

**VOLUME 2: ADDENDA**

*CD available at Africana counter*

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HU: PhD Education policy Change

File: [C:\Program Files\Scientific Software\ATLAS.ti\TEXTBANK\PhD Education policy Change]

Edited by: Super

Date/Time: 1999/09/20 - 11:27:32

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P 1: INTerviewIatlas.txt [C:\My Documents\INTerviewIatlas.txt]  
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1

2 Date: 25 March 1999

3 Female

4 Experience: 10 years

5 Grades:

6 Qualification: B.Prim Ed (SP)

7 Policy change: Curriculum 2005

8

9

10 INTERVIEW 1: L

11

12 INTERVIEWER: I want to say thank you for being here,  
13 I really appreciate that and sacrificing your time. I want to share  
14 a little bit about my project so that at least you just know what I  
15 am doing. I actually did write a bit in my letter but maybe it is  
16 not quite as clear. What I am trying to do is I am looking at  
17 macro policy change for education. So it can be many things,  
18 whatever you choose your policy change to be, that is fine with  
19 me. Then I will go to teachers on a micro level and schools, then  
20 I would like to ask what is your experience about policy change  
21 in South Africa. And then I want to make a linkage, I do not  
22 want probe it but I have a certain idea of what is happening in  
23 South Africa. So that is why you are participating in my project.  
24 If I have results and you are interested in reading them you are  
25 very welcome to do so. Then again thank you for being here.  
26 My question to you this morning is how do you and what do you  
27 experience at the moment in terms of education policy change.

28

29 RESPONDENT: Basically we always get information  
30 two months later than anybody else, where there are meetings on  
31 policy changes we always get it two weeks after the meeting has  
32 taken place, which is extremely frustrating. We did attend a  
33 workshop on Curriculum 2005. That is all basically that we have  
34 been made aware of at this stage, is this whole OBE type  
35 education. But very little information coming through to us. If  
36 we do not have contact with other schools then there is no ...

37

38 INTERVIEWER: So that is the way in which you get  
39 your information...

40

41 RESPONDENT: Ja mostly from other schools.

42

43 INTERVIEWER: It comes late as you have just said from  
44 the department, two months. How did you experience the  
45 workshop on Curriculum 2005?

46

47 RESPONDENT: Look we did the workshop, a very brief  
48 one, for a day. Then I had to go back to the staff and workshop it  
49 with the staff. I felt that there is a lot of good in it, but I just feel  
50 that it is being over done. There are certain things that group

51 work should be involved and all that, but the individual is still  
52 important and they have moved away totally from individuals so  
53 that your stronger child is now carrying your weaker child. I also  
54 think there are some loopholes for a lazy teacher, very much so,  
55 because it does not go out of the work that is done, it goes about  
56 ..., and each child is on a different level and it does not matter if  
57 this child only knows one thing about water and the other child  
58 knows five things, they are both a pass.

59  
60 INTERVIEWER: So the teacher can actually get away  
61 with not doing much.

62  
63 RESPONDENT: Getting away with a lot of it, her  
64 evaluation becomes so easy. It does not boil down necessarily to  
65 a test. So the question is if I like you, you are going to be better  
66 than the one that I do not like. So there is a lot ...

67  
68 INTERVIEWER: So there is a lot of bias then.

69  
70 RESPONDENT: Definitely. Look they say you tick  
71 sometimes, always, but there is no, to me it is just too wishy  
72 washy, maybe I am just too black and white a person, but there  
73 must be concrete things that you are ...

74  
75 INTERVIEWER: Criteria maybe.

76  
77 RESPONDENT: Criteria that you are, they say before  
78 you start a lesson you say this is going to be communication  
79 skills. But is just a slight bit too vague for me and they are  
80 moving away too much from definite information given and that  
81 type of thing.

82  
83 INTERVIEWER: Is it your understanding that  
84 information is not available and if there is information then  
85 maybe they think well they should not be given because the  
86 children must generate it themselves.

87  
88 RESPONDENT: Through the workshop we were told:  
89 you do not give information, the children must give it to you and  
90 then the notes are made one what the level of the children are. So  
91 that question is in my mind, how much are we then giving them?  
92 Yes all right one child does know ten facts and one knows one, so  
93 they have learnt, but what does that child that knows ten then  
94 learn? Nothing. So I have a definite problem with it. They  
95 looked at my piece of study (inaudible) and they said it is  
96 wonderful that you give them the information.

97  
98 INTERVIEWER: Who supplied that information or who  
99 presented the workshop rather?

100  
101 RESPONDENT: It was from the Gauteng department of  
102 Education, they took all the, Lynnwood Ridge, it was all the  
103 districts whatever. You had to send a representative and the  
104 representative went back and workshopped it. You know that is  
105 how they workshopped, that is how they worked it, coming  
106 down. It was a woman and a guy, I cannot remember ...

107  
108 INTERVIEWER: At a particular school?

109  
110 RESPONDENT: It was at Lynnwood Ridge but they  
111 were not from Lynnwood Ridge. It was about two years ago.

112

113 INTERVIEWER: Two years ago and in the mean time?

114

115 RESPONDENT: Ja it is just that I cannot remember if it

116 was exactly two years.

117

118 INTERVIEWER: More or less.

119

120 RESPONDENT: It was between one and a half and two

121 years ago. "X" and I went. But definitely that was it and we

122 never heard a word after that, we workshopped it with the staff.

123 There were really some very good ideas. I mean I took picture

124 packets back and you could do a whole lesson on that. It was

125 amazing, it gave you lots of ideas. But that was the (inaudible) to

126 start off, but for a teacher, if you are teaching, subject teaching,

127 all you need to get together and try and work out, I mean we did

128 (inaudible) and I think that was two, three weeks evening work,

129 of staff getting together and I think they must look at that type of

130 thing, they must allow it to come from the teachers and not throw

131 it in and say you will, they can do one thing at a time getting into

132 it.

133

134 INTERVIEWER: So what I am hearing is you are saying

135 something about there is a lot of good in it and I am using the

136 chip packet example in that you can be quite creative with an

137 article. But I am also hearing you say do not go overboard.

138

139 RESPONDENT: I have a problem with that definitely.

140

141 INTERVIEWER: Tell me something more about how

142 you feel about all that, if you were to go a little deeper now.

143

144 RESPONDENT: Different people, I must say your older

145 a very staff feel very threatened always. They feel that they have

146 a recipe that works and so on. A lot of your younger staff are

147 quite keen. They do not mind but again I have picked in my own

148 experience the teacher who you always know who is always

149 ducking and diving, they are always the ones to grab first on

150 something that means less work, that means you know I do not

151 have a specific, you know preparing questions there on, how I got

152 this lot. You know I can say well (inaudible) I cannot.

153

154 INTERVIEWER: Yes

155

156 RESPONDENT: Ja, ja. Even though you do have

157 continuous assessment here with the files, the whatever your

158 work that has been done, you can still pinpoint it. But definitely

159 your older staff will always feel threatened.

160

161 INTERVIEWER: Do you think it is anxiety or what is

162 that?

163

164 RESPONDENT: Ja you know I do not actually know, I

165 have taught for 20 years this way, not all older staff. Some older

166 staff are always keen to get new ideas, but I would say in general

167 people are always say especially when its given and then this is

168 what will be done, I know when that new math's came in a

169 couple of years ago, I mean and it has not worked. Why not has

170 it worked? Because it was thrown on and most teachers messed

171 it up so much that when they got to grade 6 and we had to fix it

172 up, we had to start at grade 4 teaching them, and we had to

173 actually go back and do the four basic operations, you know

174 which is wrong. But the kids are being so confused because the

175 teachers are not, you know experienced they do not know it well  
176 enough to pass it on.

177  
178 INTERVIEWER: So I hear experience, I hear a little bit  
179 what older teachers' anxiety implies for you.

180  
181 RESPONDENT: You see also time, time is also a  
182 problem, because the classes are getting bigger, look not in our  
183 situation but I am thinking about the government, I know for a  
184 fact at some government schools where the teachers have refused  
185 to cooperate because of the classes and the preparation involved  
186 in differentiation. And if you are want your teachers to have the  
187 experience, to have the knowledge of what you want them to do,  
188 you cannot be doing that to them. You cannot be, you know  
189 loading them so much that they do not have the time to attend  
190 something if you have got it.

191  
192 INTERVIEWER: What I hear you saying is teachers are  
193 so busy.

194  
195 RESPONDENT: Always an excuse.

196  
197 INTERVIEWER: There is always an excuse.

198  
199 RESPONDENT: And it is always time, it is always I  
200 cannot I am too busy, when there is something that involves  
201 them.

202  
203 INTERVIEWER: Maybe in service training or something  
204 like that. Although I know that in your school do you have  
205 certain days, once a month or so.

206  
207 RESPONDENT: Yes that we actually you know ...

208  
209 INTERVIEWER: You plan for it.

210  
211 RESPONDENT: Plan for it and so we try and keep up  
212 by means of that, but our problem again is, you know I am not  
213 just talking out.

214  
215 INTERVIEWER: Ja no that is fine, that is fine.

216  
217 RESPONDENT: Well I know that I am sitting with 40  
218 children in a class of which four cannot read, it is a nightmare and  
219 ...

220 INTERVIEWER: Which us to the issue of group work. I  
221 am wondering about what skills teachers are being exposed to in  
222 that context?

223  
224 RESPONDENT: Ja it would depend on where you  
225 trained and that as well, I was lucky I trained at UPE (?), now we  
226 did a lot of group work and that type of thing.

227  
228 INTERVIEWER: Yes..

229  
230 RESPONDENT: So we were taught you know you stand  
231 back, you move around, you get your group leader. But also very  
232 basic, I mean not ...

233  
234 INTERVIEWER: But it is still something.

235  
236 RESPONDENT: But you got something. I like to use

237 group work either before something new or after.

238

239 INTERVIEWER: Why?

240

241 RESPONDENT: Never you know in the middle of  
242 something, so either before where we see brainstorming in our  
243 groups, what do we know about something and then we share per  
244 group, you know report back and that type of thing and  
245 (inaudible). Afterwards then if we are going to independent  
246 research, you know if you are going to do something that is a bit  
247 further then you divide them into different groups and each will  
248 get a different topic to go and research and then they go and  
249 report back, that type of thing. But it is difficult because it is  
250 noisy, other teachers do not like the noise next door to you, which  
251 makes it difficult. A lot of your older staff think you are playing,  
252 in your class you are too casual, you know you have got to find a  
253 medium always you know.

254

255 INTERVIEWER: What does that do to the morale would you  
256 say?

257

258 RESPONDENT: (very heavy response) Well at the moment in  
259 education morale is very low. Even within private schools where  
260 you are sort of secure of a job the morale is very low, very tense,  
261 they are unhappy, they do not know what is going to be put onto  
262 them next to do, they do not know what is going to be expected  
263 tomorrow of them. And I think it boils down to the fear of the  
264 unknown, we do not know what is coming. We do not know  
265 what is going to be expected, you know it is because you are  
266 uninformed. Also you are hearing again perceptions from other  
267 schools of what is happening and that causes you know immense,  
268 an unconscious form of stress that comes onto somebody but yes  
269 ...

270 INTERVIEWER: How would you say that becomes  
271 visible?

272

273 RESPONDENT: It becomes visible in, well from what I  
274 have actually seen, lack of enthusiasm. I am not going to do  
275 more than what I have to do, attitude. Also almost an attitude of  
276 well I better be careful here because this one could actually  
277 determine my job, if you know what I am saying.

278

279 INTERVIEWER: I hear you.

280

281 RESPONDENT: You know that type of thing. Again  
282 with the perception in stead of teaching the way you would like  
283 to teach you rather teach according to how you think, shoot from  
284 the top. They expect you to teach so that you maintain your job,  
285 which is (inaudible).

286

287 INTERVIEWER: Forced teaching?

288

289 RESPONDENT: It definitely comes out, definitely. The  
290 pupils feel the pressure, the teacher is under pressure. The  
291 teacher also then tends to be not nasty, but you know a little bit  
292 more uptight with the group and then they do not understand, you  
293 know they cannot understand why this one is so rude today, you  
294 know normally or whatever. So it causes a bit of confusion there  
295 as well and it also breaks down on the relationship between the  
296 teacher and the children.

297

298

299 INTERVIEWER: In terms of the morale, what really  
300 scares teachers? Is it that they are going to lose their job  
301 because of redeployment, things like that?

302  
303

304 RESPONDENT: Definite, definite one coming through,  
305 is that I am going to lose my job if I do not do whatever is  
306 coming or I am going to lose my job no matter how good a  
307 teacher I am or no matter how much I do. So I might as well do  
308 less because either way I cannot win.

309  
310 RESPONDENT: Does that apply to temporary teachers  
311 as well as permanent staff?

312  
313 RESPONDENT: Your permanents.

314  
315 INTERVIEWER: Despite the fact that you are in a  
316 private institution or semi private?

317  
318 RESPONDENT: I think not so much, it is not as much at  
319 us, but also we are not very sure about our situation, because the  
320 nuns you do not know if they are going to sell or keep the school  
321 ,okay, you have also still got that approach. They say ...

322  
323 INTERVIEWER: It's okay it is confidential....

324  
325 RESPONDENT: There was a time and it has not been  
326 cleared, that there were decisions discussed about maybe the  
327 school being handed over to the government and then the  
328 government pays our salaries etceteras, etceteras. Which did  
329 cause and still causes a lot of tension and pressure.

330  
331 INTERVIEWER: Because you do not know.

332  
333 RESPONDENT: Because if the government takes us,  
334 what happens to our jobs?

335  
336 INTERVIEWER: Sure. Then you are in the same boat as  
337 everybody else.

338  
339 RESPONDENT: And then we are as everybody else,  
340 although once you are told do not worry there is nothing yet, but  
341 there is still that fear of it.

342  
343 INTERVIEWER: Of course. You never know when it  
344 might happen...

345  
346 RESPONDENT: And is it still on the cards. But I  
347 sometimes think oh what is this, you know why, I do not know  
348 where next year I am going to have a job, why am I doing this?  
349 You know you do, even though and I will not say, I think  
350 everybody no matter how much or how little you get, there are  
351 times when you think where is it going, what is going to be  
352 happening in five years' time, you know how are things going to  
353 be. Am I going to be able to cope with what is going to happen.

354  
355 INTERVIEWER: If you say what is going to happen L.,  
356 okay we have got issues like we have got a new curriculum.  
357 Then we have issues like redeployment ... what really touches  
358 the heart of a teacher.

359  
360 RESPONDENT: I think, look at the moment we know

361 that we are doing a lot of, suddenly you have to have everything  
362 in writing, you know code of conduct and I know for example the  
363 teacher once, at the end of our session you know from about  
364 (inaudible) back our code of conduct for somebody who is  
365 married.

366  
367 INTERVIEWER: Sorry can I just check with you  
368 because I do not know?

369  
370 RESPONDENT: It was something that we have been  
371 told, you know you have to have a homework policy detention  
372 one, everything has got to be in black and white. If the  
373 government walks in you have to have it in black and white.  
374 Now we are the type of school that don't have rules per se on  
375 black and white.

376  
377 INTERVIEWER: Yes.

378  
379 RESPONDENT: I mean it comes with mutual respect  
380 type of thing. Now we have been told you know that if we walk  
381 in there has got to be things in black and white. So suddenly for  
382 somebody like me I mean I have been teaching for ten years, to  
383 suddenly be told you know ten years in private education that  
384 from now onwards you will behave according to this set piece of  
385 paper. It gets your back up a little bit you know.

386  
387 INTERVIEWER: It could be embarrassing in a way.

388  
389 RESPONDENT: It is because look you had part of it, we  
390 were all part of workshopping it and so on and we still put it all  
391 together and then, but you sort of feel are you not professional  
392 enough to know how to behave? Why should it be written down  
393 in black and white?

394  
395 INTERVIEWER: What about teachers who do not have  
396 the same responsibility?

397  
398 RESPONDENT: You see that is now what I understand  
399 why everything is going on black and white, but it makes it so  
400 difficult because you have got to cut into, where you have got to,  
401 look I understand you have got to cover yourself for the one who  
402 is not doing anything. But it makes so difficult, I mean suddenly  
403 it is on black and white, because you sit and look at it and you  
404 think you know does this mean that I cannot go to a party any  
405 more? You know because it can be construed, the person who  
406 does not like you could now, oh she was misbehaving at this  
407 party in such a manner that you know it was not professional. So  
408 it sort of, I know for me as person I have, you cut off, you know  
409 you go into a, like I heard my friend say, into Bootleggers and I  
410 see parents there then I say we have got to go. And I mean my  
411 friends sometimes get cross with me and they say to me you  
412 know every time we go anywhere it must be the worst job in  
413 town to be a teacher. And it is not wrong to go in and have a  
414 drink somewhere.

415  
416 INTERVIEWER: Of course not.

417  
418 RESPONDENT: But now they think this has been put  
419 on black and white, now you should be very wary of what, you  
420 know why is it on black and white?

421  
422 INTERVIEWER: What I hear you saying something



423 about as if everybody scrutinises your behaviour.

424

425 RESPONDENT: Your behaviour suddenly. You are  
426 suddenly feeling that it is not just code of conduct, but all these  
427 things that are changing and you are suddenly feeling that you  
428 actually do not have a visible life, that the school now regulates  
429 your personal life. Which is something that I have never felt  
430 before. And you know you can move on, you know you do have  
431 a responsibility in your private life towards the children.

432

433 INTERVIEWER: Yes of course.

434

435 RESPONDENT: Definitely. But it has never been you  
436 know like ...

437

438 INTERVIEWER: Imposed

439

440 RESPONDENT: Imposed almost...you know, suddenly  
441 because they say you must have this, you know like each teacher  
442 has their own way of dealing with differences, their own way of  
443 dealing with you know getting the children to work and that type  
444 of thing. Suddenly now because everything has got to be on  
445 black and white it almost feels like you are not entitled to be your  
446 person, you have to now follow and it is one of the maybe ...

447

448 INTERVIEWER: Protocol.

449

450 RESPONDENT: Yes for me it is one of the main  
451 reasons why I only taught one year at a government school,  
452 because there everything had to be, you know books have to look  
453 the same, you need to dress in a certain way, you need to, you  
454 know it was so ...

455

456 INTERVIEWER: Predetermined.

457

458 RESPONDENT: Absolutely, that it did not allow you as  
459 a teacher to allow your personality to come through ...

460

461 INTERVIEWER: And grow in your job.

462

463

464 RESPONDENT: And it is not, do not get me wrong, it is  
465 not like you sort of think this is all black and white it is wrong,  
466 but you know at private schools it has always been allowed, that  
467 you are allowed to be creative, you are allowed to be your own  
468 person the way you handle the children. It is allowed within a  
469 framework, guidelines. But now suddenly I am feeling ...

470

471 INTERVIEWER: And it is a very (inaudible).

472

473 RESPONDENT: That everything is predetermined black  
474 and white, you know so it makes me uncomfortable because I  
475 have my way ...

