slows down the learning process	Teachers talks about how use of materials might slow down the learning process
	We do not do real Montessori	Talks about how they do not use the Montessori Method fully
	Not assessed at the interview	Teacher refers to eliminating content not assessed at the interview
	Use those that are quick	Teacher mentions haste in using some materials
3-Coding scheme for 'scheduling"	Theme	Indicators
	Use of daily diary	Teacher's reference to her adherence to a daily time organization schedule
	Subject organized task	Teacher gives children subject–content structured work
	Duration structured	Teacher talks/indicates time-framed structure
	Children's activity level	Teacher talks about how she organizes her work to capture children's activity levels
Coding scheme for assessment	Theme	Descriptor
	Choral reading	Teacher uses choral reading to assess

Addenda

Category	Theme	Code descriptor
		attainment of concepts
	Doing Homework	Teacher talks about children's homework
	Written tasks	Teacher gives the children a written task to complete
	Mark all written work	Teacher marks children's written
4.Coding scheme for children's individuality	Current academic achievement	Academic abilities considered in presenting work
	Social background	Refers to the home and social factors influencing individuality
	Completion of scheduled tasks	The teacher gives children specific tasks to complete
	Previous performance	Previous academic performance is reference for present tasks
	Task completion speed	child's working tempo used to give work to the child
Factors influencing beliefs	Themes	Verbatim quotes
	Interviews	'We have to take care of the interview
	Pressure from parents	'They are concerned, will my child make it'
	Different curricula/requirements	'You see, this is Montessori, going to a different school' 'these days, we teach beyond'
	Competitive school environment	'the competition is too high'
	Influence from colleagues	'if the other teacher is using this writing over'
	Lack of time	'If I use all materials, time will be over'
	Perceived employment consequences	'I might even lose my job'

ADDENDUM 11: A GENERAL SUMMARY OF THE NATURE OF CHILDREN'S EDUCATIONAL EXPERIENCE

Practical experience/activities	Illustration of children's educational experiences
Belinda's Class:- Apart from engaging in other learning opportunities such as choral reading, copying and task completion, the children engaged with *free play every day* although Belinda still felt the pressure for an academic curriculum- the observations on the right illustrated the details of her lessons	Day 1: Rhyming, choral reading of letters of alphabet and colors, free play, rhyming numbers, outdoor free play. Day 2: Free play, copying numbers, free play-bottle tops, free play-(play dough) Day 3: Free play(Margarine, 'Omo' waste tubs); choral reading; invites individual children 'show me girl' from among pictures on the BB; writing on slates Day 4: choral reading; group object identification; choral reading; 'show me –different parts of the body'; rhyming; singing numbers; arithmetic object addition using boxes; Free play Day 5: Free play; poems and rhymes; drawing pictures. Day 6:Free play; choral identification of days of

Lenora's class: The children never engaged with materials that they could manipulate despite presence of these in a display cupboard in the classroom. No free play opportunity, except choral reading that the teacher referred to as a child-centered approach. Children engaged with choral reading, task-completion and copying as illustrated by the observed lessons on the right

Stella's class: children engaged in *task-based teacher directed activities* for most of the time. Except when children with a fast tempo finished their work earlier than the rest, they engaged in choral reading

There were only three brief teacher –directed instances for group-based demonstration; '*threading beads*' *classifying pictures* and *identifying the provinces* of Kenya on a wooden board with cut-out designs of the provinces. Montessori materials remained neatly arranged in the shelves. No free play individual opportunity was provided as indicated by the structure of the lessons observed

Enid's class: the children engaged *in teacher-directed* copying, task-completion and choral reading except *free choice choral* reading that children with a fast tempo engaged upon completing the tasks ahead of others (like Stella's class); see the illustrations of the observations

Use of materials (conceptual level)

All the teachers in the study *endorsed* the *use of materials* at the preschool level is important because it benefits children's cognitive, social, emotional and physical development despite the reality that *materials remained silent* in three of four classes.

