

## BIBLIOGRAPHY

- African National Congress ANC, 1995. *A policy framework for Education and Training*. Manzini: MacMillan Boleswa Publishers.
- Akhurst, J. 1997. Challenges to teachers as schools in South Africa become more integrated : an anti-racist perspective on current practices. *Journal of Education*; 22 (1) : 5-17.
- Anderson, G.L., Herr, K., Nihlen A.S. 1994. *Studying your own school: an educator's guide to qualitative practitioner research*. Thousand Oaks, California: Corwin Press Inc.
- Anderson, J.E. 1984. *Public policymaking*. 3<sup>rd</sup> edition. Canada: College Publishing.
- Ball, S.J. 1994. *Education reform: a critical and post structural approach*. Buckingham: Open University Press.
- Barnes, D., Briton J. and Torbe M. 1990. *Language, the learner and the school*. 4<sup>th</sup> edition. Portsmouth N.H. Bcynton Cook/Heinemann.
- Barnum, B.J.S. 1990. *Nursing theory: analysis, application, and evaluation*. 3<sup>rd</sup> edition. Glenview, Illionois: Scott Foresman/ Little Brown Higher Education.

- Blauw, W.A. 1998. *Strategic planning for the implementation of a culture of learning and teaching in school*. University of Stellenbosch: Unpublished Master of Education thesis.
- Blaxter, L., Hughes C. and Tight M. 2000. *How to research*. Buckingham: Open University Press.
- Bogdon, R.C. and Biklen S.K. 1982. *Qualitative research for education: an introduction to theory and methods*. Boston: Allyn and Bacon Inc.
- Borg, R.B. and Gall, M.D. 1989. *Education research: an introduction*. 5<sup>th</sup> edition. New York: Longman.
- Bowe, R., Ball, S.J. and Gold A 1992. *Reforming education and changing schools: case studies in policy sociology*. London: Routledge
- Brady, L. 1996. Outcomes based education: a critique. *The Curriculum Journal*, 7 (1):5-16.
- Brause, R.S. 2000. *Writing your doctoral dissertation: Invisible rules for success*. London and New York: Falmer Press.
- Burke, C.M., Elliot, R.G., Lucas, K.B. and Stewart, E.D. 1997. *Lessons for sustainable professional development : a model from a teacher education project in Papua New Guinea*. Canberra: Australian Agency for International Development (AusAid).

- Burns, N. and Grove, S.K. 1993. *The practice of nursing research: conduct, critique and utilization*. 2<sup>nd</sup> edition. Philadelphia W.B. Saunders Company.
- Bush, T. and Chew, J. 1999. Developing human capital: training and mentoring for principals. *Compare*, 29 (1) : 41-51.
- Bush T. and Coleman M. 1995. Professional development for heads: the role of mentoring. *Journal of educational administration*, 33 (5): 60-73.
- Chisholm L. 1999. The democratisation of school and the politics of teachers' work in South Africa *Compare*, 29 (2) : 111-125.
- Chisholm, L. 2000. *A South African Curriculum for the twenty first century: Report of the review committee on Curriculum 2005*. Pretoria: Department of education.
- Clark, C.M. 1995. *Thoughtful teaching*. London: Cassell
- Claxton, G. 1989. *Being a teacher: a positive approach to change and stress*. London: Cassell Educational Ltd.
- Cresswell, J.W. 1998. *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks, CA. Sage Publications.