476

477 INTERVIEWER: of dealing with....

478

479 RESPONDENT: Whatever, you know.

480

481 INTERVIEWER: What do feel now?

482

483 RESPONDENT: I sort of feel well if what I was doing  
484 was not good enough before, why haven't I been told? Why now

485 suddenly all these structures have been put in place. You know  
486 that is a question that you sort of...  
487  
488 INTERVIEWER: Can look at. What do structures do and  
489 rules within structures to people?  
490  
491 RESPONDENT: Ja I suppose your initial reaction is you  
492 know what is going on? You know or something, why is it being  
493 discussed at all, but you also realise that there has to be  
494 structures, you understand that there has to be structures. My  
495 rebellion towards it is don't impose it so strongly, don't say you  
496 will from A to B to B to C to C to D is a problem you know or  
497 whatever, because you know each situation is unique, each way  
498 of each person is unique. Each thing is going to be handled in a  
499 different way and I think that one must be allowed your  
500 professionalism as a right to make that form of decision as to how  
501 you are going to, and don't get me wrong, I believe in structure  
502 because again when I am saying the OBE is falling, it is too  
503 wishy washy (MECHANICAL INTERRUPTION - END OF  
504 SIDE 1A)

HU: PhD Education policy Change

File: [C:\Program Files\Scientific Software\ATLAS\TEXTBANK\PhD Education policy Change]

Edited by: Super

Date/Time: 1999/09/20 - 11:28:52

P 2: interview2atlas.txt [A:\interview2atlas.txt]

1 INTERVIEW 2: MA

2

3 INTERVIEWER: What education policy changes  
4 are you aware of, and how do you experience these?

5

6

7 RESPONDENT:

8 No obviously at my level I am very aware of detail  
9 that is specific changes and how they would impact  
10 on our policy changes. But being a private school  
11 there is also that awareness, you know one has to  
12 know what is going on in order to know what one  
13 has to do and what one is entitled not to, because we  
14 do have follow slavishly. But I think from an initial  
15 point of view I must say that, or it was a few years  
16 ago, or could it be, it would be the year before last,  
17 in 1996 with the South African Schools Act and  
18 then there was a great move to try and involve  
19 teachers at grassroots level. I was very prepared to  
20 become very involved and all the different districts  
21 they actually had meetings of teachers and a  
22 chairperson was appointed for the senior primary,  
23 you know high school, senior primary, junior  
24 primary, to actually, well we were led to believe it  
25 would influence policy changes with the view to  
26 curriculum. It was supposed to be a curriculum  
27 planning, these were supposed to be curriculum  
28 planning sessions and I got voted as the chairperson  
29 of English education for senior primary. And the  
30 thing is we went along and there were professors  
31 from Tukkies, you know it was everybody that had  
32 an interest and I have a very, very strong interest in

33 looking after English. I was quite prepared to take  
34 on the extra work, it was a hell of a lot of work and  
35 it ended up actually being a session where we were  
36 feeding information to Afrikaans schools that were  
37 pretending to be offering first language. You know  
38 we ended up with Skuilkrans because they went  
39 dual medium, it was the Afrikaans schools that went  
40 dual medium and there teachers were not on the  
41 level of first language English and we were giving  
42 them lectures as to how to teach reading, how to  
43 teach spelling. We only discovered afterwards that  
44 in fact decisions had already been made, because we  
45 were told we would then be, the chair people be  
46 called to a meeting with the education department  
47 representatives and we would give our feedback, we  
48 would give our input from our different nuclei and  
49 all that and that meeting took place. And in fact,  
50 because we had a huge fight, it was the framework,  
51 what is it?

52  
53

54 INTERVIEWER: The NQF, the national  
55 qualifications framework.

56  
57 RESPONDENT: The qualifications framework was  
58 already written in blood and we were told  
59 beforehand that we would have inputs into that and  
60 at the last meeting I actually went to, there was  
61 about of education, yes education department  
62 representatives and some very emotional, you know  
63 there were ANC representatives, there were these  
64 educational representatives, there were your sort of  
65 very conservative, because it all took place at you  
66 know the Afrikaans teachers centre or whatever it is.  
67 And they were screaming and shouting. You know  
68 people that were saying that the old regime was not  
69 giving way to the new regime, there were some that  
70 were saying we were not giving an inch, we were  
71 not being prepared to stand back. But the point was  
72 we had already been notified that these documents  
73 that we have been told we were going to be a part  
74 of, had already been written. So that was when I  
75 sort of backed off and did not become involved any  
76 more, because it became, I was giving up time and it  
77 was because of that.

78

79 INTERVIEWER: Yes of course.

80

81 RESPONDENT: That was 1996, but beyond that  
82 obviously your first one, that is the first one that we  
83 would be very aware of was the South African  
84 Schools Act in 1996 and its amendments, which  
85 was, well basically a whole proviso as to addressing  
86 past inequalities and so on. But that continues to  
87 impact because for us it is the way they have  
88 stipulated the compilation of your governing bodies,  
89 that set a change for us. Like for example we were  
90 very much opposed unit (?) in the sense that you had  
91 you had your owner representative, you have got  
92 your principle and your deputy. The most if not all  
93 of the people on the board well you know are  
94 business people but with past associations with the

95 school, predominantly Catholic, that type of thing,  
96 because we are a Catholic school. And then this  
97 did, there is a sort of stipulation on governing  
98 bodies, this might take a relook. We have changed  
99 in the sense that we have parents, representative  
100 parents. We had never had parents on the governing  
101 body and we felt very strongly that it was better not  
102 to, because the parents' interest is very subjective, or  
103 can be very subjective. But we have now got  
104 possibly more parents (inaudible).

105  
106 INTERVIEWER: This is now the school board?  
107

108 RESPONDENT: The school board, the governing  
109 body. We got a teacher representative, you know it  
110 has changed.

111  
112 INTERVIEWER: And that was impacted by the act,  
113 I did not know that the School Act ...

114  
115 RESPONDENT: Yes that is stipulated in the South  
116 African Act, that is one of them. But obviously  
117 funding, you know one is very aware of, the more  
118 equitable. You know it supposed to be the more  
119 equitable distribution of funding but there is not in  
120 actual fact a policy. I still do not think, you know  
121 just as an outsider, I do not feel that the act itself has  
122 had too much impact on more wealthy schools.

123 There is no equality in the sense that they can, look  
124 at they are least they distributing funds in the sense  
125 that the schools are getting the same allocation, but  
126 wealthier schools just make other arrangements. I  
127 think it has caused a lot of insecurity in  
128 employment, because many of the teachers, because  
129 of redeployment, I think that that redeployment is  
130 idealistic, but look I agree with it, on paper it is fine,  
131 but you know you cannot tell somebody with a  
132 family tomorrow they are going to be teaching in  
133 Hammanskraal.

134  
135 INTERVIEWER: You are still working with human  
136 beings.

137  
138 RESPONDENT: You know and you cannot, you  
139 cannot redeploy because where are the needs. The  
140 needs are in the rural areas. How are you going to  
141 shift your metropolitan teaching force into your ...

142  
143 INTERVIEWER: Into your rural areas.

144  
145 RESPONDENT: Into your rural areas, so that sort  
146 of thing. So that impacted on everything. Must I  
147 carry on?

148  
149 INTERVIEWER: Yes carry on it is wonderful, you  
150 are giving me a lot of good information, thank you.

151  
152 RESPONDENT: And then of course the curriculum  
153 changes, which also were governed and covered by  
154 the South Africa ..., let me get the exact words,  
155 because I know that was the Schools Act, but there  
156 was the amendment on it.

157

158 INTERVIEWER: That is right.

159

160 RESPONDENT: This was 1996, the copy, and we  
161 actually studied it, it was probably because I went  
162 through a workshop and all that to try and  
163 understand how to (inaudible). But the curriculum  
164 change has again, you know things have actually  
165 (inaudible) and I do believe that your independent  
166 schools body, like your independent schools of  
167 South Africa and your Catholic schools (inaudible)  
168 your CIE, Catholic Independent Education, we are  
169 going to end up being the parameters by which  
170 everything is going to have to be measured, you  
171 know in curriculum 2013 it is going to end up being  
172 (inaudible) 2005, I mean there is no way they are  
173 going to be ready. But we will be, if we can hold  
174 out and hold on, we will be, I feel, especially your  
175 independent schools. Because what happens is, you  
176 know if you look back at the history of inequality in  
177 South Africa, the area which should have been  
178 addressed 1948 when your new government came  
179 in, was education. It is the only way you can alter a  
180 society. And you cannot legislate for people to love  
181 each other, you cannot legislate for anything, you  
182 can only educate the population to have the same  
183 opportunities, nothing more. And I think that is  
184 where, now there is so much emotion attached to the  
185 change and there was also so much, you know a  
186 false belief that everything can change overnight.

187

188 INTERVIEWER: Expectations.

189

190 RESPONDENT: And the whole expectation, and  
191 you have, 90% of what is going on in education is  
192 politically motivated, it becomes so difficult,  
193 because changes, everybody knows changes must be  
194 gradual and also what everybody, who has ever  
195 studied education, knows is that you have no impact  
196 on the little guy in the classroom whatsoever.  
197 Policy does nothing. If I teach like this and I ...

198

199 INTERVIEWER: Let me reiterate.

200

201 RESPONDENT: You know I have got to, you have  
202 got to take me along. There is nothing ...

203

204 INTERVIEWER: It is not going to be a piece paper  
205 that is going to be put on your ...

206

207 RESPONDENT: It does not work like that, because  
208 people are passionate about, you know education is  
209 something about which people are passionate. You  
210 know we develop our own methods. Look  
211 everybody is prepared to listen, but I think that  
212 education thrives on the fact that 99,9% of teachers  
213 think they are the best. And they are better than  
214 everybody else and that is why they continue to  
215 have their input because they are so much better. So  
216 often that is why you do not bring about teamwork  
217 in schools and things like that, because teachers do  
218 not want to borrow other people's methods because

219 they believe in their own. So if you want to bring  
220 about any major change in education you have got  
221 to actually feed in at the bottom and make, and also  
222 because people feel threatened. You know if I have  
223 taught in this way for 25 years, that is syllabi,  
224 throwing out syllabi. For me it is very exiting, that  
225 sort of thing I love, but then I taught in private  
226 schools.

227

228

229 INTERVIEWER: And you are used to that  
230 openness.

231

232 RESPONDENT: I have taught at DSG and WHPS  
233 where it is so exiting to go in and somebody, when I  
234 went to WHPS, write your own history syllabus. I  
235 mean I had a degree in history, I loved it, and not to  
236 have to teach the Voortrekkers, for me it was  
237 actually (inaudible).

238

239 INTERVIEWER: Yes I hear what you are saying.  
240

241 RESPONDENT: But for somebody who actually  
242 holds onto, you know that sort of ...

243

244 INTERVIEWER: Who need some guidance.

245

246 RESPONDENT: What guidance are they supposed  
247 to have to teach? I feel that OBE and whatever is  
248 actually wonderful, you know in its ...

249

250 INTERVIEWER: Philosophy.

251

252 RESPONDENT: Ja the philosophy behind it, but I  
253 actually believe that it widens the gap, because your  
254 better teachers, you know your superior teachers can  
255 have an absolute ball, which means your  
256 independent school teachers, your teachers that are  
257 better qualified, that have better experience, know  
258 about lateral thinking, can actually, they know  
259 where to hold on to syllabus, when to. But your  
260 people that, you know so many of your people,  
261 because they are certificating all the way down, you  
262 know qualifications are no longer provisos you  
263 know, so you are getting certificated with a standard  
264 8, now what guidance do those poor people have?  
265 They already are in depressed areas, in financially  
266 depressed areas, they do not ...

267

268 INTERVIEWER: Natural constraints etcetera.

269

270 RESPONDENT: They should be the ones that  
271 should have an A, B, C of walk into the classroom  
272 and teach this today, teach that, (inaudible) give  
273 them the confidence that to ensure that ...

274

275 INTERVIEWER: Some teaching takes place.

276

277 RESPONDENT: Ja, because there are loopholes  
278 with, you know your lazy teacher, your insecure  
279 teacher can get away with doing nothing, you know  
280 that sort of thing. So I just feel that you cannot

281 throw something out. What they did was they  
282 disbanded the old regime, well everything to do  
283 with old regime to go and it has to go immediately,  
284 that was the error.

285  
286 INTERVIEWER: That is the political motivation.  
287

288 RESPONDENT: (Inaudible) wise, but they threw  
289 things out and tried to implement something and  
290 then afterwards sort of realised gee this is not  
291 working, but as I say your guy who walks into  
292 classroom and does things a certain way, is going to  
293 carry on doing it. You know and he is going to look  
294 at that piece of paper, he is going to go a workshop  
295 and say: yes, yes it very nice, and do exactly as he  
296 pleases. So you know you have got to actually step  
297 up your inspections, that type of thing. You have  
298 got to actually ...

299  
300 INTERVIEWER: Your support systems.  
301

302 RESPONDENT: Ja you have got to have  
303 watchdogs, you have got to have support systems at  
304 grassroots and what they did was then try and run  
305 the workshop, it was too late. You know it should  
306 have been the other way around. You know it  
307 should be getting implemented now, you know the  
308 work at the end of the ANC you know their, what  
309 was it 1994, their four year term of office, started,  
310 you know get the workshops going, get an  
311 awareness, advertise, you know advertising does a  
312 wonderful thing, because it has had so much ...

313  
314 INTERVIEWER: Create an awareness.  
315

316 RESPONDENT: Ja that sort of thing. Also I do feel  
317 that it is a pity that we do not learn from the past and  
318 other people's experience, because you know  
319 worldwide people are going back to conservative  
320 and traditional education. We have had it.

321  
322 INTERVIEWER: I think we had it but like you just  
323 said right at the beginning M. it has been connected  
324 to such a political discourse.

325  
326 RESPONDENT: That is the pity.  
327

328 INTERVIEWER: That in that sense the good  
329 teaching or good education has been sort of  
330 minimised and discounted, which is to my mind, if I  
331 understand a little bit that I do understand about  
332 change, if you throw away old structures you also  
333 throw away human beings within that structure who  
334 have contributed for many years.

335  
336 RESPONDENT: Well we are throwing the baby  
337 with the bath water, but you can understand, I mean  
338 I can fully understand, and for me I just feel that as I  
339 say if we hold on, that is why we try to be, well at  
340 least at management level, very aware of what is  
341 going on, but not to get too emotional or uptight  
342 about it, hold out, hold out. You know we have had,

343 I mean I had to go through that survey last year  
344 about the implementation of OBE when I was acting  
345 principal. And you know my first thing was terror,  
346 because we have not done it, I mean we, and what  
347 must I do. I got hold of them and said I do not  
348 know, we do not want to be. And she said: no we  
349 are actually now trying to go back and say where the  
350 pitfalls were. So if you have not implemented it,  
351 please tells us why and we did go through. And a  
352 lot of that, Miriam will have told you, a lot of  
353 (inaudible) are now picking up on, they ways of  
354 assessing, there is a lot of good in it. But you also ...  
355

356 INTERVIEWER: I think so too.

357

358 RESPONDENT: But you need to throw too much at  
359 people at once.

360

361 INTERVIEWER: Exactly, and you need to get  
362 teachers on board at the end of the day. Let them  
363 buy into this new idea and say okay this is what can  
364 happen, these are the opportunities, these are the  
365 possibilities, but not run down what they have been  
366 doing for so many years.

367

368 RESPONDENT: And they must not be threatened.

369 You see your old ...

370

371 INTERVIEWER: Where does that threat come  
372 from, if I may ask you?

373

374 RESPONDENT: I would say, you know if you look  
375 at our school, an outstanding teacher like Mrs De  
376 Beer for example, would be tremendously  
377 threatened by change, because she would not know  
378 how to do it. You know I was, and it was she and  
379 wonderful teachers, Mrs Meyer. When I first came  
380 in Marge Meyer, all of them, you know I was  
381 suggesting something to them which was an obvious  
382 thing, you know not spending R30,00 on a reading  
383 book for each child. You know take that amount of  
384 money and buy 20 different books and you know  
385 the look of shock on their faces was but if there is  
386 different books everybody will not be on the same  
387 page. You know they will not be able to follow and  
388 I suddenly realised, gee you know I mean I am so  
389 far beyond the (inaudible) cat has its own mat and  
390 everybody is doing it together, that you know you  
391 cannot just walk in, you have got to know exactly at  
392 what level everybody is. You know and somebody  
393 to get your older teachers and your teachers that do  
394 think that certain ways. You know some teachers  
395 will use it as a compliment to themselves that they  
396 are doing exactly the same thing as they did 20  
397 years ago. And they will think that that is  
398 compliment.

399

400 INTERVIEWER: And one needs to be careful how  
401 you respond to that.

402

403 RESPONDENT: But you see they also, I think that  
404 every teacher has something to give and there is a



405 lot to be said for the enforcement and retrenchment  
406 and the three R's and all that, but you know as there  
407 is for lateral thinking and all that. So there is threat.  
408

409 INTERVIEWER: I just want to pick up a little bit  
410 on the implementation, the loopholes or the  
411 limitations or whatever. What would you consider  
412 ...

413  
414 RESPONDENT: Of OBE?

415  
416 INTERVIEWER: Of OBE yes.  
417

418 RESPONDENT: Specifically. Well number 1 it  
419 entails an incredible amount of work to do it  
420 properly, you know the implementation of it. So  
421 that everybody involved, I would say, has to know  
422 what is going on and that would have to be right  
423 from your principal. You know your management  
424 staff would have to be involved with each incident  
425 report, because it takes a whole lot longer. You  
426 would have to make your parent body aware. Look  
427 your departmental schools I suppose you do not  
428 have to, but for us, you know when you are charging  
429 and parents would suddenly start feeling but my  
430 child has not learnt to read and Johnny his brother  
431 was reading by, it is already happening, is  
432 happening because we have made a few changes in  
433 the junior primary and I have already had parents,  
434 concerned parents that you know Joan Soap who is  
435 in grade 3 was reading by this time and her little  
436 brother is not, (inaudible) the teacher is not so good.  
437 Now the teacher is actually trying to implement, you  
438 know much more, well it is a totally different  
439 system, you know far less structured. So that you  
440 will have to have all the support. For your private  
441 schools you will have to have a lot of money  
442 because all the material and all that is very  
443 expensive. You would have to have a support  
444 system or policing system, a very structured one.  
445 Hopefully, I like to call it a support system, you  
446 know to pick up your flounders and to, or you will  
447 have a situation where very little gets done. You  
448 know there are very few people that are actually  
449 able, or have realisation that in formal teaching  
450 methods you require an incredible amount of  
451 structure. The more freedom children have, the  
452 more you as the facilitator of it, because you are  
453 now not the educator (inaudible) you as the  
454 facilitator have to know exactly where you are  
455 going.

456  
457  
458 INTERVIEWER: Yes, yes we can talk about that.  
459

460 RESPONDENT: Exactly. It is so much work, I  
461 know because I used to run a tutor system, at  
462 WHPS, and it was so exiting. And boy, you know  
463 to get it on the ground I was so very organised that I  
464 actually had, I had leave out forms that every boy  
465 signed as to where they were, which I could check

466 up at any time because they were allowed to be off  
467 the campus, they were allowed to be at the local  
468 library, they were allowed to be videoing and  
469 photographing, they were allowed to be with their  
470 tutor. They were not in classes, but boy the amount  
471 of work and it never fell into chaos, but that was,  
472 because if a person was not where he said he was,  
473 he was in for it. You know I mean that was, and  
474 you have to and the children flourished with the  
475 freedom, but the teacher has, you know freedom is  
476 not licensed.

477  
478 INTERVIEWER: It has boundaries.

479  
480 RESPONDENT: And you also have to have clear  
481 objectives. You know I am having a discussion  
482 group here, where am I leading that discussion?  
483 You know is it just an open, airing of views? Am I  
484 hoping that children are going to change their  
485 perceptions about something and if they are  
486 changing, you know that is (inaudible) and that is  
487 where I would say a lot of people do not, you need  
488 training.

489  
490 INTERVIEWER: This is very high quality of  
491 teaching, I call it teaching, but also the process of  
492 facilitation for me M. has that ever really been  
493 addressed, I mean that in itself, but that is very  
494 different.

495  
496 RESPONDENT: No people do not know, you know  
497 I have used those methods and I developed them  
498 myself, because I have always believed in them. So  
499 for me it is great, but I do know what I want of them  
500 at the end. And to suddenly ask a teacher who was,  
501 you see your teachers, that is where it comes into -  
502 the loopholes. Teachers were trained in a certain  
503 way and from certain institutions and your more  
504 conservative institutions, I was trained at more ...