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the week and Months of the year; Choral reading-numbers; Task-completion-simple arithmetic in exercise books

Day 1: choral reading (picture words, number values); Experiential story telling-explored the trip to the lakeside town); drawing of the 'trip experience; task-completion(writing numbers 1-100); writing letters a-z; changing Kiswahili words from capital letters to small letters and vice-versa; simple addition

Day 1: choral reading (letter sounds); choral reading (picture identification); group identification of colours (what colour is your blood, milk etc); task-completion-copying single letters; Task-completion simple arithmetic.
Day 2: Demonstration, threading beads; classified pictures; story reading; task-based completion(Math-matching, simple addition);choral reading
Day 3: Choral reading,; parrot colouring; choral reading
Day 4: Task-based completion(write numbers 1-20; copying English words such as CAT; Math task-completion-adding simple math; choral reading
Day 5:Choral reading-number values, shapes, counting; Task-based completion-simple addition; choral reading(double sounds); singing;
Day 6: Choral reading(numbers) provinces of Kenya; choral reading;
Task-completion(naming objects and numbers) classified pictures; task-completion-copying)

Day1: Choral reading; task-completion; choral reading; task-completion-(A-Z capital letters and a-z, small letters), spelling-checks; break
Day2: Task-completion(Mathematics); task completion-Kiswahili syllables; choral reading
Day 3: Task-completion-Arithmetic (60+20); choral reading; task-completion (filling a 5 by ten grid-50 numbers); Math-(addition and subtraction)
Day 4: Choral reading; task-completion (circle the correct one); marking; Task-completion-Math(fill in the missing number is a series); Task-completion(Kiswahili-draw and name pictures)
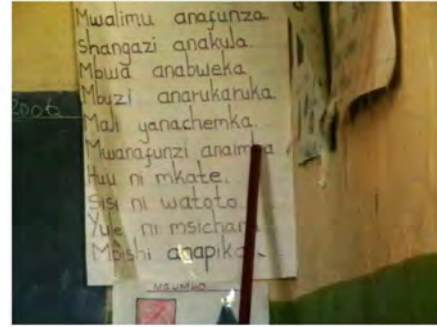Day 5: Task-completion-(making words with differently sounding letters)
Day 6:

ADDENDUM 12: THEMATIC PHOTOGRAPHS-CHORAL READING

Choral activities on the chalkboard

An example of a Kiswahili choral chart

Another child leads others through a choral activity
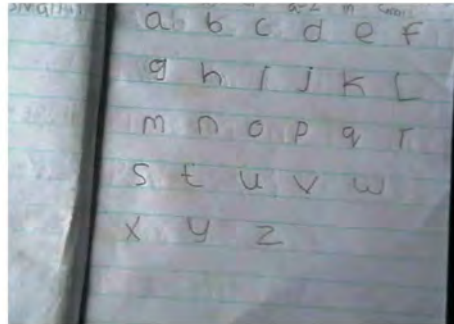

A choral chart of picture-words

Another Choral session in another class

A child leads others to read choral charts
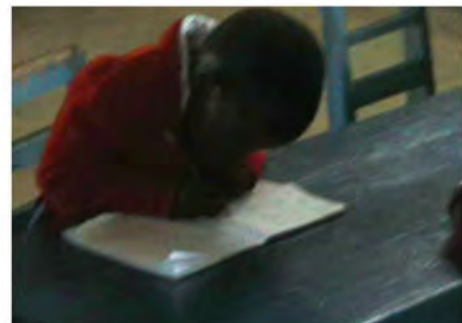
ADDENDUM 13: THEMATIC PHOTOGRAPHS-COPYING
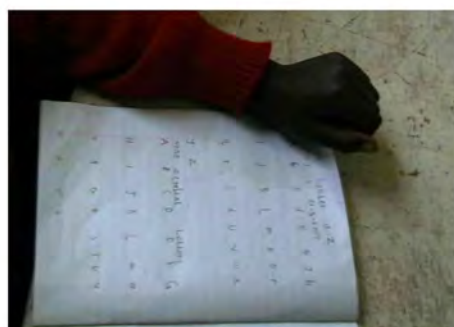

Copy letter a-z
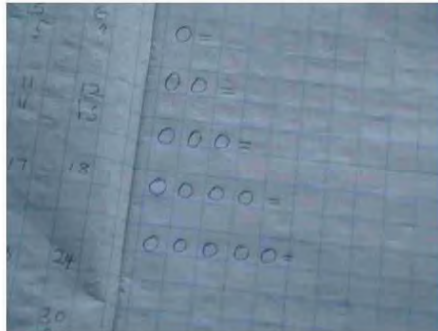

Match these shapes

Children in a copying session

A child completes some copying tasks

Copy letters "A-Z"