- Cresswell, J.W and Miller, D.L. 2000. Determining validity in qualitative inquiry. *Theory into practice, getting good qualitative data to improve educational practice* 39 {3}:124-130.
- Dalin, P., Rolff, H. and Kleekamp, B. 1993. *Changing the school culture*. London: Cassell.
- Denzin, N.K. 1989. *Interpretive interactionism*. Newbury Park, CA: Sage
- Denzin, N.K. and Lincoln, Y.S. 1994. Strategies of inquiry. In Denzin, N.K. and Lincoln, Y.S. (eds), *Handbook of qualitative research*. Thousand Oaks CA: Sage.
- Department of Arts, Culture, Science and Technology. 1996. *South Africa's Green paper on Science and Technology: Preparing for the 21<sup>st</sup> Century*. Pretoria: Department of Arts, Science and Technology.
- Department of Education, February, 1997. *Curriculum 2005: Lifelong learning for the 21<sup>st</sup> Century*. Pretoria: National Department of Education.
- Department of Education, July, 2001. *Overview to the Revised National Curriculum Statement*. Pretoria: National Department of Education.

- Department of Education, Arts & Culture, Northern Province. 1998.  
*Provincial School Support Programme (PSSP), document.*  
Pietersburg: Northern Province, Department of Education, Arts  
and Culture.
- Dyer, C. 1996. Primary teachers and policy innovations in India: some  
neglected issues. *International Journal of Educational  
Development*, 16 (1): 27-40.
- Dyer, C. 1999. Researching the implementation of policy: a backward  
mapping approach. *Comparative Education*, 35 (1): 45-61.
- Egan, G. 1994. *The skilled helper: a problem-management approach to  
helping*. Pacific Grove, California: Code Publishing Company.
- Enslin, P. and Pendlebury, S. 1998. Transforming education in South  
Africa. *Cambridge Journal of Education* 28 (3): 1998 261-267.
- Farrant, J.S. 1991. *Principles and practice of education*. 2<sup>nd</sup> edition.  
Essex: Longman.
- Farrant, J.S. 1997. *Principles and practice of education*. 7<sup>th</sup> edition  
Essex: Longman.
- Fraenkel, J.R. and Wallen, N.E. 1993. *How to design and evaluate  
research in education*. 2<sup>nd</sup> edition. New York : McGraw-Hill Inc.
- Fullan, M.G. 1991. *The new meaning of educational change*. London:  
Cassel Education Ltd.

- Fullan, M. and Hargreaves, A. 1991. Teacher development and educational change. In Fullan M. and Hargreaves A. [eds]. *Teacher development and educational change*. London: The Falmer Press.
- Giles, C. 1998. Control or empowerment: the role of site-based planning in school improvement. *Educational Management and Administration*. 26 (4): 407-415.
- Gray, B. 1995. Future directions in science teacher education. *South African Journal of Higher Education*, 9 (1) : 47-52.
- Hargreaves, A. 1995. Series editor's introduction. In Clark C.M. (eds). *Thoughtful Teaching*. Wellington: Cassel.
- Hargreaves, A. and Fullan, M.G. 1992. *Understanding teacher development*. New York : Cassel & Teacher College Press.
- Harley, K., Barasa, F., Bertram C., Mattson E. and Pillay S. 2000. The real and the ideal: Teacher roles and competences in South African policy and practice. *International Journal of Educational Development*. 20 (4), 287-304.
- Hartshorne, K. 1999. *The making of education policy in South Africa*. Oxford: Oxford University Press.
- Hitchcock, G. and Hughes, D. 1995. *Research and the teacher: a quantitative introduction to school-based research*. 2<sup>nd</sup> edition. London and New York: Routledge.

- Huberman, M. and Miles, M. 1984. *Innovation up close*. New York: Plenum.
- Jansen, J.D. 1999. Why outcomes-based education will fail: an elaboration. In Jansen, J.D. and Christie, P. (eds) *Changing Curriculum: Studies on outcomes-based education in South Africa*. Kenwyn. Juta and Co. Ltd.
- King E. 1999. Education revised for a world in transformation *Comparative Education* 35 (2) :109-117.
- King, G., Keohane, R.D. and Verba, S. 1994. *Designing social inquiry: scientific inference in qualitative research*. Princeton. N.J.: Princeton University Press.
- Koekemoer L. and Olivier T. 2002. Changing the attitudes and beliefs of prospective teachers *Perspectives in Education* 20 (3) : 33-48.
- Kramer, D. 1999. *OBE teaching toolbox: OBE strategies, tools and techniques for implementing Curriculum 2005*. Cape Town: Vivlia.
- Kirk, J.L. and Miller, M. 1986. *Reliability and validity in qualitative research*. Beveley Hills, CA: Sage.
- Lawrence-Newman, L. 1997. *Social research methods: qualitative and quantitative approaches*. Boston: Allyn and Bacon.
- Lincoln, Y.S. and Guba, E.G. 1985. *Naturalistic inquiry* . Newbury Park, CA: Sage.