505  
506 INTERVIEWER: Open, or liberal, whatever.

507  
508 RESPONDENT: Open, luckily and it is even, that is  
509 going back to 1976, but we were still very much, but  
510 certainly if you take your NKP teachers, they are  
511 fine teachers, but they were trained to ...

512  
513 INTERVIEWER: They have got their set ways.

514  
515 RESPONDENT: Lecture. You know you teach  
516 children and you are the body of knowledge and  
517 there is no such thing as a child having the potential  
518 to actually feed the educational primate and all that  
519 is in a classroom, so it is a total re-education of your  
520 teachers. You know the certified people,...

521  
522 INTERVIEWER: It is a way of being actually ...

523  
524 RESPONDENT: Facilitating is an art, I mean it is a  
525 skill, you can learn it and they have it. You can just  
526 say okay fine I am now going to facilitate, because  
527 your average teacher wants to butt in all the time

528 and ...

529

530 INTERVIEWER: And it is difficult to stand back

531 and ...

532

533 RESPONDENT: And you have got to learn to  
534 actually guide and prompt and probe without taking  
535 over, you know I am the adult, you know that type  
536 of thing. But that is a loophole. What are the other  
537 loopholes, laziness, it is really a lack of security for  
538 many teachers that they do not feel they are doing  
539 things.

540

541 INTERVIEWER: Or the sense of accomplishment  
542 maybe.

543

544 RESPONDENT: You know you could say, you  
545 know I am going in and I am teaching history and I  
546 will finish this part of the syllabus. A lot of that,  
547 you know that sort of sense of achievement that you  
548 know where you are pegging your progress is gone  
549 for many of them. I know that from the point of  
550 view of the children, because my one sister is, she is  
551 a fundi, she is an absolute expert on OBE and she  
552 teaches in the grades, she says a couple of the  
553 problems are, you do this whole, you will not get  
554 people just automatically to share and teamwork.  
555 But you see if you start at grade 1 it is easier,  
556 because I am doing it with the grade 7's now. I am  
557 running these workshop, we did at bushtrail,  
558 learning how to be a new team member and how  
559 important it is to be a part of the team not the  
560 controller of the team. And your children that you  
561 ask, you know what do you like about group work,  
562 because we did the whole thing, I did this expose on  
563 group work at (inaudible) and eventually I said to  
564 them: there are 43 of you, 42 of you say you hate  
565 group work because nobody listens to you. I said  
566 now look at you, you are the people who, so who is  
567 listening to whom then? There was 41 out of 43,  
568 they hate group work, because their ideas get  
569 shouted down. I said to them: what does that make  
570 you realise? And then they all said: well then  
571 nobody is good then. They had the feeling that  
572 people were dominating and that they were not  
573 important in the group. But if everybody feels that  
574 nobody is dominating, then everybody is shouting  
575 and nobody is listening, you know that type of thing.  
576 And it worked far better after they had got  
577 awareness of you shut up and give everybody a  
578 chance, you know and listen, listen. Don't be  
579 thinking, accepting now, I call it the first full stop.  
580 You know avoid the first full stop. The minute he  
581 stops, you chirp. You chip in, you are not listening.  
582 You know, so they can learn, but that is how I think  
583 they start at grade 1 yes ...

584

585 INTERVIEWER: But that is a very important  
586 facilitation skill.

587

588 RESPONDENT: Very, very.

589

590 INTERVIEWER: That is the first thing that you  
591 learn if you do facilitation skills.

592

593 RESPONDENT: That is very true.

594

595 INTERVIEWER: And to listen and to reflect and all  
596 that.

597

598 RESPONDENT: But the kids haven't, you see  
599 higher up the kids have not been taught that  
600 necessarily.

601

602 INTERVIEWER: Of course not, yes. But the  
603 teachers, my argument is here M. that teachers have  
604 not even ...

605

606

607 RESPONDENT: Well they would not know, you  
608 know they would just come back and say it is chaos.  
609 You know I also think that for this to work you need  
610 a lot of self discipline, you need a disciplined  
611 environment and because they have broken down  
612 the structures of, well the structures of discipline in  
613 schools have been broken down. A lot of the  
614 schools, I have spoken to teachers, one of the  
615 teachers at Sunnyside Primary said, you know with  
616 her OBE, she says it absolutely crazy, the children  
617 are swearing. But they are not disciplined, there is  
618 nothing that the teacher can do to discipline them  
619 really any more. Their is about ...

620

621

622 INTERVIEWER: In terms of threat I want to add.

623

624 RESPONDENT: Well carrying out the threat. You.  
625 know if you do not behave.

626

627 INTERVIEWER: Yes conditional sort of stuff.

628

629

630 RESPONDENT: I mean you can basically use time  
631 out, that is about all. In an area like that where  
632 flatland children, very mix, you know  
633 heterogeneous group and things, but you do not get  
634 the parental support. At least with us you know you  
635 still have that access to the parent as the final you  
636 know one to call in and say look your child, and  
637 90% of our parents would be supportive. But you  
638 know you cannot expect anything like that to work  
639 without a disciplined group of children, children that  
640 will listen to others, that type of thing you know. So  
641 that is a problem, because you do get your louder  
642 ones shouting. You also find, my sister said her  
643 biggest worry is that many of the children, you  
644 know problems do not emerge as easily because a  
645 lot of the children, because of everything being  
646 group work they copy, people that do not know  
647 themselves, actually copy the bright ones. So then  
648 the bright are setting the pace and you are not  
649 picking up remedial problems and things like that or  
650 you may not be picking it up.

651

652

653 INTERVIEWER: Once again also a skill from the  
654 teacher to be even more aware and alert of what is  
655 going on in the group.

656

657 RESPONDENT: But you have got to mix, you  
658 know you must have homogenous group, you must  
659 have heterogeneous groups, you know and you must  
660 have a clear objective as to what you are grouping  
661 for, you know that is something else.

662

663 INTERVIEWER: Which also brings me back to  
664 what you just said earlier on about good preparation  
665 and knowing exactly where you are going,  
666 objectives.

667

668 RESPONDENT: It is a lot more work, properly and  
669 your average teacher does not really want to spend  
670 his/her whole weekend, but it also calls for team  
671 preps I would say works very well, which we have

672 got, you know very good in a junior primary, they  
673 all do team preps and then you get you know, new  
674 ideas coming in and then that comes down  
675 (inaudible) as well. And that is about all.

676

677 INTERVIEWER: Yes that is wonderful, no that was  
678 really good information, thank you. I am just trying  
679 to, just also in terms of you know what does change  
680 do to people. How would you respond to, what is  
681 the morale currently in your experience (inaudible).

682

683 RESPONDENT: In the actual teaching profession?  
684 I would say quite low, you know very low in fact. I  
685 think we have got, you know there is a tendency to  
686 make statements. I know I have said categorically  
687 to my husband that I do think I am a good teacher, I  
688 think I am very committed. I think I am highly  
689 efficient, and I do. I think I am very efficient and I  
690 think I am good for the teaching profession. The  
691 day a child sues me or you know tries to, I am out of  
692 it, I am out of there, you know that sort of thing. I  
693 think from the point of view, you know the whole  
694 sort of discipline structure, the breaking down of the  
695 discipline structure and the emphasis on rights of  
696 individuals, you know and the rights of children,  
697 you know it is actually impacting on the rights of  
698 education and in fact I think ultimately the child's  
699 primary right is the right to good education and if  
700 you take away the discipline structure, because as I  
701 have said before, at school meetings you know we  
702 are actually selling a product to a resistant market. I  
703 mean ask your own children. If I walked into the  
704 classroom and said let us go and play outside or let  
705 us do maths, I mean what are they going to say.  
706 You know so we need the protection in the sense  
707 that obviously the kids are not adult enough to know  
708 what is always good for them, you know that type of  
709 thing.

710

711 INTERVIEWER: And they do not know what they  
712 do not know.

713

714 RESPONDENT: Ja you know that type of thing. So  
715 from there I think that is really, it has broken  
716 teachers down a lot, you know their sense of self  
717 respect that a child can query them. It does not  
718 really worry me because I do feel, look I do not  
719 believe in corporal punishment and things like that,  
720 as a means to you know dealing with, there is  
721 always underlying problems. But when you do take  
722 away a basic structure, you know you get  
723 vandalism, you get ...

724

725 INTERVIEWER: Can I just interrupt you quickly.  
726 (END OF CASSETTE SIDE A - MECHANICAL  
727 INTERRUPTION). Yes.

728

729 RESPONDENT: I mean children are basic, human  
730 beings are basically uncivilised, we really are. I  
731 mean if you read you know William Golding and  
732 Lord of the Flies and you know things like that,  
733 there is a basic, now somewhere along the line  
734 people have to be programmed into you know ...

735

736 INTERVIEWER: Socialised into this culture.

737

738 RESPONDENT: Ja you know controlling your  
739 basic urges, because your basic urges are going to  
740 take over because they are there. You know  
741 because we are egocentric. Now when the family  
742 structure did that, there was less emphasis, you  
743 know there was less need for the school to ..., but  
744 society used to and also incorrectly I would say. I  
745 mean we got killed at school you know (inaudible)  
746 that is right, but you know you had that family  
747 structure where children were well disciplined, they  
748 went into a school where you did not ask questions,  
749 things like that. We need a middle line because  
750 unfortunately the families on the whole are not  
751 doing it any more, because you have got two  
752 parents, you know because of the economics in the  
753 country you find that your parents are working.  
754 Because they work (inaudible) they are guilty, so  
755 believe that the time that they give their children is  
756 quality time, that quality actually merely means  
757 spoiling, they do not end up knowing their children  
758 so they believe them and anybody that has worked  
759 with children knows that having been a child  
760 yourself you know will lie if you could get out of a  
761 situation. So children go home, a parent does not  
762 really know the child as a person functioning in a  
763 group and that type of thing, but I see them like that  
764 and the child comes and the teacher did this and the  
765 other, the parent immediately believes and you  
766 know then rushes in to support the child.

767

768 INTERVIEWER: And kind of protects the child.

769

770 RESPONDENT: You know and from that point of  
771 view the schools no longer have the right to make  
772 decisions that, and I would say teachers are ..., you  
773 know I had a teacher last year who actually came to  
774 me in an absolute state, because as this child was

775 revolting, his behaviour was absolutely appalling, he  
776 was preventing the rest of the class from, you know  
777 he was jumping up and stealing the overhead  
778 projector transparencies, you know every time the  
779 teacher tried to ... and he did the wrong thing you  
780 know, but he shook this child eventually and sat him  
781 down. And I laughed, I killed myself when he came  
782 to me. I said to him we will wait 24 hours and  
783 unfortunately young man if the parents come you  
784 have not got a leg to stand on, you will (inaudible)  
785 and I will stand next to you and I will be with you  
786 100% but you will (inaudible). Oh dear that will be  
787 the worst thing, but that is all you can do. In terms  
788 of the law there is nothing I can do to protect you,  
789 you touched that child. Now if you had thrown that  
790 child out and sent him immediately to me, he had  
791 something else, you know you are in the right. But  
792 you were immediately in the wrong, I understand  
793 why you did it, and we waited 24 hours and after 24  
794 hours it was, phew. But you see parents, well I  
795 mean we have had parents at our school threatening  
796 to sue, you know coming in with a doctor's letter  
797 that a teacher had you know and I mean the teacher  
798 may have, so you know that type of thing and I do  
799 not believe that you should hit children and things,  
800 but it just makes you feel that you are emasculated,  
801 you have got no rights a child has more rights than  
802 you, that type of thing. And that makes, you know  
803 moral very low for the teachers who sit around on  
804 24 hour's notice. I mean why would you ever get  
805 job satisfaction, why would you ever feel like  
806 putting ...

807  
808 INTERVIEWER: This is causing anxiety.  
809

810 RESPONDENT: Yes and also you know why  
811 would you put anything into teaching? Many do  
812 because they are professional, but why should they,  
813 you know that type of thing. And, well for us  
814 insecurity in the sense of funding does cause a lot of  
815 dissatisfaction, because you do not know from the  
816 one year's end to the next are you getting your  
817 subsidy or aren't you, and if we do not get our  
818 subsidy it makes a big difference. Because we are  
819 not going to suddenly shoot up our school fees, so it  
820 means that again you know the tightening of the  
821 belts is going to come right down.  
822

823 INTERVIEWER: Now where do you cut down?  
824

825 RESPONDENT: So I do not think moral is very  
826 high. And we also do not get basic respect as a  
827 profession. I do not feel ...  
828

829 INTERVIEWER: Yes that was something that I was  
830 going to actually end up with is that issue about  
831 professionalism and firstly how do you see yourself  
832 as a teacher? Do you see yourself as a professional,  
833 I mean I know you do, but teachers as such.  
834

835 RESPONDENT: You see I see myself primarily as  
836 an academic and that makes a difference, because as

837 a professional no, and it is a two edged sword really.  
838 There are a lot of people in the profession, look if  
839 you go back 20 years when we decided, probably  
840 longer than that, no it 24/25 years when we decided,  
841 you know like for myself when I decided to be a  
842 teacher I did it because you know that is all  
843 altruistic, you know giving to humanity, all that sort  
844 of thing. But if you think back and that, I do not  
845 know how old you are, but you had your A-stream  
846 and your B-stream and your guys, your males that  
847 could not make it into university, went into teaching  
848 and we still have the throwback on that. So it was  
849 almost like your second class males. I have also felt  
850 in primary school, but not necessarily in the private,  
851 you know like teaching at WHPS which was a  
852 private boys' school, it was not, it did not always  
853 apply. But you had fine, fine, but older men you  
854 know who were ex-headmasters and all that type of  
855 thing. But your males that come into primary  
856 school education are not your you know, I am  
857 making it a generalisation but they are not your sort  
858 of more intelligent, well rounded people, it is almost  
859 like it is your ones that did not make it in anything  
860 else, you know which then of course lowers the tone  
861 of your profession. It is also, the profession got  
862 filled with fluffy females you know who have to  
863 immediately have to take off time when you know  
864 the baby was sick and the husband was this, but then  
865 that was also, you know it was a vicious circle. We  
866 got paid less, you know you got paid less because  
867 you were a female.

868  
869 INTERVIEWER: Because you were also a victim  
870 of...

871  
872 RESPONDENT: You had no, you know got no  
873 respect as a female, you were told you know that  
874 you could not be in a classroom when you were  
875 pregnant because it would put the boys off you  
876 know and make them think things, it is the whole  
877 CNE, you know "christelike nasionale onderwys", it  
878 is so sexist you know and it was so anti and I mean  
879 90% of your profession is female and then they did,  
880 you know you had your teachers that were not there  
881 because of (inaudible) and all that, so ...

882  
883 INTERVIEWER: Do you think that has changed  
884 (inaudible).

885  
886 RESPONDENT: I would say ja.

887  
888 INTERVIEWER: Do you think we are drawing a  
889 better student at the moment and also ...

890  
891 RESPONDENT: No, no because I mean that is only  
892 one, they are not even taking teachers. I mean there  
893 is a process inserted that we are going to have a  
894 shortage in ten years' time. But look I have been in  
895 private education for so long that no it did not  
896 happen, it does not happen there, but then you, you  
897 know you also had to instill the profession, you  
898 know it has to come from somewhere that it is



899 respected and your base structure can give you an  
900 indication that you are of worth. That is one thing,  
901 now your private ...

902

903 INTERVIEWER: Oh well internationally that  
904 certainly is the case, in Germany for one.

905

906 RESPONDENT: Ja you know they are one of the  
907 most highly paid in Germany now I know and  
908 respected, although that they have got a (inaudible)

909 too, so I mean. But that sort of thing, that helps and  
910 I know in the private school, DSG and WHPS and  
911 all that, you know you get paid over and above, that  
912 type of thing. I do not know, with teaching they  
913 have always had a, even in departmental schools a  
914 strange sort of thing that you know it does not work  
915 like a business. It is this whole thing that it is a  
916 business, and I think we are becoming more and  
917 more aware of the school as being an institution, the  
918 school as being a business, especially what I am  
919 studying now. Seeing it in terms of markets, values  
920 and things like that.

921

922 INTERVIEWER: And you have got to sell yourself  
923 later on.

924

925 RESPONDENT: And that changes, ja that changes  
926 your view, but before you know like for example  
927 my husband has argued right the way through since  
928 I started, you know everything that a teacher needs  
929 to fulfill his or her job we pay for ourselves. Now  
930 that is unheard of in business. You know if you  
931 need overhead transparencies, if you need pens, if  
932 you need this, if you need that you know it is  
933 provided for you, you know you just write it up and  
934 somebody buys it in business. And that whole sort  
935 of thing was, it is almost like in a way you were less  
936 important, that educating children is less important  
937 than working with the adult market, you know that  
938 type of thing. Ja I will say to you professionalism is  
939 a difficult thing, but then professionalism also  
940 comes down to the individual, you know the way  
941 you ...

942

943 INTERVIEWER: That you see yourself and that  
944 you are in authority and issues like that.

945

946 RESPONDENT: I also think that 90% of teachers  
947 suffer from inertia. You know how many teachers  
948 do upgrade? You know there is no way that you can  
949 get a qualification in 1976 that is going to keep you  
950 abreast of the times in 1999.

951

952 INTERVIEWER: For the new millennium. Ja, no I  
953 hear what you say.

954

955 RESPONDENT: And that is, but then maybe there  
956 has not been an awareness along the way. You  
957 know maybe in service training and all that has not  
958 been advertised, but you know ...

959

960 INTERVIEWER: s is also an issue about money at  
961 the end of the day? I mean when you and I started  
962 doing our graduate work we were still, we got an  
963 increase. I do not know about you, but I certainly  
964 did.

965  
966 RESPONDENT: Yes.

967  
968 INTERVIEWER: But those times have also  
969 changed.

970  
971 RESPONDENT: Ja I got wild messages because I  
972 majored in philosophy of all things and I was told I  
973 was not going to get recognition but I was doing for  
974 me for heaven's sake. I mean was majoring in  
975 history and English anyhow, but I majored in  
976 philosophy just for pleasure, you know and I was  
977 told that it would do me no good you know in terms  
978 of money. Yes there was that, but I also, you know  
979 I think there is almost like this whole idea that you  
980 can be trained and can stay efficient in what you are  
981 doing and it should be a natural thing. It should be  
982 like ...

983  
984 INTERVIEWER: Life long learning as they would  
985 say ...

986 RESPONDENT: It should be ja like a cycle thing  
987 that even if it is a month every three years. You  
988 know how it motivates you to go on courses and  
989 things and how, and if it is in school time why  
990 should it always be in one's holiday time? But there  
991 should be this process in that you actually have  
992 relief teachers on a regular basis that in that grade 3  
993 group or something, once every two years off goes  
994 Joe Soap for a month and to come back and share  
995 with the other two or three or four and then, you  
996 know every three years, that type, I think that would  
997 really ... and that would again, you know we could  
998 talk about our subject more readily as authority. I  
999 also feel that one of your basic problems with  
1000 professionalism with teaching is that we do not hold  
1001 an exclusive body of knowledge. Exclusive bodies  
1002 of knowledge enable other people to be secluded.  
1003 You know your doctor can speak about dysmala da-  
1004 da-da and all these words that the average man in  
1005 the street does not understand and your lawyer can  
1006 do the same, and everybody feels him or herself an  
1007 expert on children. I am a parent, therefore I am an  
1008 expert. So what are we doing that the rest of the  
1009 world cannot do type of thing. So that also lowers  
1010 the tone ...

1011  
1012 INTERVIEWER: No that is wonderful. Ja I think  
1013 you have given me a lot of, not I think, I know you  
1014 have given me a lot of information. Thank you for  
1015 being here with me, again.

1016  
1017 RESPONDENT: Is that it?

1018  
1019 INTERVIEWER: That is it yes, that is more or less.  
1020 Thank you very much.