ADDENDUM 14: THEMATIC PHOTOGRAPHS-TASK COMPLETION

Task-Count the 'balls'
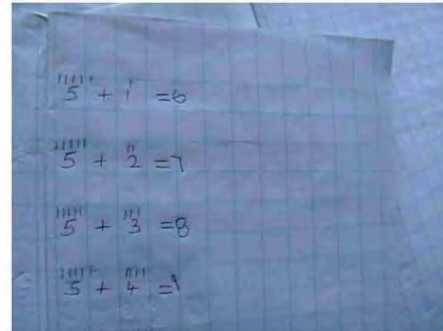
Task-Count and add

Task- "Match them" e.g
"Leg=sock, Hen=egg"
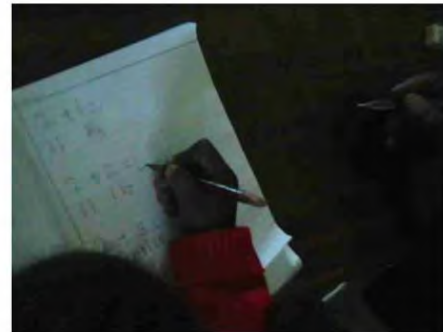
Task-Attempt to count
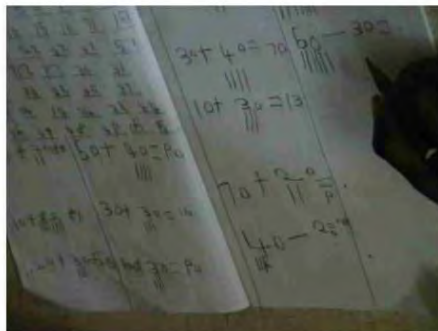
Task: Addition
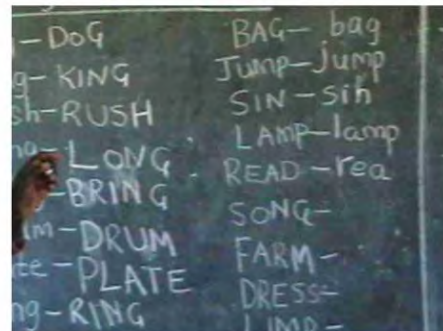
Task-Write in capital
letters/small letters

ADDENDUM 15: IMAGES OF SAMPLE FREE PLAY ACTIVITIES (IN BELINDA'S CLASS)

Free play: Child discovers 'suction' pressure.

Free play: bottle tops

Free play: child builds a 'lorry'

Free play: Child builds a 'house'

Free play: Play with 'playdough'

Free play: Slate writing/drawing

ADDENDUM 16: SAMPLE TIME-TABLE (five-year-old class)

ADDENDUM 17: ETHICS CLEARANCE CERTIFICATE

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :** EP06/10/01
DEGREE AND PROJECT	Preschool teachers' beliefs of developmentally appropriate educational practices.
INVESTIGATOR(S)	Rose Ruto-Korir - 26287103
DEPARTMENT	Educational Psychology
DATE CONSIDERED	27 February 2007
DECISION OF THE COMMITTEE	APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE	Dr S Human-Vogel
DATE	27 February 2007
CC	Dr C Lubbe
	Prof I Eloff
	Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

After the sunset of this academic voyage

After the sunset of this academic voyage

I started this journey with certainty about my knowledge. However, I soon realized that the state of knowing is only but transient. As I reached several states of disequilibrium, I acknowledged my limited knowledge, and that I did not know anymore. Even as I come close to another ephemeral state of equilibrium, I recognize it as temporal. I look forward to a future of many such states of disequilibrium, because it is only then that growth is possible. Since life is about learning, I have had to unlearn so that I can learn- for Mallaguzi said "but not knowing is the condition that makes us continue to search; in this regard we are in the same situation as children" (Mallaguzi, 1998:89).

Ralph Waldo Emerson adds, "Knowledge is knowing that we cannot know"…And so, on this road, I join the child…

As I come to the end of this journey that has taken me through various terrains, I reflect back on it not only as an academic journey, but one that has also enriched my entire state of being. Foremost, it has been a journey worth taking, through the academic paths of Tukkies. In this path, I acknowledge the University's commitment to scholarship through fora that makes scholarship a reality. Apart from a well-resourced library, at the Faculty of Education, I have had the privilege to interact face to face with world scholars, among them Prof. John Creswell and Prof. Mark Savickas.