- Martin, S., Russ, J. and Bishop, K. 2000. Envisioning as a tool for promoting long-term sustainability in work with advisory teachers in Lesotho. *International Journal of Educational Development* 20 : [3] : 177-188.
- MacMillan, J.H. and Schumacher. S.S. 1993. *Research in Education: a conceptual introduction*. 3<sup>rd</sup> edition. New York : HarperCollins College.
- Merriam, S.B. 1998. *Qualitative research and case study applications in education. Revised and expanded from case study research in education*. San Francisco: Jossey-bass.
- Mertens, D.M. 1998. *Research methods in education and psychology: integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, London: Sage Publications.
- Meyer, S. 1993. *Rebuilding the culture of learning: a working paper*. Johannesburg: Urban foundation.
- Morrow, W. 2001. Scripture and practices. *Perspectives in Education*, 19 [1] : 87-106.
- Morse, J.M. and Field, P.A. 1996. *Nursing research: the application of qualitative approaches*. 2<sup>nd</sup> edition. London. Chapman & Hall.
- Nakabugo, M.G. and Sieborger, R. 2001. Curriculum reform and teaching in South Africa: Making a paradigm shift? *International Journal of Educational Development*, 21 [1] : 53-60



- Olson, J., James, E. and Long, M. 1999. Changing, the subject: the challenge of innovation to teacher professionalism in OECD countries. *Journal of curriculum studies*, volume (1) : 69-81.
- Pretorius, F. 1998. *Outcomes based education in South Africa*. Randburg: Hodder & Stoughton.
- Robinson, H.A. 1994. *The ethnography of empowerment the transformative power of classroom interaction*. Washington: The Falmer Press.
- Robson, C. 1994. *Real world research: a resource for social scientific and practitioner - researchers*. Oxford, UK and Cambridge, USA: Blackwell.
- Rogan, J.M. 2000. Strawberries, cream and the implementation of curriculum 2005: towards a research agenda. *South African Journal of Education*, 20 (2) :119-125.
- Seaman, C.H.C. 1987. *Research methods: principles, practices, and theory for nursing*. Norwalk, Connecticut: Appleton and Lange.
- Sikes, P.J. 1996. Imposed change and the experienced teacher in Fullan M. and Hargreaves A. (eds), *Teacher development and educational change*. London: The Falmer Press.
- South African Democratic Teacher's Union. 1998. *Diary supplied to members*. South Africa: SADTU.

- Stein, M.K., Smith, M.S., and Silver, E.A. 1999: The Development of professional developers: learning to assist teachers in new settings in new ways. *Harvard Educational Review*, 69 (3) 237-269.
- Steyn, G.M. and Van Wyk, J.N. 1999. Job satisfaction perceptions of principals and teachers in urban black schools in South Africa *South African Journal of Education*, 19 (1) : 38-46.
- Stonier, J.L. 1996. *Implications of "Africannes" for educational planning in the Republic of South Africa: a qualitative study of educational needs*. Stellenbosch University: Unpublished Doctor of Philosophy dissertation.
- Swann, J. and Brown, S. 1997. The implementation of a national curriculum and teachers' classroom thinking. *Research papers in education*, 12 (1): 91-114.
- Taunyane, L.M. 1997. *Further teacher education and educator empowerment in curriculum development: Presidential address to the TUATA newsletter*. 8 (1) : 5-7.
- Taylor, S., Rizvi, F., Lingard, B, and Henry, M. 1997 *Educational Policy and the politics of change*. London: Routledge.
- Taylor, T.R. 1993. Technology for managing human research (in Prinsloo R.J. (ed), *Human sciences technology: ways of solving problems in the human domain*. Pretoria: HSRC.