1021 END OF INTERVIEW

HU: PhD Education policy Change

File: [C:\Program Files\Scientific Software\ATLAS\TEXTBANK\PhD Education policy Change]

Edited by: Super

Date/Time: 1999/09/20 - 11:29:49

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P 3: interview3atlas.txt [A:\interview3atlas.txt]  
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1

2 Date: 24 March 1999

3 Female

4 Experience: 14 years

5 Grades: Grade 2

6 Qualification: THOD FDE-REMEDIATION

7 Policy change: Curriculum 2005

8

9

10 INTERVIEW 3: MI.

11

12 INTERVIEWER: I would like to ask you what are  
13 your experiences of educational policy change.

14

15

16 RESPONDENT: I think what we start off  
17 with, well the basic, the biggest change is OBE,  
18 Curriculum 2005. Okay our school has not done as  
19 much as far as the OBE is concerned. First of all  
20 there is some reasons for it. We often get invited to  
21 meetings too late, it comes two days after the  
22 meeting has been and then they tell us there was a  
23 meeting there .

24

25 INTERVIEWER: Hmm.

26

27 RESPONDENT: Okay so that is where we  
28 have missed out, but I have been attending as many  
29 I possibly can. The whole OBE thing worries me,  
30 because there is certain things I really enjoy about  
31 OBE. I think the participation is very, very  
32 important. I think our children have sat too long too  
33 quiet trying to absorb knowledge. I also think what  
34 the good thing about it is that it actually takes  
35 children and sees them as individuals, as the one  
36 child cannot learn like that so he can learn like that.  
37 The danger in that, if you do everything you have  
38 got in group work, is you get your little weak child  
39 that sits back and he does nothing. And the leaders  
40 will take leadership automatically, but that they  
41 would have done any way. Your weak one will sit  
42 back and let the whole lot do for him and I have  
43 noticed, I have done some things that some children  
44 actually walk out of a two week cycle or a three  
45 week cycle and they have learnt nothing, because  
46 they have allowed everybody else to do everything  
47 for them. Now what I do is I also take the  
48 evaluation, I evaluate them, I let the group evaluate  
49 each other, each member and then I let the class  
50 evaluate each group because they have got to  
51 present. Which is also a nice thing because people  
52 have to learn to present what they are actually  
53 doing. So it works quite nicely because you teach  
54 the children, you know in the beginning they would,

55 everything is just good, everything is just wonderful.  
56 And then you say: but what about so and so? Did  
57 he do anything? And then they start picking that up,  
58 you know and they start telling kids come on, you  
59 know you have got to work with as well. That is  
60 what worries me about the group work is that they  
61 are not strong enough to actually pull a child like  
62 that into a group, not at eight year old level. And  
63 your bossy boots can often be totally overpowering,  
64 but you make sure that your strong children are not  
65 always the leaders.

66  
67 INTERVIEWER: Your awareness of policy  
68 change in terms of curriculum change is very much  
69 present, that is what I hear and you have been  
70 implementing and doing things.

71  
72 RESPONDENT: Yes.

73  
74 INTERVIEWER: You said there are things  
75 that worry you in terms of group work. Would you  
76 say a little bit more about it.

77  
78 RESPONDENT: Look teachers have to be  
79 very, you have got to be very organised. You  
80 cannot walk into this being disorganised because  
81 then your class is disorganised. What concerns me  
82 is that some teachers might not have the experience  
83 or the drive, you know because teaching takes an  
84 incredible amount of energy and you actually, there  
85 is a drive behind it. And it could so easily become  
86 where okay we are going to do water, get some  
87 magazines, just go ahead and do whatever you want  
88 to do. You know you have got to bring in your  
89 library, you must try and bring your music, you  
90 have got to bring in your drama, that is what it is all  
91 about. So you have got to, and that worries me,  
92 because your lazy teacher can get away with being  
93 lazier, your hard working teacher is going to work  
94 harder.

95  
96 INTERVIEWER: I am wondering about  
97 what skills do teachers need for group work and are  
98 trained for that?

99  
100 RESPONDENT: No I was, we were never,  
101 when we did our teaching training we started with  
102 differentiation. So you had your three groups, your  
103 weak, your middle and your strong group.  
104 Sometimes I let them work in that context, but more  
105 often than not I mix the groups. So that is a problem  
106 because a lot of people are not trained you see. I am  
107 one of those lucky people that if a change gets  
108 thrown at me I can adapt to it, but there are lots of  
109 teachers that actually cannot adapt to it and people  
110 like that, we have not been trained properly.

111  
112 INTERVIEWER: You say adapt to change.  
113 Does that mean, you see the challenge and you get  
114 on with it?

115  
116 RESPONDENT: And you make it your

117 own.

118

119 INTERVIEWER: You make it work.

120

121 RESPONDENT: Yes you make it work,  
122 but there are teachers that cannot make it work, you  
123 know they do not know how.

124

125 INTERVIEWER: They have never been  
126 trained.

127

128 RESPONDENT: And especially if you  
129 look at your older teachers, they really battle with  
130 this and ...

131

132 INTERVIEWER: Do you think that is a  
133 matter of people are just set in their ways?

134

135 RESPONDENT: I think it is set in their  
136 ways and maybe not been trained properly. If the  
137 teachers get asked if they want to participate? Well  
138 I think all through the years it has been very much  
139 you will do as we say. At our school we are very  
140 lucky because we do not have to and I am very  
141 pleased about that, because like drill work, I think  
142 drill work is important. Children cannot experience  
143 maths, they can experience it but it cannot just be  
144 experience, it has got to be drill work as well. You  
145 have got to work with it practically, you have got to  
146 work with it semi concrete, you have got to work  
147 with it abstract. You know have got to go, those are  
148 three phases, it is like crawling, walking and  
149 running, you cannot do the one without the other  
150 because if you do you are going to pick up  
151 problems.

152

153 INTERVIEWER: Do teachers understand  
154 OBE with regards to the issue of drill work?

155

156 RESPONDENT: That to me has not  
157 become, because one of the first meetings we went  
158 to they said no drill work and I almost had a fit. I  
159 said to them you cannot tell a child to experience an  
160 A and tell him that is ?, he has got to learn that and  
161 you have got to make sure that he learns that, or you  
162 can teach him that. You know and ...

163

164 INTERVIEWER: How do you think the  
165 inexperienced teacher responds?

166

167

168 RESPONDENT: I just had a student in the  
169 beginning of the year and they obviously are being  
170 trained in OBE system and what I found is that she  
171 put a lot of energy into a lesson but she got very  
172 little back.

173

174 INTERVIEWER: Maybe she put in too  
175 much.

176

177 RESPONDENT: Not really, or maybe but  
178 look it could be inexperience as well, she was a third

179 year student so she is not experienced, she is getting  
180 there. Okay, but this whole freedom, you know let  
181 us discuss, and you have got two children on the  
182 carpet that cannot discuss, they are at 10 000 places  
183 but they are not there. So you know that child will  
184 go to his desk in his group work, he does not know  
185 what is going on.

186  
187 INTERVIEWER: Just lost.

188  
189 RESPONDENT: Ja and he will just idle  
190 along because there is no, at no stage if you just do  
191 group work where you could say this is what you  
192 did, look you made the mistake there, you made the  
193 mistake there and that is what I find very disturbing.

194  
195 INTERVIEWER: To what extent is policy  
196 then really implemented in the way they wanted it to  
197 be implemented.

198  
199 RESPONDENT: I think the government  
200 schools are a lot more jacked up than what we are  
201 because we missed so many meetings and  
202 workshops and things like that. So I think they have  
203 got, they pretty much know what is going on. I was  
204 also thinking about it. You know I find it quite silly  
205 because they take grade 1, this year it is just grade 1.  
206 Why not bring in the grade 2's before we, you know  
207 bring in your junior phase and say all the teachers  
208 that can come so that it gives you a bit of  
209 background, you know where those kids are coming  
210 from. That I find, I find that totally silly, I think it is  
211 ...

212 INTERVIEWER: So those who will be  
213 involved the following year, are not exposed to  
214 OBE.

215  
216 RESPONDENT: They do not do that. Last  
217 year, well for two years it was the grade 1's, no two  
218 years ago it was grade 1, last year was the grade 2's  
219 and now this year they have just finished off with  
220 the grade 2's and now they are starting with the  
221 grade 3's.

222  
223 INTERVIEWER: So this year is grade 3?

224  
225 RESPONDENT: Ja.

226  
227 INTERVIEWER: So what do they do? Do  
228 they take then those teachers of grade 3 and for  
229 training sake?

230  
231 RESPONDENT: Ja, it is very confusing,  
232 you get there and they talk about PI's and because  
233 we have not worked with it ..

234  
235  
236 INTERVIEWER: What is PI?

237  
238 RESPONDENT: Performance indicators.

239  
240 INTERVIEWER: Hmm

241

242 RESPONDENT: You know they have got  
243 this whole new terminology and it is for us that have  
244 not grown with this whole thing I find it incredibly  
245 confusing.

246

247 INTERVIEWER: So what I hear you saying  
248 is also it would be maybe a good idea to have  
249 actually the whole of say at least first five grades of  
250 teachers, expose them to this philosophy and say  
251 listen this is what is going to happen, these are the  
252 children that you are receiving next year. So this is  
253 not happening.

254

255 RESPONDENT: No. I just feel we get  
256 thrown into the deep end, you know there are these  
257 kids that are coming up that have been exposed to  
258 this. It is now March, almost April. In April they  
259 are going to start training the grade 3 teachers. Now  
260 what has happened between January and April? I  
261 mean by the time they feel comfortable with it then  
262 you are looking at June, July, August already. So  
263 every year these kids have had these teachers trying  
264 to ...

265

266 INTERVIEWER: Grapple with the new  
267 stuff.

268

269 RESPONDENT: Yes, with the new stuff  
270 you know.

271

272 INTERVIEWER: When does this training  
273 take place?

274

275 RESPONDENT: Afternoons, that is  
276 another thing. You know you have got to go after a  
277 whole day of teaching you have got to go and sit  
278 there in the heat and they babble on about ...

279 You go to different schools you know. We have  
280 had at N.H., so it is where your district is. If you  
281 asked me what, how I would tackle this I would say:  
282 right each school has to send X amount of teachers  
283 and we are going to workshop it for a whole week.  
284 You come from 08:00 till 15:00 and we are going to  
285 work with this practically. You are going to work  
286 out your lessons. This is how it works. And I think  
287 that would, because ...

288

289 INTERVIEWER: For more consistency .

290

291 RESPONDENT: And the only reason, the  
292 only time you actually start making it your own is  
293 when you work with something.

294

295 INTERVIEWER: Hmm.

296

297 RESPONDENT: So here we get all these  
298 bits of information and you, it like sort of makes  
299 sense and you go to school and there are these pages  
300 and pages and pages of things that you are supposed  
301 to be doing. And you think but how does this fit  
302 into that and ...

303

304 INTERVIEWER: You haven't got a holistic  
305 picture at this point in time

306

307 RESPONDENT: No, no.

308

309 INTERVIEWER: This brings me back to  
310 my initial sort of question, to what extent is the  
311 policy implemented the way it was intended to?

312

313 RESPONDENT: It is not. But I must say  
314 the lady that runs the thing from the Gauteng  
315 department, she is incredibly helpful, if you can get  
316 hold of her. She is incredibly helpful.

317

318 INTERVIEWER: Well that is good to hear.

319

320 RESPONDENT: So that was to me a very  
321 pleasant surprise because that I have not  
322 experienced, not from the TED as it was, you know  
323 we never got anything from the TED. So I must  
324 give them credit for that, but I do, and I know that a  
325 whole lot of people find it incredibly confusing.

326

327 INTERVIEWER: You say the training is  
328 just not sufficient, there is insufficient support and  
329 coming from a background which is difficult for  
330 new teachers now to deal with. What does that do  
331 to a school, what does that do to classrooms, what  
332 does that do to children?

333

334 RESPONDENT: But you see we are very  
335 lucky at our school because we have been doing  
336 OBE for many years, you know and we have  
337 done the group work, we have done the  
338 involvement, we have done research, you know you  
339 take a book and you research and you, so at our ...

340

341 INTERVIEWER: Some of the OBE you  
342 have been doing any way.

343

344 RESPONDENT: We have been doing that  
345 any way, you know but what about your poor  
346 person on the platteland that has got a two year  
347 training? They do not have equipment, I mean you  
348 can talk about a cow once and have this whole OBE  
349 thing you know with a cow, but you can have that  
350 and then you can go to chickens. But further than  
351 that, you know they say use your natural resources.  
352 That is fine and fair enough, but there are other  
353 things that children have to learn that are not natural  
354 resources and how do these poor people tackle this  
355 whole thing? I am just very very concerned that we  
356 are going to end up in a couple of years time with a  
357 whole lot of illiterate people that have gone through  
358 school.

359

360 INTERVIEWER: Which brings me to an  
361 issue about standards. How does one measure  
362 standards?

363

364 RESPONDENT: You see you are supposed



365 to use different assessments. Now once again the  
366 group work is nice, I think that is an incredibly  
367 important part of the OBE because we have trained  
368 children to work on their own and then they go out  
369 in the labour force where they have to work in  
370 groups and they have never been taught to do that.  
371

372 INTERVIEWER: Hmm.  
373

374 RESPONDENT: So that is to me incredibly  
375 important. Job sharing is also important, this give  
376 and take.  
377

378 INTERVIEWER: That is working together  
379 in a big company, I mean you have got to rely on  
380 other people.  
381

382 RESPONDENT: Finally to really assess a  
383 child you have to do that individually. You cannot  
384 do that in a group.  
385

386 INTERVIEWER: Yes..  
387

388 RESPONDENT: You see another thing is  
389 they say you are the facilitator. Now that is very  
390 easy. You give them a bit of information and you  
391 walk around, well if you do it properly you are  
392 walking around and you are actually observing  
393 every single child you know and you make your  
394 notes and you say this child is doing this, this, this.  
395 But what about the teacher that does not, is not  
396 committed? They go and sit behind their desks and  
397 do whatever they want to do, you know so the  
398 assessment, it can work but we are not all working  
399 with the same caliber of teacher and that worries  
400 me. If my child ends up in a class where the teacher  
401 does not work, what is going to happen to my child?  
402 She is not even going to pick up that my child is not  
403 working.  
404

405 INTERVIEWER: So what I am hearing you  
406 say at the end of the day teachers have just not been  
407 trained.  
408

409 RESPONDENT: No. And which teacher  
410 has really been taught to facilitate. We have not  
411 been taught to do that.  
412

413 INTERVIEWER: Hmm.  
414

415 RESPONDENT: You know you can either  
416 do it naturally or you cannot do it at all.  
417

418 INTERVIEWER: Yes  
419

420 RESPONDENT: And that worries me.  
421 You know ... You know because last year I went on  
422 a crisis management course and there, well crisis  
423 management is basically facilitating when problems  
424 arise.  
425

426 INTERVIEWER: But that was not through

427 education was it?

428

429 RESPONDENT: No that was, well it was  
430 through Catholic Education, it was because you  
431 know being an HOD they asked me to go and that  
432 was the first time I actually realised but wow you  
433 know there are actually steps, you go through step 1,  
434 step 2, step 3, and if somebody just, you do it  
435 naturally but you make a lot of mistakes in between.

436

437 INTERVIEWER: And you skip maybe a  
438 step or two and you do not realise it.

439

440 RESPONDENT: And then you do not  
441 know why this is not coming together you know.  
442 So, and after that course I realised how, ja that we,  
443 they give us these things to do but they do not train  
444 us. If every person could do a course like that it  
445 would just make it so much easier and then you  
446 understand what you are actually doing.

447

448 INTERVIEWER: Do teachers attend  
449 courses in their own time?

450

451 RESPONDENT: You know you say attend  
452 courses in your own time. Now teaching has  
453 become so demanding that there is so little time left.

454

455 INTERVIEWER: Yes..

456

457 RESPONDENT: You know I feel strongly  
458 about it, I feel that teachers are, we have got no  
459 personal time left and if you do not have personal  
460 time you cannot grow. We are like these bulls that  
461 race through a tunnel just to get to the end, you  
462 know with all the, and education is snowballing,  
463 everything is snowballing. You know you just think  
464 you have got something sort of sorted out and then  
465 they throw a whole new issue at you, you know and  
466 there is never enough time to really get stuck into  
467 what you are doing. I find that such a pity because  
468 we are still lucky we sit with 25, maybe 27 children  
469 in our class, but what about the teacher that sits with  
470 45?

471

472 INTERVIEWER: Or even more?

473

474 RESPONDENT: Or even more. You know  
475 how can, it cannot work, it cannot work.

476

477 INTERVIEWER: That was your clear  
478 message since the beginning of this interview.  
479 There are a few things that are good and they are  
480 working for your and you have taken out a few  
481 things, group work and things and you combine it,  
482 you integrate it, you have made it your own.

483

484 RESPONDENT: Ja.

485

486 INTERVIEWER: By the sounds of things I  
487 have the idea of Mi. being competent to cope with

488 change.

489

490 RESPONDENT: Ja.

491

492 INTERVIEWER: Your question though is  
493 what about the rest of the country, not to mention  
494 Gauteng or just a few schools in your area.

495

496 RESPONDENT: No.

497

498 INTERVIEWER: So and that to me is as a  
499 researcher, is a message that I would like to, you  
500 know bring home to policy shapers and saying look:  
501 you have brought this new thing, and there are I  
502 think just under a half of teachers. I mean you may  
503 be one and there might be another one here or there  
504 who are "coping" and I put that in inverted commas  
505 and like you say what about the rest? And it says  
506 something about society, what kind of children are  
507 we going to have at the end of the day? Because I  
508 mean we are talking say in the year literally 2005  
509 maybe, will it really be then by, will they then be  
510 matriculated just about?

511

512 RESPONDENT: Yes that is five years  
513 from now, that is grade 3, no in fact it is grade 7, ja  
514 but they take it ...

515

516 INTERVIEWER: I am wondering what will happen  
517 to the matriculants, what kind of matric will they  
518 be writing?

519

520 RESPONDENT: That is why I say to you I  
521 can see that we are going to educate ...  
522 Ja but it really worries me because I think  
523 we are going to have kids that are going through  
524 a whole system and they have learnt nothing.

525

526 Another thing that really  
527 worries me, I mean we have been, I was a product  
528 of where they threw the drilling of maths out and we  
529 had to experiment and I know that a whole lot of my  
530 generation could not spell, we do not know our  
531 tables because of the system that we had. Okay  
532 those are things you can actually overcome once it is  
533 important to you, you will fix it you know. But so I  
534 come from that kind of generation. We always in  
535 this country seem to take the rejects from the rest of  
536 the world, okay and then we, they say well we are  
537 going to make it work, but England could not make  
538 it work, America could not make it work. They do not say  
539 look what you have got here fine, let us look at this  
540 new system.

541

542 INTERVIEWER: In addition to maybe.

543

544 RESPONDENT: Yes if that is what their  
545 policy was I would say hundred percent, because  
546 there are good things in it.

547

548 INTERVIEWER: Can I just stop you there  
549 for a moment. (MECHANICAL INTERRUPTION)

550 - END OF SIDE 1A). Yes why throw away a few  
551 things that did work? I am wondering to what extent are  
552 teachers really interpreting it correctly.

553  
554 RESPONDENT: Well I know for a fact  
555 that very first course we went on it said there  
556 specifically: no drilling. You are not a teacher any  
557 more you are a facilitator.

558  
559 INTERVIEWER: Very determining..

560  
561 RESPONDENT: Ja I... Nothing else, nothing  
562 else. You know where do teachers' individuality  
563 come in? We have to do things that work for us.  
564 You know you have to something that works for  
565 you.

566  
567 INTERVIEWER: In terms of your character  
568 and personality.

569  
570 RESPONDENT: Yes, yes.

571  
572 INTERVIEWER: True..