My first moment of reckoning about this commitment came at the University's centenary celebrations faculty dinner in 2008. I had the privilege and honour to move a vote of thanks to Prof. John Creswell on behalf of the faculty during the Faculty's centenary dinner.

For many days during and after the function, I thought it was a dream that I had actually seen and talked with Prof. John Creswell. Prior to meeting him on this momentous- and- once- in a lifetime privilege, Prof. Creswell's books had been an immense resource that influenced my PhD journey. Below is the vote of thanks speech (in the following captions that I made during the dinner party with Prof. Creswell.

Vote of thanks speech to Prof Creswell,

"Our guest of honour, Sir Prof. Creswell,

The Principal and Vice chancellor University of Pretoria, Prof. Pistorius, Dean, Faculty of Education, Prof Irma Eloff, deans of other faculties, all faculty of Education staff and students, on behalf of the University of Pretoria, and that of the entire faculty of Education, it gives me great pleasure and honour to stand here before you this evening, to express our gratitude for your presence here tonight. Getting the right words to thank such an accomplished scholar as you seems an impossible task. Nevertheless, I will put my best foot forward!

Prof. Creswell, we thank you for accepting to be part of our University's 100 years of its existence as a knowledge enterprise! Your presence makes our birthday complete. Of course, your presence extends beyond physical presence. You transcend physical space and time in your ideas and influence through your books.

You inspire academic journeys through your books. The ideas in your books speak to the intellectual needs of students and faculty alike! Many at times, I can bet that you are that invincible hand that reaches out to guide that path of the wandering academic wayfarer. My own experience suffices about your presence. I remember when I completed my fieldwork, I felt so overwhelmed and lost in the mounds of data…In the midst of the wonder, I stumbled upon your perpetual presence on Page 43 of your 2007 book "The Five approaches to inquiry & design". You observe that 'data analysis is often a lonely and perplexing journey'. Your assurance gave me so much solace. I felt in your invincible company and thought to myself, "If Prof. Creswell would say it, it is a normal process in qualitative data".

Whenever I visit Google scholar website, their mission, "standing on the shoulders of giants", attracts me! Sir Isaac Newton said 'if I have seen further, it is by standing on the shoulders of giants'. No doubt too, that you are one among the giants on whose shoulders we stand at the University of Pretoria. Thank you for being a vibrant influence in the academic enterprise to which we belong, and for scaling scholarship to impeccable levels of quality.

John Ruskin said about books "all books are divisible by two: books of the hour and books of all time". Prof, yours are books of all time! Samuel Butler adds,   "Books are imprisoned souls till someone takes them down from the shelf and frees them". Prof. Creswell, your books are free; and I have evidence: they are ever on hold the whole year round…indeed free…!

We have learnt many lessons from your seminars since Monday, one of which is that it is still possible to publish regardless of the teaching workload, if academics use classroom experiences, as reflected by your own 'gunman publication'. So, from today, we know that publishing blends well with 'busy teaching'. But Prof., since you know the challenges of publishing, and for which many of us here tonight aspire to do especially with publishing houses like Sage, I can bet that some of us would like 'that reference' from you…

The saying goes, 'if you want to know someone's character, look at their friends'. Your presence here tonight no doubt embodies the character of the faculty of Education. As you leave to go back to Lincoln, Nebraska, please know that in the Faculty of Education you have a friend in all of us. We as faculty proudly associate with you. As a reminder of this friendship, please accept this gift from us. Let it be a reminder of our true friendship with you, which reflect a big heart in the membership of the Faculty of Education, University of Pretoria. Thank you very much"

"Standing on the shoulders of a giant": A dream comes true as I meet Prof. John Creswell.[1] (In the pictures, I move a vote of thanks to Prof. Creswell on behalf of the Faculty of Education during the centenary dinner on 22nd October, 2008).

As I exit 'Tukkies', my PhD journey has given me several opportunities for self-introspection in various states of my being, and to open myself up to learn. Such introspection has helped me to attain higher levels of self-knowledge as a human being beyond the academic world.

THE END

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[1] I obtained consent from Prof. Creswell to include his photographs in my thesis.

Epilogue: After the sunset of all voyages