- Torres, C.A. 1989. The capitalist state and public policy formation: framework for a political sociology of education policy making. *British Journal of Sociology of Education*, 10 (1): 90-95.
- Tulasiewicz W. 1996. Is there a crisis in teacher education? in Brock, C. (ed) 1996, *Global perspectives in Education* Oxfordshire: Triangle Books.
- Vakalisa, N.C.G. 2000. Inaugural Lecture: Curriculum, Teachers and Teaching: Where does the answer for educational reform lie? *Educare, Unisa Journal of the Faculty of Education*. 29, (1&2) 13-27.
- Van Zyl, E. and Pietersen, C. 1999. An investigation into work stress experienced by a group of secondary school teachers. *South African Journal of education*, 19. (1): 37-43.
- Walker, A., and Cheong, C.Y., 1996. Professional development in Hong Kong. *Journal of Education for Teaching*, 22 (2) 197-212.
- Walker, A, Chong, K.C. and Low, G.T. 1993. Principalship training through mentoring: the Singapore experience. *Journal of Education Administration*, 31.(4): 33-50.
- Weisglass, J. 1994. Reflections on educational change support groups. *People and Education*, 2 (2): 225 – 248.

Wielemans, W. and Berkhout, S.J. 1998. *Towards understanding Education policy: an integrative approach*. Pretoria: University of Pretoria.

## **ADDENDUM A: INTERVIEW LETTER OF CONSENT**

**FEBRUARY TO OCTOBER 2001**

TENDANI SIVHABU  
P.O.BOX 262  
VHUFULI  
0971

Dear Colleague

I am a PhD student in Comparative Education in the Faculty of Education at the University of Pretoria. My supervisor is Professor S.J Berkhout. I am currently undertaking research that relates to teacher understandings and experiences of professional support within a changing educational setting.

The purpose of my research is to explore the understandings and experiences of teachers with regard to professional support within the changing educational setting of South Africa, so as to inform the further provision of professional support to teachers. It is imperative to understand issues that affect or impact on teachers from the perspective of the teacher himself or herself as this can lead to a better and deeper understanding of the issues surrounding professional support and educational change.

I therefore need to interview teachers who can share with me their understandings and experiences of professional support in the changing educational setting of South Africa. The duration of the interviews will be between 30 to 60 minutes. The interviews will be audiotaped (tape recorded) . The audio-taped interviews will then be transcribed and your name will not be on the transcription associated with the study. Your name will also not appear in any publication resulting from this research, although some of your words may be included in these reports. Only pseudonyms will be used. A summary of the research findings will be available to you.

Your offer to sacrifice some of your precious time in order to participate in the interviews is greatly appreciated by me. I therefore kindly request you to complete the questions below and to inform me of a suitable day and convenient time for us to meet for the interview.

Kindly contact me at 082 200 8135



**ADDENDUM B: INTERVIEWEE DETAILS**

- \* Date of interview : .....
- \* Name and Surname : .....
- \* Pseudonym : .....
- \* School : .....
- \* Teaching experience : .....
- \* Teaching Grades and subject/learning area : .....
- : .....
- : .....
- : .....
- : .....
- \* Qualifications : .....
- \* Reasons for teaching : .....
- : .....
- : .....

I (full names) ..... sign this consent to be interviewed by Tendani Sivhabu at (place) ..... on the ..... day of ..... (month) 2001.

Signature: ..... Date: .....2001

Thank you for your time

.....  
Tendani Sivhabu