573  
574 RESPONDENT: Okay fine you know if  
575 you say to teachers well you know if you would like  
576 to implement this then you may do, 99% of the  
577 people are not going to do it because people do  
578 resist change, because it means a lot of hard work  
579 and so granted, so maybe they have to push you into  
580 a direction and secretly maybe they hope that we do  
581 put our own stamp on it and do things that work for  
582 us. But I cannot tell you if that is what is they are  
583 thinking.

584  
585 INTERVIEWER: Ja, you know to what extent  
586 are you authorised, to use your own interpretation.  
587 That is also difficult, to what extent may you interpret  
588 and where the boundaries are.

589  
590 RESPONDENT: It also depends on your  
591 principal. You know what does your principal  
592 expect? We are lucky our principal does also resist  
593 change you know, to the extent he says you do not  
594 throw away what works for you, you carry on with  
595 that, you add to it.

596  
597 INTERVIEWER: In a way what he actually  
598 does is something about supporting what has been  
599 working okay, but also probably saying okay and  
600 implement as you see fit.

601  
602 RESPONDENT: Ja, ja.

603  
604 INTERVIEWER: Ja because I just, like I  
605 say I am wondering really about what has been  
606 written and intended and what is happening at  
607 schools. Do these aspects or issues or whatever, do  
608 they really fit this?

609  
610 RESPONDENT: I have spoken to some of  
611 the government school teachers you know and their

612 biggest problem with this whole thing is the  
613 discipline, the incredible amount of noise, because it  
614 is group work.

615  
616 INTERVIEWER: Yes  
617

618 RESPONDENT: You know the discipline  
619 goes. Okay we are working, it is now starting to fall  
620 into place. You had to change your discipline  
621 completely you know, but there is an incredible  
622 amount of noise and what worries me is that certain  
623 children cannot learn with noise.

624  
625 INTERVIEWER: This busyness all over.  
626

627 RESPONDENT: It is incredibly busy you  
628 know and I just often wonder is there structure in  
629 the busyness.

630  
631 INTERVIEWER: A very good question.  
632

633 RESPONDENT: You know kids can be  
634 busy, but well some kids just do not function that  
635 way and in actual fact most kids do not function in  
636 incredible, you have to have a certain amount of  
637 peace and quiet to be able to actually absorb what  
638 you are doing you know.

639  
640 INTERVIEWER: Sure and to hear yourself  
641 thinking maybe.

642  
643 RESPONDENT: Ja, just to analyse what  
644 you are ...

645  
646 INTERVIEWER: Doing, ja.  
647

648 RESPONDENT: Ja and to try and make it  
649 your own.

650  
651 INTERVIEWER: So you say discipline  
652 maybe in schools could deteriorate?

653  
654 RESPONDENT: Yes, you know ...  
655

656 INTERVIEWER: Is it a matter of that  
657 group work is like a free for all.

658  
659 RESPONDENT: But is the whole thing  
660 you see. Now maybe as the kids grow and they do  
661 more group work that whole thing will, but what is  
662 happening to these kids that are starting, these poor  
663 pioneers in this whole system you know? I am glad  
664 my child is not sitting there, very glad my child is  
665 not sitting there.

666  
667 INTERVIEWER: So my next question here is:  
668 who trained those trainers?

669  
670 RESPONDENT: It is that pyramid effect  
671 you know, a very few, because at private schools, I know  
672 they were trained overseas, either in Australia or  
673 New Zealand or ...

674

675

676 INTERVIEWER: Or the States.

677

678 RESPONDENT: Or the States. You know  
679 it came from, that is the feeling I got, it came from  
680 there. And here you have your how many  
681 (inaudible) and from say for example 100 people get  
682 trained and it has got to go to half a million that  
683 information gets distorted every time it gets passed  
684 on, because who trains the people that gave us the  
685 course? Now we were told right now you know  
686 what this is all about, after one course, you know  
687 what this is all about, now you go back to your  
688 teachers and you train them. Okay so now this is  
689 my whole interpretation, my own interpretation  
690 okay, you have got the notes and things like that and  
691 you could stick to that, but so now I think fables out  
692 again and from there on it ...

693

694 INTERVIEWER: So it is an interpretation, and a  
695 Reinterpretation.

696

697 RESPONDENT: Ja no I mean in schools  
698 that perhaps not even go further than that, you know  
699 that the whoever went on the course said well you  
700 know I am not doing this and then it did not go  
701 further, so the whole ...

702

703 INTERVIEWER: There was not even  
704 exposure...

705

706 RESPONDENT: You know so there are  
707 big holes there, there are massive loopholes..

708

709 INTERVIEWER: Room for things or  
710 opportunities where things go wrong.

711

712 RESPONDENT: And I think there is a lot  
713 of mismanagement going on, you know they can  
714 only tell you to do it. Whether you do it or not is ...

715

716 INTERVIEWER: To what extent are you getting the  
717 full information, half information and issues like  
718 that.

719

720 RESPONDENT: Or no information. But I  
721 think there are things that you are doing  
722 that are not written down that ...

723

724 INTERVIEWER: It has become habit  
725 maybe.

726

727 RESPONDENT: Ja.

728

729 INTERVIEWER: And they work for you  
730 and you carry on with those things.

731

732 RESPONDENT: Yes I think it is a definite,  
733 it is definitely in our schools you know. I think we do  
734 especially at our school and the further the subsidy  
735 goes the more we are going to do our own thing any

736 way. You know you have got to stay within what is  
737 expected more or less because the children leave to  
738 go to other schools, otherwise you ...

739  
740 INTERVIEWER: ..you are in trouble.

741  
742 RESPONDENT: Ja well you know you are  
743 ruining your own school because people are not  
744 going to send their kids. It is like the, this is also  
745 fun, but it is like the Max Stibbe schools.

746  
747 INTERVIEWER: Oh yes Max Stibbe.

748  
749 RESPONDENT: Montessori schools.

750  
751 INTERVIEWER: Yes.

752  
753 RESPONDENT: But especially the Max  
754 Stibbe, we get kids from there and I mean they  
755 cannot cope, they cannot read, they cannot spell,  
756 they cannot do sums, that freedom is so wide that  
757 the kids walk out of there knowing nothing and we  
758 have had a few of them and so you do stay. Look  
759 like the maths it gets drilled, I mean the OBE can  
760 say what it wants, but it gets drilled, because, and it  
761 is not written anywhere, but maths well we drill you  
762 know. So there are hidden ...

763  
764 INTERVIEWER: In terms of feelings and  
765 emotions if you would sum that up within the  
766 context of educational change ?

767  
768 RESPONDENT: I think a lot of pressure  
769 has been put onto teachers. It is not as much fun as  
770 it was ten years ago.

771  
772 INTERVIEWER: Which is sad.

773  
774 RESPONDENT: Ja, I think that half the  
775 teachers are on antidepressants or you know I think  
776 the demand that has been put on teachers is almost  
777 inhuman. We work incredibly long hours. Okay it  
778 is all financial, you know the classes are getting  
779 bigger because of finances and things like that and  
780 there is an incredible amount of red tape involved in  
781 the whole thing and the teachers are burning out and  
782 it is not a good thing. You know I think we have  
783 lost a lot of the cream of the crop because they do  
784 not want to work for the salary, because you, if I  
785 work the amount of hours that I do in the private  
786 sector I would be earning a lot more money and  
787 education is not about money. You cannot educate  
788 children for money. You do it because you love  
789 what you are doing and I think that they ...

790  
791 INTERVIEWER: hmm

792  
793 RESPONDENT: Ja and I think they are  
794 taking that away, education is taking that away, the  
795 calling is not there any more because ... They give  
796 you nothing, nothing gets back to you,  
797 you know you work till 23:00, 00:00 at night,

798 some people till 02:00, 03:00 in the morning  
799 and you get to school and there is all  
800 these little beings that demand something from you  
801 and you cannot give any more and that is my  
802 concern about ... If you also hear about the shooting  
803 and teachers and the stabbing of kids, okay those are  
804 ...

805 INTERVIEWER: the societal forces...  
806

807 RESPONDENT: Ja and it is not, it does  
808 happen every single day, but that is the feeling that  
809 is coming into the school, this incredible amount of  
810 violence and ...

811  
812 INTERVIEWER: Anger.  
813

814 RESPONDENT: Anger and you know,  
815 teachers do not get respected by parents any more,  
816 you are only a teacher.

817  
818 INTERVIEWER: I heard that before yes.  
819

820 RESPONDENT: We are good enough to  
821 educate their children but we are not good enough to  
822 ...

823 INTERVIEWER: To be seen as a  
824 professional.  
825

826 RESPONDENT: As a professional person,  
827 so that is also being taken away from us you know  
828 and that is also sad. And it makes our job so  
829 much more difficult, because I mean the story that  
830 somebody else tells you know, the child that says to  
831 the teacher you know, I mean this really happened,  
832 oh well my mother does not like you and she was  
833 very hurt and he eventually went back to her and he  
834 says: oh never mind, you know it not serious that  
835 my mother does not like you, because she does not  
836 like my father either. You know so it was a big  
837 joke, but that is the thing that is coming through at  
838 the moment. My mother does not like you, my

839 mother says I do not have to do my homework,  
840 because you know ...  
841

842 INTERVIEWER: So what I am hearing is  
843 something about the support from parents and  
844 your frustration... sometimes just a little thank you  
845 that adds to the morale.  
846

847 RESPONDENT: Or just, yes. Or just accepting what  
848 you have decided, you know a child will come to  
849 you and say I do not have to come to the gala  
850 because my mother says it is a waste of time. Okay  
851 now the gala, what educational value, that is a whole  
852 new issue, but it is just the attitude you know.  
853

854 INTERVIEWER: The attitude makes all the  
855 difference.  
856

857 RESPONDENT: You have a play, my  
858 mother says I do not have to come, you know. She



859 is too busy, she cannot make it, you know. So it  
860 makes it, or if you decide, outings, you say to  
861 parents we are going to X, they will come in their  
862 droves, but it is dangerous. Now does any parent  
863 think that a teacher will take responsibility for 27  
864 children and take them to a place that is dangerous?  
865 I mean never in my wildest dreams would I do that.  
866 We always make, you know that is an acceptance of  
867 you are a professional person, my child is in good  
868 care and I will only do what is best for that child.  
869 And that has fallen away.

870  
871 INTERVIEWER: That is very, very sad.  
872 And that adds to the, I mean we read about it quite  
873 often, is the low morale, you know feelings, I cannot  
874 think of a better word now, ja the morale in  
875 education.

876  
877 RESPONDENT: Ja, ja the morale.

878  
879 INTERVIEWER: Which is so low.

880  
881 RESPONDENT: Incredible.

882  
883 INTERVIEWER: Not that education is the  
884 only system who is suffering at this moment.

885  
886 RESPONDENT: No. You know and another  
887 thing that is a great concern to and it is not  
888 happening right now, but within the next five years  
889 it is going to happen, is this whole Aids issue. It is  
890 horrifying and how is that going to affect a teacher?  
891 We went to that seminar and he says you know how  
892 many teachers are going to get Aids in the next  
893 couple of years? So not only is my child safe in a  
894 class, but I as a teacher am not safe in a class. Are  
895 we being educated in that? How do we handle that?  
896 You are going to get a child coming to you, I am  
897 talking about little children, coming to you that has  
898 fallen and he is bleeding all over and you say: hang  
899 on there and you are going to run to your cupboard  
900 and you are going to put your gloves on and  
901 whatever you need and then you may attend to the  
902 child. You know what is that going to do to our  
903 whole society? I think a lot of our problems stem  
904 from the country because our children are being  
905 traumatised one way or another, parents are very  
906 very busy, teachers are very busy, which causes  
907 stress, which causes explosive situations, which  
908 causes unhappiness and so it is not just in the  
909 education it is the whole country, it is very very  
910 wide. But the Aids business, how are children  
911 going to relate to each other? If you know you have  
912 got a child with Aids in your class and the kids  
913 know about it, how is that going to ...

914  
915 INTERVIEWER: How does one deal with  
916 that?

917  
918 RESPONDENT: How do you deal with it  
919 and I mean they come and they say to you, you have  
920 got to wear gloves, that is not good enough. Don't

921 train me like that, I know I have got ...

922

923 INTERVIEWER: That is a physical thing.

924

925 RESPONDENT: That is a physical thing.

926

927 INTERVIEWER: Spiritual and mentally

928 how are you going to deal with that?

929

930 RESPONDENT: Kids are going to grow up

931 with friends dying left, right and centre and they are

932 talking about age groups from 6 to 8 I think, or no

933 from 5 ...

934

935 INTERVIEWER: It is taken incredible

936 measures here.

937

938 RESPONDENT: Ja from 5 to 8 they are

939 going to die in the pre-school coming up to grade 1

940 and then from something like 14 or 16.

941

942 INTERVIEWER: I just heard the statistics

943 recently, I cannot quite remember but it is

944 something like 250 babies per day being infected,

945 only babies, I am not even talking ..., it is terrible, I

946 have got them somewhere but it is frightening. And

947 it is true I have never even thought about it that

948 these youngsters are actually entering our education

949 system and what does that do? Because that is a

950 societal, radical change that will impact education.

951

952 RESPONDENT: You are going to sit with

953 kids that have lost their parents because of Aids you

954 know.

955

956 INTERVIEWER: So what you have just

957 said, so it will be even more traumatised, society.

958

959 RESPONDENT: I do not know, I do not

960 know how this is going to, I think we are in for a

961 very very difficult time and I am very glad I haven't

962 got a little one that has got to go through this,

963 because I think our kids are still, give it five years

964 my son will be out of high school, my daughter will be

965 into high school probably.

966

967 INTERVIEWER: It is not as if we will not

968 be victims of that, but yes there, I mean will still be

969 working and it will also impact on where we are.

970

971 RESPONDENT: Yes.

972

973 INTERVIEWER: In any case Mi. we

974 can chat about that also still. Thank you for being

975 here with me and I am allowed to be with you.

976

977 RESPONDENT: Well I hope it helped.

978

979 INTERVIEWER: Yes definitely and I think

980 you gave me a lot of extra information which I will

981 certainly incorporate in the research, thank you so

982 much.

983

984 END OF INTERVIEW

HU: PhD Education policy Change

File: [C:\Program Files\Scientific Software\ATLAS\i\TEXT\BANK\PhD Education policy Change]

Edited by: Super

Date/Time: 1999/09/20 - 11:30:54

P 4: interview4atlas.txt [A:\interview4atlas.txt]

1 Date: 15 June 1999

2 Female

3 Experience 12 years

4 Grades 7

5 Qualification: HOD, BA, FDE

6 Policy change: Curriculum reform;

7 working conditions

8

9

10 INTERVIEWER: I really

11 appreciate your sharing a bit of

12 your experience and your time. My

13 question to you Rei. is, how do you

14 experience education policy change?

15

16 RESPONDENT: I must admit that

17 in the beginning when I first heard

18 about the 2005 and the OBE

19 situation, I was not very partial to

20 that, because I just thought that it

21 was just a new gimmick, that they

22 were, you know they had to do

23 something different just to get away

24 from old political sort of habits

25 and stuff like that, so I was not

26 very partial to that. But once I

27 have been to courses and I have

28 attended a few courses I realised

29 two things. One of them was that I

30 personally have been very close to

31 teaching in the OBE way, because I

32 think I have always tried to make my

33 lessons different and to steer away

34 from sort of very archaic ways of

35 teaching. And the other thing that

36 I regarded as a very positive thing

37 was that they are going to do in

38 OBE, that they are going to do away

39 with just assessing a child on his

40 academic performance, that other

41 variants of skills and of

42 achievements are also going to be

43 included in assessment and also in

44 teaching subjects that they are

45 going to extend in some way or

46 another. Unfortunately it is

47 something that we have mostly heard

48 of and I have seen very little

49 implementation in the school or in

50 the classroom of that.

51

52 INTERVIEWER: What I hear you  
53 saying is the thing about I have  
54 been teaching in a different way.

55  
56 RESPONDENT: Definitely.

57  
58 INTERVIEWER: And which would  
59 maybe or could maybe be something  
60 similar to the outcomes based  
61 education culture.

62  
63 RESPONDENT: Definitely yes.

64  
65 INTERVIEWER: If you say you  
66 have not heard much what do you mean  
67 by that? Is that from the  
68 department or ...

69  
70 RESPONDENT: I think because I  
71 am teaching grade 7 and we have not  
72 been that involved in many of the  
73 changes because they have started  
74 from grade 1 upwards, although this  
75 year they have, we have heard that  
76 we are supposed to implement that as  
77 from next year, but once again from  
78 the department's side we have heard  
79 very little, because I am mainly  
80 concerned with languages. I know  
81 that some of my colleagues have been  
82 attending courses concerning the  
83 more technological side of OBE, but  
84 in the language departments up to  
85 now we have heard very little or we  
86 have seen very little. We have  
87 heard, but mostly through the media,  
88 not really from the department's  
89 side.

90  
91 INTERVIEWER: So what you are  
92 saying is something is something  
93 about the communication from  
94 department appears vague.

95  
96 RESPONDENT: And then I must  
97 say that courses that I have  
98 attended where we were introduced to  
99 the OBE situation, we just found  
100 that the people who conducted the  
101 courses, really it was of a very  
102 poor standard, it was of a very poor  
103 standard.

104  
105 INTERVIEWER: They were not  
106 competent about their subject?

107 RESPONDENT: No, no definitely  
108 competent and not knowledgeable  
109 enough.

110  
111 INTERVIEWER: So these were the  
112 instructors of these courses?

113

114 RESPONDENT: Yes definitely and  
115 I think the other problem is of  
116 course a language barrier, not in  
117 the sense that, they spoke English,  
118 but because they, English to them  
119 might be a third or a fourth  
120 language. I think that the message  
121 that we perceived was in a way very  
122 warped.

123  
124 INTERVIEWER: Right. Let me  
125 just ask you something, tell me some  
126 of your understanding, how do you,  
127 what do you understand if I say to  
128 you policy change?

129  
130 RESPONDENT: Policy change ...

131  
132 INTERVIEWER: Or education  
133 policy changes.

134  
135 RESPONDENT: Right education  
136 policy change I see it I think in  
137 two ways. The first thing that  
138 comes to mind being a white teacher  
139 as at a mainly white school, I see  
140 it as politically motivated. That  
141 to me is, I see that as the main  
142 piece, that it is politically  
143 motivated.

144  
145 INTERVIEWER: That may be  
146 politically driven.

147  
148 RESPONDENT: Yes driven, yes.  
149 And secondly I can understand and I  
150 really have a compassion for that,  
151 that a policy change was needed to  
152 include people who could have been  
153 formerly excluded from certain  
154 things and I can see that with a new  
155 government with a whole new, I don't  
156 know, a whole new system that we are  
157 going to face as far as teaching is  
158 concerned, that policy changes in  
159 education was necessary. Once again  
160 I sound a little, I would not call  
161 it racist, but I think that for  
162 white people in this country it is a  
163 grave concern, because we are very  
164 unsure, because I think we are not  
165 as gullible as other racial groups  
166 might be thinking that this is going  
167 to open up new worlds. We rather  
168 see it and interpret it in terms of  
169 perhaps the standard that is going  
170 to be lowered.

171  
172 INTERVIEWER: Would you like to  
173 say a little bit more about that,  
174 about the standards being lowered?

175

176 RESPONDENT: I think that my  
177 experience goes beyond the grade 7  
178 group because I have been involved  
179 through the University of Pretoria  
180 and through a course that Success  
181 College is currently doing for  
182 mainly black teachers in teaching  
183 management and during the July  
184 holidays when we usually go on an  
185 outreach programme where we lecture  
186 throughout the county to these  
187 students, to help them to prepare  
188 them for the exam. And I think that  
189 I can see in terms of what we  
190 perhaps did in the course, because I  
191 took the course myself and what they  
192 expect from the students. Because  
193 in the beginning I could see because  
194 it is the fourth year now that I  
195 have been involved with that. In  
196 the beginning they still tried to  
197 uphold certain standards but I think  
198 to keep the whole course alive and  
199 because it is money motivated, in a  
200 way they have been forced to, just  
201 to lower standards in the sense they  
202 do not expect as much from those  
203 students as they perhaps would have  
204 expected of students of another  
205 racial group.

206  
207 INTERVIEWER: So what I hear you  
208 saying maybe is something about  
209 teachers who are, let us call it  
210 need further training education but  
211 through Success College which is run  
212 through the university.

213  
214 RESPONDENT: Yes it is  
215 underwritten by the university.

216  
217 INTERVIEWER: And you, it is  
218 your understanding or what you have  
219 observed is that standards are  
220 lowering there. Would you then  
221 assume that that will happen in  
222 schooling or in our new curriculum?

223  
224 RESPONDENT: Yes most  
225 definitely because I think that even  
226 in our schools which are, from my  
227 side of the experience I have taught  
228 in a mainly white school. We have  
229 experienced and it is really  
230 becoming quite a big problem now,  
231 that children are reading and  
232 spelling impaired. I ascribe that  
233 to too much television and also to  
234 the fact that teachers are not as  
235 driven any more by teaching basic  
236 skills, by drilling in basic skills  
237 that needs to be drilled in. I

238 think that if I see how they battle  
239 in our own schools where there is no  
240 language problem, where there is  
241 basically no problem of children  
242 that have been left behind in the  
243 sense that their level of  
244 understanding or comprehension is  
245 perhaps not on a par with the  
246 others, if I see what a battle that  
247 is then I just know that if you add  
248 to the current battle that we have  
249 in our basically white schools, if  
250 you add a language problem, if you  
251 add a problem of comprehension,  
252 understanding, you know all those  
253 things.

254  
255 INTERVIEWER: Yes, reasoning.

256  
257 RESPONDENT: Reasoning and  
258 stuff like that, I cannot see that  
259 we can maintain the standards that  
260 we used to because we are battling  
261 just to maintain standards in our  
262 own schools under basically good  
263 conditions.

264  
265 INTERVIEWER: I am wondering, on  
266 the one hand I hear you saying there  
267 might be a lowering of standards,  
268 teachers are not trained fully or  
269 enough. On the other hand for the  
270 new curriculum we need to nurture  
271 skills such as critical thinking.  
272 How do you combine those two?

273  
274 RESPONDENT: I would say that  
275 my experience that I have with black  
276 teachers when I go on these teaching  
277 lectures and stuff like that, is  
278 that they themselves do not  
279 understand and they themselves have  
280 such inadequate skills and I cannot  
281 see, I mean even and I am almost  
282 weighing up black and white against  
283 each other, but even in our own  
284 schools which I am talking about a  
285 white school now, that some teachers  
286 and this is perhaps something that I  
287 should mention, is that I have  
288 noticed that teachers, if your heart  
289 is not in teaching then you are  
290 definitely not going to walk that  
291 extra mile to get yourself  
292 knowledgeable and to bring the  
293 knowledge to the classroom and to  
294 try and equip your children with the  
295 necessary skills. And I think many  
296 teachers and I find that in two  
297 ways, the teachers that are close to  
298 finishing their term of teaching,  
299 they are going to play for time and

300 they just hope that this is going to  
301 go away. The young teachers that  
302 hope that their husbands will be in  
303 a position fairly soon to support  
304 the family totally without them  
305 having to work, are also not going  
306 to make an effort. So it is going  
307 to leave a very small core group and  
308 I think if you can divide them again  
309 into those that are really committed  
310 to making this work and to open  
311 themselves to training and to new  
312 ideas and things like that, you will  
313 also have the group that will never  
314 be open to that and they will just  
315 go on regardless of policy change or  
316 whatever. I think they will make a  
317 few cosmetic changes and for the  
318 rest they could not be bothered.  
319 One thing that I found, especially  
320 if we do case studies with the black  
321 teachers, they put quite a lot of,  
322 place a lot of value on the window  
323 dressing side of their teaching  
324 skills. As long as they have got  
325 files that in a way show that they  
326 are competent, so they are always  
327 very eager to lay their hands on  
328 teaching material and in a way might  
329 show that they are competent, but I  
330 think when it gets down to the very  
331 basic teaching of trying to convey  
332 certain skills and competencies to  
333 the children I think there is a lack  
334 all over, regardless of colour,  
335 training, whatever.

336  
337 INTERVIEWER: What you just said  
338 is that there will always be some  
339 teachers who will really commit  
340 themselves to this change, but there  
341 are also those who are just  
342 blatantly resistant and for those  
343 who do commit themselves, they are  
344 willing to go as you have just said  
345 the extra mile to get some extra  
346 training or further education  
347 whatever the case. Who is that type  
348 of person?

349  
350 RESPONDENT: That would go the  
351 extra mile?

352  
353 INTERVIEWER: Yes.

354  
355 RESPONDENT: That is very  
356 difficult to say because if I just  
357 think of my own colleagues there are  
358 some of them that are really  
359 committed to the job, but their  
360 personalities do not allow them to  
361 go that extra mile, it is just too



362 much and they, I think in a way they  
363 will feel very unsafe with trying  
364 out new things and new stuff. So  
365 they feel safe in that environment  
366 of, and they might be willing to try  
367 new things provided that they have  
368 been provided with the knowledge in  
369 an absolutely step by step way. And  
370 I really think it is a small group  
371 of teachers, those that have got the  
372 more adventurous spirit to really go  
373 out. And I think also if you are a  
374 person who would, who are still  
375 interested in learning something, if  
376 you want to know about new things,  
377 if you are willing to try out new  
378 things. And I think that makes up a  
379 very small group of people,  
380 basically people who want to find  
381 out very quickly how to do the job  
382 and they are perfectly happy to  
383 stick to it. They will change,  
384 permitted that the new set of rules  
385 is spelt out very clearly, but if  
386 there is any input from their side  
387 that they have to go and explore and  
388 look for new ways and come up with  
389 new ideas and even challenge  
390 themselves, because one thing that I  
391 have noticed in the teaching  
392 profession and I am saying this  
393 coming from a background where I  
394 worked in the private sector for  
395 many years, teachers work in such a  
396 protected environment and I see very  
397 little, if any, taking  
398 responsibility for mistakes that  
399 they might make. They are not  
400 willing to make mistakes because  
401 they live in this fear that in that  
402 small little world of theirs there  
403 is perhaps a little black mark that  
404 is going to appear against their  
405 name or a demarcation of any sort or  
406 something and they are not willing  
407 to take chances. I find it a pity,  
408 a great pity that teachers that work  
409 with children, with these eager  
410 minds, that they in themselves are  
411 very very confined in their own  
412 thinking, in their own way of  
413 teaching and not being able to move  
414 out of that very protected little  
415 circle.

416 INTERVIEWER: Comfort zone.

418 RESPONDENT: Yes the comfort  
420 zone.

422 INTERVIEWER: What you are  
423 telling me is something about the

424 personality of our teachers. What  
425 responsibility for change do  
426 teachers assume in your mind?  
427

428 RESPONDENT: Unfortunately I  
429 have to say no, because I have just  
430 made a rather disturbing discovery  
431 today that teachers try and get  
432 away, they really try most of them  
433 try and get away with as little as  
434 possible and with as little  
435 discomfort to themselves and this  
436 little system that they have created  
437 for themselves. And they are not  
438 willing to rock the boat and they  
439 feel very, very threatened because  
440 this I can really say from just  
441 talking to my own colleagues, they  
442 feel very threatened, most of them  
443 very threatened by policy change,  
444 very threatened.

445  
446 INTERVIEWER: Do you make the  
447 link between threat and change?  
448

449 RESPONDENT: Again I think it  
450 is personality related and then also  
451 I think the environment that has  
452 been created for teachers, very  
453 protected. Let us just think of  
454 something very general kind of thing  
455 that might occur in a school. If a  
456 parent is unhappy with any teaching  
457 method or anything that might have  
458 occurred in the class, then the  
459 channel is that the parent would  
460 possibly approach the headmaster or  
461 vice principal and then eventually  
462 that problem will be, and I am  
463 putting it in inverted commas, will  
464 be "solved" without the teacher ever  
465 coming face to face with the parent.  
466 and the teacher will be called in,  
467 the headmaster will ask the teacher  
468 to put her side of the story and  
469 then the parent will be called in  
470 and the headmaster stays in the  
471 middle. To me it is totally wrong  
472 because I feel where do you ever get  
473 that experience because I mean those  
474 are the skills that we are supposed  
475 to teach children how to be able in  
476 a way to defend themselves, to have  
477 the skills to communicate.

478  
479 INTERVIEWER: To work with  
480 feedback.

481  
482 RESPONDENT: Yes to work with  
483 feedback, even to communicate in  
484 adverse circumstances when  
485 everything is not always perfect.

486 And I mean if the teacher is not  
487 even skilled in that, how can you  
488 possibly teach a child to be skilled  
489 in that? And I really, I blame the  
490 system and I definitely put a lot of  
491 blame on the headmaster because he  
492 is defending the image of his school  
493 and I feel that it is a very, it is  
494 an unrealistic and it is superficial  
495 way of dealing with problems and  
496 dealing with situations in schools  
497 that might arise.

498  
499 INTERVIEWER: So what I hear you  
500 saying something about as it is a  
501 teacher is in a protected  
502 environment and the headmaster  
503 actually perpetuates that by keeping  
504 away all the conflicts or the  
505 stresses or the complaints whatever  
506 the case may be, where as my opinion  
507 could be good feedback.

508  
509 RESPONDENT: Exactly.

510  
511 INTERVIEWER: As good learning  
512 to find out what is going on.

513  
514 RESPONDENT: Exactly, and if a  
515 teacher knows that she has to come  
516 face to face with parents and still  
517 be able to stand her ground and to  
518 say but this is why I am doing it  
519 like this and to be able to come up  
520 with some sort of, not an excuse,  
521 but with a reason, method in her  
522 madness or call it whatever you  
523 want. I feel that she as a person  
524 can grow, but my experience is that  
525 teachers per se, especially in a  
526 primary school environment, very  
527 little personal growth. I have been  
528 teaching at the same school for 12  
529 years now and I have seen very  
530 little progression in my colleagues.  
531 I see regression unfortunately in  
532 many of them. It seems as though  
533 they are more threatened, more  
534 scared, want to be more protected  
535 and stuff like that in stead of  
536 going out facing the world.

537  
538 INTERVIEWER: And taking up the  
539 challenge of a new curriculum or  
540 whatever the changes may be.

541  
542 RESPONDENT: Taking  
543 responsibility.

544  
545 INTERVIEWER: Can I link up with  
546 your comment that in your mind this  
547 is politically driven and do you

548 think that that could cause a  
549 resistance to policy change?

550

551 RESPONDENT: I would definitely  
552 say so because I think for white  
553 people and having lived in a country  
554 that has definitely favoured the  
555 white people and secured jobs for  
556 them, I think it is definitely yes,  
557 because we also apart from your own  
558 protected little environment, you in  
559 a way many of them are linked with  
560 friends and family that have been,  
561 you know the victims of people that  
562 have lost their jobs, who have been  
563 forced out of positions and stuff  
564 like that. And I think it instills  
565 more fear, more fear, and I think  
566 yes the resistance is in a great way  
567 politically motivated and I think in  
568 the other way, because in the 12  
569 years that I have been with my  
570 school very few of my colleagues  
571 have involved themselves in further  
572 studies. In other words and I am of  
573 the opinion that a qualification  
574 obtained 20 and 30 years ago, I mean  
575 without any upgrading of any sorts,  
576 can really not be very relevant,  
577 especially in the changes that we  
578 are facing today.

579

580 INTERVIEWER: What I am picking  
581 up right now is something about a  
582 teacher as the person is actually  
583 the critical issue here within  
584 transformation or change.

585

586 RESPONDENT: They build a wall,  
587 there is a wall that goes up, that  
588 is a wall that goes up. Now the  
589 minute that the teacher puts up the  
590 wall, I mean the child in the  
591 classroom, that which should have  
592 been in the classroom or that which  
593 should have been able to come into  
594 the classroom - change, reform, call  
595 it what you want, that is kept away.  
596 Because that is one thing, the  
597 teacher has in the classroom, still  
598 has a fairly great amount of power  
599 to keep things out or to let things  
600 come in.

601

602 INTERVIEWER: Ja I hear you very  
603 clearly.

604

605 RESPONDENT: Ja and I am coming  
606 back to the window dressing. As  
607 long as the file and what is in the  
608 file and that can be shown on paper,  
609 as long as that is in order then the

610 teacher is fairly safe. But what  
611 goes on a daily, minute to minute  
612 basis in that classroom is sometimes  
613 shocking, it is shocking really.

614  
615 INTERVIEWER: Something that I  
616 also picked up how personal growth,  
617 change and development are linked.  
618 To what extent are people supported  
619 in this context?

620  
621 RESPONDENT: I think very  
622 little and then once again I think  
623 the people that they use to  
624 implement those support systems, to  
625 my mind are in most cases the wrong  
626 people, people who have very little  
627 skills of really conveying certain,  
628 okay information whatever. Or what  
629 I mostly find which is lacking in  
630 most of those people is to make the  
631 people that they are trying to  
632 teach, to make them enthusiastic  
633 about it. I mean because they are  
634 not, they have not got selling  
635 skills, because I mean you really  
636 have to sell the idea, you have to  
637 market it.

638  
639 INTERVIEWER: It is like a new  
640 product.

641  
642 RESPONDENT: It is like a new  
643 product and I really think that the  
644 people that they use to market their  
645 product is, well ...

646  
647 INTERVIEWER: Not good sales  
648 people.

649  
650 RESPONDENT: No not good sales  
651 people at all, at all.

652  
653 INTERVIEWER: How do you feel at  
654 this point in time as a person in  
655 education?

656  
657 RESPONDENT: I think if you  
658 asked me, if you had asked me this  
659 like the year or 18 months ago I  
660 would have given you a different  
661 answer. At this point in time I  
662 have sort of, I have come to terms  
663 with certain things. I know what I  
664 want in life and I know that in my  
665 classroom I am going to bring in the  
666 necessary changes and if it is not  
667 for the children then even it is for  
668 myself, just to know that I still  
669 want to do, I still want to  
670 participate and then one thing that  
671 I feel strongly about, I want to

672 give a child that has been sitting  
673 in my classroom the very best. I  
674 always tell them in the beginning of  
675 the year I will teach you the best  
676 way I know how. And I am still  
677 curious, I am still trying to find  
678 out more about my subject, about  
679 ways of teaching. I like to read, I  
680 think I pick up things and I try and  
681 implement and I am a conscious  
682 person, I don't go through life  
683 unconsciously. So I pick up things  
684 and I see in a newspaper, in a  
685 magazine, I think this will make a  
686 nice lesson, this ... (END OF SIDE  
687 A) I have given up on the system to  
688 try and change that. I think a few  
689 years ago I wanted to change a whole  
690 system and I was always very  
691 disappointed when I walked into this  
692 resistance, the one that teachers  
693 put up. And I think I have resigned  
694 myself to the fact now that up until  
695 the day that I am not teaching any  
696 more I am still going to do my best,  
697 I am still going to give my best,  
698 whatever is possible for me to do I  
699 will do. If ...

700  
701 INTERVIEWER: Change or no  
702 change?

703  
704 RESPONDENT: Change or no  
705 change. If in the course of what I  
706 am doing I can sway one or two of my  
707 colleagues, I will do that. I know  
708 for a fact that I am always very  
709 willing to share if I get a new idea  
710 or something that works or something  
711 which just works out easier or  
712 something like that, I am willing to  
713 share. I am still willing to do  
714 that, but to concern myself with the  
715 system and in a way I have given up  
716 on that. I am concerning myself  
717 with individuals that go through my  
718 hands and I always see it as a  
719 positive sign. Some time ago about  
720 nine or ten of my colleagues and I  
721 were sitting in a restaurant, we  
722 were having lunch and two young, ja  
723 I will say young men walked in and  
724 they came and they greeted me and I  
725 remembered the face, I could not  
726 remember the name, but they were  
727 matric boys by now, five, six years  
728 since I have had them in class.  
729 They greeted me and I said what  
730 about all these other teachers,  
731 don't you know them any more? And  
732 they said oh yes this one I can  
733 remember a little bit and that one I

734 can remember a bit and I just  
735 thought neither here nor there, but  
736 why did they remember me? And the  
737 one boy said and I asked him, I  
738 said: why do you remember me and  
739 not the others? He says: because I  
740 can remember all those little  
741 stories that you always told us  
742 about Harris boys and this and that  
743 and things just, so he still  
744 remembers that. So if I did that  
745 for him then I am happy as a  
746 teacher. I think previously I  
747 wanted to change the whole world, to  
748 change the whole system. I have  
749 given up on that. I am concerning  
750 myself with individuals and every  
751 year when I get a new set of pupils  
752 I really try and do the best that I  
753 can do for them and that is about  
754 the best that I can do at this point  
755 in time.

756  
757 INTERVIEWER: What strikes me is  
758 your compassion, your commitment in  
759 the classroom and where you said  
760 earlier on I am trying to change the  
761 macro system, I don't think we have  
762 the power to do that, but we do have  
763 the power in our classroom.

764  
765 RESPONDENT: Exactly.

766  
767 INTERVIEWER: And that is where  
768 the real change should occur, in the  
769 classroom. How do you see policy  
770 change in say the next ten years?  
771

772 RESPONDENT: I would definitely  
773 like to see that we still make an  
774 effort to try and sway the hearts  
775 and minds of teachers, because  
776 unless we do that, it was very  
777 disturbing when a colleague of mine  
778 told me last night, he is at a high  
779 school, that the universities are  
780 sending out people to try and to  
781 market certain career courses and  
782 from two universities that have been  
783 to their school, not one pupil  
784 signed up for teaching. So that to  
785 me is very disturbing and I think  
786 that if we can sway the minds and  
787 hearts of teachers then children  
788 will be inspired, because that is  
789 usually what makes you, sends you in  
790 a certain career, is if you had a  
791 teacher and then you think I would  
792 like to be like that person. And I  
793 think we should, we should  
794 especially now, especially for white  
795 people, I really have a heart for

796 them, to still try and to give  
797 teachers the best training, to  
798 really select the best people.  
799 possible. And sometimes, I think  
800 once again they sometimes look at  
801 marks and then sometimes you have  
802 the child not with the very good  
803 academic achievement but with the  
804 compassion and I really think, I  
805 feel strongly about that because  
806 usually if you find a child that has  
807 battled with certain things in  
808 school and they want to go into the  
809 teaching profession, they are the  
810 ones that will make it work for the  
811 child again because they know what  
812 they battled with and they will  
813 really try and find ways and means  
814 of making it comprehensible for the  
815 child. So I would really like to  
816 see to us to go back to good basic  
817 training which I think is going for  
818 a loop these days. I also say this  
819 because I was fairly old, I was an  
820 adult when I went into teacher  
821 training and I mean if I think of  
822 those boys and girls that were there  
823 with me, that cruised through that  
824 course by doing the absolute minimum  
825 and I am positive that they are  
826 those kind of teachers, the ones  
827 that do the minimum, that we should  
828 go back, look at training, look at  
829 ways and means and get the right  
830 people to try and sway the minds and  
831 hearts of teachers. That is about  
832 it. I cannot think of something  
833 very wild to say and say we must do  
834 this, we must do that. I think we  
835 must settle down to basic things and  
836 people must really want to teach to  
837 go into that profession, not look at  
838 it as a means of earning a fairly  
839 good salary and with fairly good  
840 flexible hours.

841  
842 INTERVIEWER: Would I be correct  
843 to say that your focus was on the  
844 person of the teacher during the  
845 process of change?

846  
847 RESPONDENT: Yes definitely.

848  
849 INTERVIEWER: And if you as a  
850 teacher are resourceful and you are  
851 well trained, compassionate and you  
852 have got empathy and are connected  
853 with the children, then the change  
854 process may not be so traumatic...

855  
856 RESPONDENT: Definitely.

857



858  
859 INTERVIEWER: Thank you very  
860 much, I have learnt a lot from you,  
861 you are a real wonderful informant  
862 and thank you for your time, I  
863 really appreciate that.  
864  
865 RESPONDENT: Thank you very  
866 much, I enjoyed this as well.  
867 END OF INTERVIEW

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File: [C:\Program Files\Scientific Software\ATLAS.ti\TEXTBANK\PhD Education policy Change]  
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P 5: interviewatlas5.txt [A:\interviewatlas5.txt]

1 Date: 15 June 1999  
2 Female  
3 Experience: 24 years  
4 Grades: 4-7  
5 Qualifications: POD III, HOD, BA B.Ed to be  
6 completed)  
7 Policy change: Curriculum 2005; Staff;  
8 School organisation  
9  
10  
11 ONDERHOUDVOERDER: RE baie dankie dat  
12 jy hier is saam met my om vir my 'n bietjie  
13 te vertel van jou ervaringe van onderwys  
14 veranderinge of beleidsveranderinge. Wil  
15 jy my 'n bietjie daarvan vertel hoe ervaar  
16 jy dit, wat verstaan jy, waar jy ook al wil  
17 begin.  
18  
19 RESPONDENT: Goed ek dink in  
20 die laaste paar jaar, kom ons sê die laaste  
21 twee jaar dink ek het dinge drasties  
22 verander in terme van organisasie van die,  
23 kom ons noem dit die hoof struktuur, met  
24 ander woorde van die departement se kant  
25 af, dat daar redelik dinge is, nuwe  
26 reëlins wat deur gegee word van die  
27 departement se kant af en wat die skole dan  
28 moet implementeer. Dit maak die taak van  
29 die bestuur van die skool maak dit redelik  
30 moeilik want daar is nou 'n klomp partye  
31 wat in ag geneem moet word. In die eerste  
32 plek dan nou die party wat dan oor die  
33 skool gestel is, is die departement waarvan  
34 die riglyne en waarvan die reëls uitgevoer  
35 moet word en die bestuur van die skool vorm  
36 dan soort van die middelman, want hulle het  
37 nou weer onder hulle het hulle die ouers,  
38 daar is die onderwysers en daar is die  
39 leerders se behoeftes so wel as, ek dink  
40 ons kan in dieselfde asem ook sê die  
41 behoeftes van die gemeenskap, wat in ag

42 geneem moet word. So die rol van die  
43 bestuur van die skool dink ek het in 'n  
44 groot mate verander deurdat daar redelik  
45 baie behoeftes is waarin voorsien moet  
46 word. En wanneer daar dan nou 'n  
47 verandering kom as gevolg van beleid dan is  
48 daar nuwe maatreëls wat getref moet word en  
49 nuwe strategieë wat beplan moet word. En  
50 die groot verandering het natuurlik nou  
51 ingetree met die politieke verandering waar  
52 ons van die apartheid oor gegaan het in  
53 ander era waar ons nou meer demokraties is,  
54 waar mense meer 'n insae kan hê ook in  
55 terme van beleid, in terme van die bestuur.  
56 So dit dink ek het 'n groot verandering  
57 veroorsaak in die skole ook, waar die opset  
58 van die skole nou heeltemal verander het.  
59 Daar is nou ook 'n curriculum wat  
60 voorgeskryf is en die Kurrikulum is 'n  
61 gegewe, met ander woorde daar is nie 'n  
62 wegomkans nie, dit moet geïmplementeer  
63 word. En binne die skool se menslike  
64 hulpbronne, binne die fasiliteite, binne  
65 dit wat daar beskikbaar is, moet hierdie  
66 projek dan nou op 'n sinvolle manier  
67 geloods word. Beplanning is natuurlik 'n  
68 groot, speel 'n groot rol en dan moet daar  
69 ook meer gewerk word met die twee pole in  
70 gedagte, met ander woorde die pole van die  
71 departement se kant af en die pole van die  
72 gemeenskap en die ouers van die leerders se  
73 kant af. As die departement het  
74 byvoorbeeld nou eers voorgesê het ons moet  
75 eers die grondslag fase implementeer, so  
76 dit is natuurlik waar ons nou begin het.  
77 Ons is in die gelukkige posisie dat ons in  
78 ons graad 2 graadgroep het ons 'n dame wat  
79 help met die skryf van die boeke vir  
80 Curriculum 2005. So dit help dat 'n mens  
81 iemand het wat doenig is met dit wat beplan  
82 word, wat werk met mense wat weet wat hulle  
83 doen, so ons hoef nie tweedehandse  
84 inligting te kry nie ons kan die inligting  
85 direk kry. Dit help dat jou beplanning  
86 gedoen kan word en 'n mens dit basies kan  
87 deurvoer en dat die onderwysers miskien nie  
88 so onseker voel soos by ander skool waar  
89 hulle eers by 'n ander plek moet gaan kers  
90 opsteek. Ons kan basies die beplanning  
91 hanteer en kyk hoe werk sy. So dit werk  
92 goed.  
93  
94 ONDERHOUDVOERDER: O ja dit is goeie  
95 stukkie inligting daardie. Omdat jy nou  
96 juis gesê het dat julle het eintlik 'n  
97 persoon daar naby of binne julle skool  
98 opset wat julle dan nou kan help omdat sy  
99 ook daardie boek geskryf het, het dit vir  
100 my dadelik laat wonder oor, is daar nie  
101 kommunikasie van die departement na die  
102 skool?  
103

- 104 RESPONDENT: Goed ek dink  
105 natuurlik op hierdie stadium kan hulle 'n  
106 bietjie meer, miskien tyd, miskien meer met  
107 kursusse afstaan om die mense op te lei.  
108 Ek dink die groot behoefte is op hierdie  
109 stadium, baie vra, want dit is ander storie  
110 om die teorie deur te gee om te sê dit is  
111 die riglyne, om byvoorbeeld hulle het tot  
112 sover gegaan om al boeke te gee, gebinde  
113 boeke, maar dit is maar meer 'n tipe van 'n  
114 handboek, 'n tipe van 'n bron, maar daardie  
115 bron moet nou by die praktyk uitgebring  
116 word. Personeel kry die inligting, nou  
117 moet dit in 'n fase groep moet dit bespreek  
118 word, die probleme, oënskynlike probleme  
119 moet daar uitgetrap word. Maar wanneer dit  
120 geïmplementeer word in die klaskamer dink  
121 ek is daar tog in die praktyk probleme waar  
122 daar miskien vrae ontstaan. En ekself soos  
123 wat ek nou maar met die personeel, baie van  
124 hulle kom gesels met 'n mens, lyk dit vir  
125 my personeel is bang dat ander moet kan  
126 sien ek is nie by magte om by te hou by die  
127 ander nie. Met ander woorde as hulle  
128 byvoorbeeld moet assessering doen, ek dink  
129 dit lyk my dit is 'n groot kuns want die  
130 assessering verg baie tyd, dit verg, ek het  
131 gehoor van een van die jonger persone wat  
132 nog glad ervaring gehad het nie wat nou  
133 basies hierdie jaar by die nuwe graad eers  
134 begin het en sy het byvoorbeeld deur 'n nag  
135 gesit met assessering om dit voltooi te  
136 kry. Dan is daar iemand wat hierdie week  
137 met my gepraat het oor daar is verskillende  
138 sub-afdelings geassesseer moet word en sy  
139 sê partykeer is dit so omvangryk hulle moet  
140 dit sit en doen terwyl die kinders met  
141 groepwerk besig is. Daar is nog maar  
142 dissipline probleme ook, met die gevolg  
143 hulle kom nie altyd by al die afdelingtjies  
144 uit nie en dan gebeur dit partykeer dat  
145 hulle sit en sê hoor ek kon nou nie by  
146 daardie ding uitgekom het nie, en hierdie  
147 een skat ek dit en dit en dit. Met ander  
148 woorde dan wonder 'n mens op die ou end-hoe  
149 getrou is die weergawe van die evaluering  
150 wat op die ou end gedoen word.  
151
- 152 ONDERHOUDVOERDER: So dit lyk dan nie  
153 goed nie, in Engels is dit "continuous  
154 assessment."  
155
- 156 RESPONDENT: Dit is reg ja.  
157
- 158 ONDERHOUDVOERDER: Deurlopende  
159 assessering.  
160
- 161 RESPONDENT: Ja en wanneer dit  
162 dan nou geopper word byvoorbeeld aan 'n  
163 ander departementshoof dan is die antwoord  
164 byvoorbeeld iets soos dan implementeer  
165 julle dit nie reg nie. Waar 'n mens

166 liewer, waar ek liewer sou sê: gaan en  
167 gaan kyk wat is die probleem, kan ons nie  
168 liewer 'n bietjie van die fasette uitlos en  
169 dit met miskien 'n ander tipe beplanning  
170 doen nie. Sê ons kombineer hierdie  
171 bymekaar, kan ons nie vir, sê 'n program  
172 eenheid of wat ook al 'n bietjie minder  
173 goed aanspreek maar dat die personeel voel  
174 hulle is by magte om dit te kan doen in  
175 daardie tydsbestek. Want wat die probleem  
176 daar is dat onderrig of bemoeienis met die  
177 kind gaan in die proses verlore. Want die  
178 een juffrou het byvoorbeeld vir my gesê:  
179 ek weet nie of ek so baie by die kinders  
180 uitkom soos in die verlede nie.

181  
182 ONDERHOUDVOERDER: En ten spyte van  
183 die eintlike benadering van groepwerk... en  
184 daardie deurlopende insette want eintlik  
185 sou 'n mens dalk dink of dit is dalk die  
186 aanname dat jy meer sal kyk of jy betrokke  
187 sal wees en tog ...

188  
189 RESPONDENT: Ek sou sê my, hoe  
190 ek gesien het, ek sou gesê het op hierdie  
191 stadium behoort hulle meer ondersteuning te  
192 kan gee. Dit is meer 'n losser sisteem, hy  
193 is nie so formeel nie. So as 'n mens dan  
194 sulke navrae of probleme hoor dan dink ek  
195 kan 'n mens regtig daarna gaan kyk, want  
196 daar is, daar word datums uitgestip wat  
197 byvoorbeeld sê: op hierdie datum moet  
198 daardie en daardie assessering klaar wees  
199 en daar word nie regtig uitstel gegee nie.  
200 Met ander woorde die personeel werk teen  
201 druk en dan dink ek word van die werk word  
202 in die klas gedoen wat miskien nie die heel  
203 sinvolste situasie is om te doen nie en op  
204 die ou end is dit die kinders wat daaronder  
205 ly. Nou goed miskien is dit nie oor die  
206 algemeen nie, maar dit is probleme wat daar  
207 is.

208  
209 ONDERHOUDVOERDER: Ja as jy nou ...

210  
211 RESPONDENT: Ja definitief ja.  
212 Iemand het vir my gesê dit is vir hulle 'n  
213 probleem en hulle weet nie op hierdie  
214 stadium hoe om dit aan te spreek of hoe  
215 gaan hulle dit hanteer nie, want sou hulle  
216 dit aan die groot klok hang, sou hulle dit  
217 met die departementshoofde opneem dan sê  
218 hulle goed hierdie ou kan dit nie doen nie,  
219 daardie ou kan dit doen.

220  
221 ONDERHOUDVOERDER: So dan is daar wat  
222 ek sou bestempel as 'n bietjie, wat noem jy  
223 dit, 'n neiging tot ...

224  
225 RESPONDENT: Dit gaan baie oor  
226 ja, etikettering. Dit gaan baie vir hulle  
227 oor in hierdie graad is hierdie vyf

228 onderwyseresse en 'n mens het nog steeds.  
229 daardie ding van wie lewer, wie "perform".  
230 die beste.

231  
232 ONDERHOUDVOERDER: So hulle  
233 kompeteer?

234  
235 RESPONDENT: Hulle kompeteer  
236 definitief, ons kry nie daardie ding uit  
237 nie, veral by die grondslag fase hoor ek,  
238 dit is ding wat nog baie sterk deur kom.

239  
240 ONDERHOUDVOERDER: Mag ek jou dalk  
241 vra waar dink jy lê dit, daardie interne  
242 kompetisie?

243  
244 RESPONDENT: Ek dink weet jy  
245 dit hang in 'n groot mate saam met hierdie  
246 ding dat die poste uitgefaseer word. Daar  
247 word al hoe minder poste deur die  
248 departement gee, so daar is ouens wat nie  
249 'n departementele post het nie, hulle het  
250 'n beheerliggaam pos, dit is 'n tydelike  
251 pos, ek moet werk om my pos te hê. Wie  
252 gaan hulle op die ou end laat gaan? Die  
253 ouens wat dalk nie so goed in die klas  
254 hulle ding doen nie. So ek moet in die  
255 klas, ek moet oral kan bewys hoor hier ek  
256 is die beste of ek doen die beste. So  
257 daardie speel definitief 'n rol hoor dat ek  
258 moet, ek moet myself, ek moet my pos, ek  
259 moet kan verdien.

260  
261 ONDERHOUDVOERDER: Daar hang amper 'n  
262 swaard oor hulle kop klink dit vir my, angs  
263 dat iemand anders dalk sal weet dat ek dit  
264 nie so goed kan doen soos my buurman of my  
265 buurvrou.

266  
267 RESPONDENT: Ja en dat hulle  
268 ook nou, kyk ons is mos nou anders omdat  
269 hulle hierdie dame het wat nou baie bekwaam  
270 is, so sy weet dat sy ken en sy is op  
271 hoogte van al hierdie goed en ek dink dit  
272 is moeilik om in 'n graad saam met so 'n  
273 persoon te werk, want hierdie persoon is  
274 basies die rolmodel, maar hulle is nog op  
275 die onderste vlak, hulle moet nog werk om  
276 iewers te kom. Ek dink dit is aan die kant  
277 baie goed want hulle kry goeie leiding.

278 ONDERHOUDVOERDER: Ja.

279  
280 RESPONDENT: Maar aan die ander  
281 kant is dit vir hulle weer 'n bietjie swaar  
282 in die sin dat ek nie dink hulle opper dalk  
283 al hulle probleme nie. Daar is dalk goed  
284 wat 'n mens wel kan aan aandag gee. Jy  
285 weet ek dink dit hang baie af van 'n  
286 persoonlikheid ook hoor. Daar is baie  
287 ouens wat en jy kry dit veral by die ouer,  
288 maar nie noodwendig nie, maar meeste kere  
289 by die ouens wat nou al 'n bietjie langer

290 in die onderwys is wat so vashou aan 'n  
291 tradisionele manier van onderwys. Dit is  
292 vir hulle, dit het gewerk in die verlede,  
293 hulle het sukses daarmee behaal en om hulle  
294 uit daardie patroon te kry van dit waaraan  
295 ek gewoon is, dit wat vir my goed gewerk  
296 het, om vir hulle daardie paradigma skuif  
297 te laat maak, want daar is tog 'n ander  
298 manier wat dalk kan beter kan werk vir die  
299 leerders, dink ek is vir party ouens is dit  
300 moeilik om te kan doen. En dan is daar  
301 natuurlik van die jongetjies wat jy nou  
302 weer of 'n ander mens wat baie toegewydheid  
303 is party van hulle, maar die ander wat  
304 miskien nie so toegewyd is nie, want  
305 hierdie is 'n groot werkslading, dit is  
306 baie tyd, dit is baie ure wat daarin gesit  
307 moet word, dit is baie toewyding, ek moet  
308 gaan sit en beplan, ek moet my assessering  
309 doen, ek het baie tyd nodig om dit te doen  
310 en binne hulle sosiale storie wat hulle  
311 doen om by al daardie dinge by te hou, om  
312 by 'n buitemuurse program by te hou dink ek  
313 is dit partykeer moeilik ook. So dit is,  
314 dit veroorsaak ook 'n probleem.  
315  
316 ONDERHOUDVOERDER: Ja jy het nou goed  
317 genoem soos persoonlikheid wat 'n rol speel  
318 binne veranderende toestande en alles.  
319  
320 RESPONDENT: Dit is reg.  
321  
322 ONDERHOUDVOERDER: Die beleid, hoe  
323 hanteer verskillende persone dit en binne  
324 daardie konteks. Wat doen jy as 'n mens met  
325 die groot werkslading of toenemende  
326 werkslading, asook wat doen julle met die  
327 angs, of die onsekerhede ...  
328  
329 RESPONDENT: Weet jy ek het  
330 nogal daar, weet jy ek het gevoel met ons  
331 personeel die oomblik as jy vir hulle, as  
332 jy moet iets aan hulle oordra, wat vir my  
333 baie belangrik is die een wat dit oordra  
334 moet self baie gecommit wees, met ander  
335 woorde hy moet tipe van eienaarskap van  
336 hierdie hele konsep hê. En hy moet soveel  
337 selfvertroue hê dat hy dit so kan oordra  
338 dat die ouens dink: hoor hier, kyk hierdie  
339 ding kan werk. So dit is baie belangrik om  
340 die ding tipe van te verkoop dat die ander  
341 ouens daarby kan in koop soort van, want as  
342 jy dit nie so kan oordra nie dan gaan dit  
343 baie moeilik wees om hulle ..., want die  
344 oomblik as hulle hoor dit is iets anders,  
345 dit is baie meer werk dan is hulle  
346 onmiddellik op hulle agterpote. So jy moet  
347 hom so kan verkoop dat hulle kan besef hoor  
348 hier vir myself en vir my skool en vir my  
349 leerders is hierdie ding 'n goeie ding, dit  
350 gaan vir ons vooruitgang beteken. En ook  
351 die oomblik as jy sê: hoor hier die ander

352 skool doen dit al so en ons skool doen so  
353 en ons wil ook graag hê die skool moet kan  
354 byhou by die anders skole, dit kan ook 'n  
355 positiewe ding wees. Maar waar dit vir ons  
356 werk is as jy vir hulle 'n tipe van 'n  
357 struktuur in die hand gee. Die onderwysers  
358 is nog maar lief om vas te hou aan 'n  
359 struktuur. Met ander woorde jy moet hom  
360 verkoop aan hulle, maar hulle soek na die  
361 tyd as hulle nou op hulle eie is, soek  
362 hulle, goed hierdie ding gaan so werk.  
363 Nommer 1 ek moet dit doen, nommer 2 ek moet  
364 dit doen, dat as hulle die ding op hulle  
365 doen dat hulle net weer deur daardie punte  
366 kan gaan en vir hulle kan help om hulle  
367 selfvertroue te bou dat hulle sien hoor  
368 hier ek is op die regte spoor.  
369  
370 ONDERHOUDVOERDER: En ek kan dit  
371 doen.  
372  
373 RESPONDENT: Ek kan dit doen,  
374 ja.  
375  
376 ONDERHOUDVOERDER: Motivering speel  
377 dus 'n rol hier?  
378  
379 RESPONDENT: Ja baie hoor, so  
380 ek sou daar is groepe in die skool, ek sou  
381 sê dit is miskien die bestuursvlak kan jy  
382 bo sit en dan jy jou middelvlak bestuur  
383 miskien hê en dan het jy die onderwysers  
384 onder. Die bestuursvlak, hulle moet die  
385 ding dryf, hulle moet hom loods. Hulle  
386 moet hierdie entoesiasme hê, dit kan  
387 verkoop. Die middelvlak bestuur moet op  
388 die, want kyk bestuur is baie in die  
389 kantoor met ander woorde hulle is nie op  
390 die grond nie, die middelvlak bestuur moet  
391 ook baie kennis en entoesiasme en al die  
392 goed hê, maar hulle moet op die grondvlak  
393 moet hulle kan die probleme optel en hulle  
394 moet die skakeling kan wees tussen die  
395 bestuur en die personeel. Dat as hulle vir  
396 jou gaan sê hoor hier hierdie ding werk  
397 nie, kom help vir my hier. En dan die  
398 middelvlak bestuur moet dan vir die  
399 hoofbestuur kan sê julle het nou hierdie  
400 ding beplan maar het julle in ag geneem dat  
401 dit en dit kan gebeur? Dat 'n mens die  
402 heelyd ook kan monitor. Die help nie 'n  
403 ou laat 'n ding gaan, jy moet hom die  
404 heelyd moet jy hom monitor en sê hoor hier  
405 ons het nou dit gedoen, maar werk dit?  
406 Moet ons nie langs die pad eers optel en  
407 dit eers regmaak sodat ons kan verder gaan.  
408 Maar die personeel moet ook vrymoedigheid  
409 hê, né ons het daardie een kollega om te sê  
410 hoor hier ek is te bang om dit te sê of ek  
411 wil dit nie sê nie. Want dan is daar al  
412 klaar 'n agterstand, dan is daar iets wat  
413 nie reg is nie, dan kan hom nie dryf dat hy

414 vorentoe loop nie. Jy moet, jou  
415 kommunikasie kanale moet oop wees, dit is  
416 baie belangrik.

417  
418 ONDERHOUDVOERDER: Ek dink dit sê  
419 baie oor die klimaat binne 'n skool en dat  
420 daar werklik ruimte is vir onderwysers en  
421 onderwyseresse om hulle kwesbaarhede uit te  
422 wys.

423  
424 RESPONDENT: Ja.

425  
426 ONDERHOUDVOERDER: Om te sê: luister  
427 ek kan nie hiermee deel nie, ek kan nie  
428 hiermee "cope" nie. En ek dink om so 'n  
429 raamwerk ook ter ondersteuning daar te stel  
430 sodat onderwysers soos jy dit stel, die  
431 vrymoedigheid te he om na die  
432 departementshoof toe te gaan, nie  
433 noodwendig na die adjunk nie.....

434  
435 RESPONDENT: Ja, maar ek dink  
436 dit vergemaklik die organisasie baie maklik  
437 hoor as dit dan klaar daar uitgesorteer kan  
438 word. Want die oomblik as alles by die  
439 hoofbestuur voor hulle deur gelê moet word,  
440 dan gaan daar tydsgegewys gaan dit ook langer  
441 vat, want ek weet nie of daardie bestuur by  
442 al daardie goed so vinnig kan kom as wat al  
443 klaar daar opgelos kan word nie.

444  
445 ONDERHOUDVOERDER: Sou jy sê Re.dat  
446 dit 'n emosionele aangeleentheid is,  
447 verandering vir onderwysers, of  
448 beleidsveranderings?

449  
450 RESPONDENT: Ek dink so. Ek  
451 dink dit hang ook af hoe kan hulle  
452 hulleself daarmee vereenselwig. Is dit  
453 iets wat hulle maklik hulle eie kan maak?  
454 Of hou hulle te vas aan dit wat  
455 tradisioneel was? Is dit te lank deel van  
456 hulle hele sisteem gewees? Die ouens wat,  
457 en daar sien ek ook ouens wat 'n bietjie  
458 meer kreatief is, wat gewoon is om dinge  
459 nie net op een manier te doen nie, hulle  
460 het 'n verskeidenheid fasette wat hulle  
461 byvoorbeeld 'n les aanpak. Vir hulle is  
462 dit makliker om met so 'n ding te loop as  
463 'n ou wat, lees doen ek op hierdie manier  
464 en ek doen dit net op hierdie manier, daar  
465 is nie nog ander maniere wat ook kan werk  
466 nie. Want daar is ongelukkig in die  
467 onderwys is daar sulke ouens wat net op een  
468 manier.

469  
470 ONDERHOUDVOERDER: 'n Bietjie rigied?

471  
472 RESPONDENT: Ja hulle is baie  
473 rigied, hulle probeer nie verskillende  
474 tendense en dinge en eintlik as 'n mens  
475 mooi daarvoor dink maak dit vir jouself ook



476 die lewe baie makliker en ek dink dit maak  
477 die saak vir die onderwys baie meer  
478 bevredigend dat jy kan sê hoor hier ek kan  
479 dit op hierdie manier, maar daardie manier  
480 werk ook. Vir myself is dit verrykend, dit  
481 word nie vervelig.

482

483 ONDERHOUDVOERDER: So daar is 'n  
484 ruimte vir kreatiwiteit en om 'n bietjie,  
485 of groei laat ek dit so stel.

486

487 RESPONDENT: Definitief ja. Ek  
488 dink daar is baie ruimte vir by die  
489 leerdere self omdat hulle ook in 'n groep  
490 kan hulle soort van hulle persoonlikheid af  
491 vroeg ontwikkel, hetsy om 'n leier te wees,  
492 hetsy om te luister in die groep, hetsy om  
493 navorsing te doen. So baie  
494 lewensvaardighede kan al van vroeg  
495 ontwikkel word. En dan met die personeel  
496 ook. Hulle moet in 'n groep saamwerk. So  
497 hulle moet leer om mekaar se behoeftes,  
498 hulle leer mekaar beter ken waar hulle  
499 miskien met vakonderwys het elkeen sy eie  
500 vakkie gehad, hy opereer op sy eie manier,  
501 nou moet hulle noodwendig bymekaar kom. So  
502 ek dink dit gaan vir personeel  
503 ondersteuning gee, kan die personeel mekaar  
504 leer ken.

505

506 ONDERHOUDVOERDER: Kan ek 'n  
507 "linkage" maak van wat jy gesê het in die  
508 begin, dat ons binne politiese veranderende  
509 tye ook leef op hierdie stadium en dat die  
510 onderwysstelsel ook sy veranderinge het.  
511 Sou jy sê dat juis as gevolg van die  
512 politiese dryfkrag dat dit 'n oorsaak vir  
513 soveel "resistance" vir verandering is, dat  
514 hulle nie wil verander nie.

515

516 RESPONDENT: Dit hang af, ek  
517 dink dit hang baie af, ek weet nie ek steur  
518 myself ook nie aan politiek nie, maar ek  
519 dink dit hang baie af van hulle politieke  
520 oortuigings ook. Die van hulle wat redelik  
521 ontvanklik is vir die verandering en wat  
522 miskien nie so 'n verregse politieke uitkyk  
523 het nie, is dit makliker om die verandering  
524 te absorbeer as die ouens wat miskien 'n  
525 bietjie meer verregs is. Hulle het baie  
526 meer rigiede dinge waarin hulle glo en ek  
527 dink dit is vir hulle moeiliker om sekere  
528 dinge te aanvaar. Waar ek dink in die  
529 onderwys is jy die instansie waar 'n ou jou  
530 nie kan knoop aan 'n spesifieke politieke  
531 oortuiging nie, jy kan nie want jy het 'n  
532 diens wat jy lewer en die diens wat jy  
533 lewer is aan almal in die land. Met ander  
534 woorde jy kan nie in jou eie politieke  
535 oortuiging kan jy nie in jou onderwys  
536 situasie waarin jy is kan jy dit nie op die  
537 voorgrond plaas nie. Jy moet heeltemal op

538 die agtergrond omdat jy 'n diens lewer. Ja  
539 en jy moet in jou gemeenskap diens lewer en  
540 dit is mense met verskillende politieke  
541 oortuigings. Dit gaan oor om die leerders  
542 te akkommodeer, om die ouers te akkommodeer  
543 om hulle polities te akkommodeer en vir  
544 daardie ouers is dit moeilik hoor. Ek dink  
545 hulle moet instel, om miskien nie die  
546 verkeerde goed te sê nie, miskien 'n  
547 situasie baie op 'n neutrale wyse op te los  
548 en nie miskien iemand te bevoordeel of te  
549 benadeel in die proses nie. Want ek is  
550 nogal fyn ingestel, ek dink ek is nogal fyn  
551 ingestel as daar byvoorbeeld, ons het nie  
552 baie anderskleuriges in die skool nie, maar  
553 sou daar drie agter mekaar in die kantoor  
554 kom oor 'n probleem dan is ek onmiddellik  
555 op die uitkyk, jy dink hoor hier wat was  
556 hierdie drie gevalle, is daar een of ander  
557 konnotasie wat dieselfde is. As hulle  
558 dieselfde is hoekom het dit vandag  
559 spesifiek so gebeur. Jy weet daar is dalk  
560 'n onderliggende motief en dit kan so 'n  
561 groot rol speel want dit kan vërreikende  
562 gevolge hê, omdat 'n ou moet kyk, 'n ou  
563 moet baie baie versigtig wees daarvoor.  
564  
565 ONDERHOUDVOERDER: Ek wil terug kom  
566 Re. op die rol van die onderwyser as  
567 persoon binne die konteks van  
568 beleidsverandering.  
569  
570 RESPONDENT: Ek dink tog as 'n  
571 mens, bedoel jy nou as 'n mens jouself  
572 blootstel om verdere opleiding te kry.  
573  
574 ONDERHOUDVOERDER: Dit is korrek.  
575  
576 RESPONDENT: Soos byvoorbeeld  
577 by tersiêre inrigtings, ja ek dink tog dit  
578 maak jou wakker, dit dwing jou om nuwe  
579 inligting wat ook aktuele inligting bevat  
580 en daaroor te dink en daaroor te redeneer.  
581 Waar as 'n mens jou basies net blootstel  
582 teen 'n daaglikse onderwysprogram, jy is so  
583 geprogrammeer deur dit wat jy in die  
584 klaskamer doen jy jou buitenuurse program  
585 dat ek dink die ouers is in die aande so  
586 dood moeg dat hulle kry skaars tyd om  
587 byvoorbeeld nuus te kyk, om 'n bietjie wyer  
588 te lees of wat ook al. So as jy nie  
589 onderworpe is aan 'n sekere ding of 'n  
590 kursus waarvoor jy ingeskryf is nie,  
591 waarmee jy gedwing word om inligting te  
592 absorbeer, om inligting jou eie te maak  
593 nie, om met 'n wyer konteks inligting te  
594 doen te kry nie, dan dink ek is daar 'n  
595 mate van, kan dit beteken 'n ou begin  
596 stagneer.  
597  
598 ONDERHOUDVOERDER:  
599 Wat doen inligting of informasie as ons

600 praat, jy is nou ingelig oor die  
601 veranderinge, hoekom die veranderinge, dit  
602 is waarheen ons beweeg binne hierdie  
603 transformasie proses. Kan dit die proses  
604 makliker maak?

605  
606 RESPONDENT: Ek dink so. Wat  
607 my natuurlik baie pla is baie ouens wat  
608 baie, daar is te veel ouens vir my wat  
609 stagneer, wat net eenvoudig sê: ek stel  
610 nie belang nie, en dit maak my bekommerd  
611 voel. Want ek kan nie vir my presies, dit  
612 lê vir my op, kyk ons het natuurlik  
613 byvoorbeeld in Historiese Pedagogiek geleer  
614 van die mitiese en die ontologiese mense en  
615 onbewus is ek besig om baie van die  
616 personeel in daardie twee kategorieë te  
617 plaas en ek kry vir my te veel ouens wat  
618 vir my mities gekonnoteer is, as ontologies  
619 dat hulle, jy weet as ons byvoorbeeld  
620 iemand kry wat kom praat oor entrepreneurs  
621 dan het hulle hierdie wonderlike goed wat  
622 hulle sê en as 'n mens dan die personeel  
623 dophou dan is daar 'n paar wat hierdie  
624 vreeslike entoesiasme het en die ander  
625 ouens kan jy sien hulle sit op hulle  
626 horlosies en kyk wanneer is dit nou verby.  
627 En dit maak my bekommerd want dan voel 'n  
628 ou hierdie ou het sy punt bereik waar ook  
629 al en dan is partykeer nie eers 'n ouer  
630 persoon nie. En dit is vir my jammer.

631  
632 ONDERHOUDVOERDER: Sê dit iets dalk  
633 oor lae moraal by die onderwyserskorps?

634  
635 RESPONDENT: Ek wil nie  
636 veralgemeen nie, ek dink dit maar normaal  
637 redelik dat hulle miskien die  
638 spreekwoordelike wortel wat voor hulle  
639 gehou is, hulle sien nie meer daardie  
640 wortel nie. Met ander woorde in terme van  
641 positiewe inligting wat vir hulle kan, as  
642 ek 'n verdere kursus aanpak dan kan ek  
643 finansiële daarby baat, kan ek in  
644 aanmerking kom vir bevorderingsposte. Dit  
645 is miskien op hierdie stadium meer so  
646 realisties nie. Daar word nie baie poste  
647 geadverteer nie. In terme van verdere  
648 kategorie verhogings, dit geld nie regtig  
649 meer vir die onderwysers nie. Hulle sien  
650 basies in die praktyk, jy weet want by ons  
651 was daar byvoorbeeld nou ook 'n klomp wat  
652 wel in aanmerking gekom het vir die  
653 departementshoof poste en op die ou end kon  
654 daar net twee geselekteer word, ek dink dit  
655 is 'n terugslag vir 'n ou. Jy weet en as  
656 jy nie dan regtig werklik daardie  
657 deursettingsvermoë in jou het en die wil  
658 het om te groei en te ontwikkel om jouself  
659 te verryk nie, dan kan jy op rak gaan sit  
660 en sê hoor hier tot hier toe en nie verder  
661 nie.

662

663 ONDERHOUDVOERDER: Dit klink vir my

664 wat jy nou vir my sê is iets van

665 intrinsieke en ekstrinsieke motivering.

666

667

668 RESPONDENT: Ja want ek het

669 byvoorbeeld op 'n stadium gekom dat ek

670 besef het aan die einde van die jaar, dink

671 ek gewoonlik ek, het ek altyd retrospeksie,

672 kyk terug oor wat gebeur het en dan moet ek

673 vir myself sê: hierdie jaar het uit

674 onderwys bestaan. Ek het skoolgehou, ek

675 het buitemuurs netbal goed gedoen, ek het

676 redenaars goed gedoen, ek het die en die en

677 daardie prestasies behaal, maar wat het ek

678 gedoen om myself te verryk, om myself te

679 laat groei? En dan moet ek vir myself gesê

680 het hoor hier daar het niks gebeur nie.

681 Miskien hier en daar 'n kursussie, maar dit

682 het ek ook al weer vergeet en dit het my

683 laat besef hoor hier ek moet probeer aan

684 gaan met iets anderste anders gaan ek

685 heeltemal in 'n groef beland. En ek weet

686 nie hoeveel ouens kom tot hierdie stappie,

687 daar kan ook ander faktore wees, dat jy 'n

688 meer ekstrinsieke faktor sal byvoorbeeld

689 klein kindertjies nog in die huis, die man

690 kan miskien studeer, sal hulle nie kans

691 sien dat beide partye hulle miskien aan

692 studies onderwerp nie, wat ek ook in 'n

693 mate kan verstaan. Maar ek sou byvoorbeeld

694 as ek dink aan ons personeel, is daar op

695 hierdie stadium, uit 'n personeel van 50 is

696 ek besig en daar is twee ander ouens wat by

697 die rekenaars besig is met kursusse, dit is

698 al. En daardie rekenaar ouens het 'n pa

699 wat vir hulle betaal. Maar jy sien dit is

700 vir my 'n bietjie ontstellend, veral met

701 die jonger garde. Jy weet wat vir my

702 bekommerd maak is by ons skool dink ek het

703 ons die kundiges, maar in terme van die

704 entoegasme in terme van die visie

705 vorentoe, weet ek nie of hulle by ons ander

706 kultuur wat nou besig is om te leer en te

707 groei, as ek nou die twee teen mekaar moet

708 stel sal ek sê miskien is die entoegasme

709 in daardie opsig dalk 'n bietjie sterker en

710 die kundigheid minder. Hierdie kant is ons

711 kundigheid wat sterk is, entoegasme dalk

712 'n bietjie minder. So ons sal moet pasop

713 dat 'n mens nie met jou entoegasme wat

714 minder word dalk langs die pad nie meer

715 groei nie, maar stagneer en dat die ander

716 wat goed is dat hulle op kom. Maar

717 verstaan jy hulle sal moet pasop, nie net

718 hierdie beeld van ons is kundig, ons weet

719 alles.

720

721 ONDERHOUDVOERDER: Dit is vir my 'n

722 baie interessante konteks.

723

724 RESPONDENT: Maar die wat langs  
725 die pad kan dit, dit is weer die kinders  
726 wat daaronder gaan ly.

727  
728 ONDERHOUDVOERDER: So wat ek hoor wat  
729 jy sê ons moet kyk na beide.

730  
731 RESPONDENT: Ons moet kyk na  
732 beide ja.

733  
734 ONDERHOUDVOERDER: Die entoesiasme  
735 wat blykbaar besig is om 'n bietjie te  
736 verdwyn, maar die kundigheid moet ons nie  
737 as vanselfsprekend aanvaar nie.

738  
739 RESPONDENT: Ja.

740  
741 ONDERHOUDVOERDER: Vreanderende  
742 omstandighede bring ook meer werk mee. Wat  
743 is jou opinie daaroor?

744  
745 RESPONDENT: Ja weet jy ek het  
746 in die laaste tyd het ek, ek dink nou nie  
747 noodwendig by ons skool nie maar ek het vir  
748 myself besluit daar is twee groepe mense in  
749 die onderwys. Daar is een wat net 'n  
750 onderwyser is en daar is die ander groep  
751 wat onderwys leef, hulle leef, hulle beleef  
752 onderwys, die ander een is net 'n  
753 onderwyser. En daar is 'n groot verskil  
754 tussen die twee. Of jy net 'n onderwyser  
755 is en of jy onderwys uitleef, of jou  
756 onderwys beleef.

757  
758 ONDERHOUDVOERDER: Hoe konnekteer jy  
759 hierdie met beleidsverandering?

760  
761 RESPONDENT: Okay as jy net 'n  
762 onderwyser is dan gaan jy die  
763 beleidsverandering gaan jy hoor en jy gaan  
764 basies net volgens die rigiede ding gaan jy  
765 hom net so doen. Maar as jy onderwys leef  
766 dan gaan jy op verskillende maniere al  
767 hierdie goed kreatief meedoen, jy gaan die  
768 beste vir jou leerders kry, jy gaan hulle  
769 ook motiveer, op die ou end gaan jy  
770 kreatiewe onderwysers en kreatiewe leerders  
771 kry. Dit is die verskil, dit is 'n  
772 besielende onderwyser met besielende  
773 groepwerk, besielende kinders en ek dink  
774 dit kan goeie resultate gee.

775  
776  
777 ONDERHOUDVOERDER: Wat is jou  
778 persoonlike ervaring nou?

779  
780 RESPONDENT: Goed kan dit nou  
781 wees van die departement se kant af en van  
782 die personeel se kant af?

783  
784 ONDERHOUDVOERDER: Soos wat jy dit  
785 wil beantwoord?

786

787 RESPONDENT: Weet jy ek dink 'n  
 788 mens het 'n groot, groot uitdaging. Dit  
 789 hang ook af van hoe 'n mens dit self  
 790 persoonlik ervaar, maar ek byvoorbeeld ons  
 791 senior en ons intermediêre fase dit is waar  
 792 die braak kol nog steeds daar lê. Daar het  
 793 nog nie opleiding van die departement se  
 794 kant af gekom nie, so ek sou wou sien dat  
 795 'n mens vir hulle voordat hulle angs of  
 796 sulke goed belewe dat 'n mens op 'n manier  
 797 dalk dink en dit het ek nou gesien met  
 798 hierdie didaktiese pedagogie waar 'n mens  
 799 te doen gehad het met basiese filosofieë en  
 800 teorieë waar ek gesê het as ek hierdie ding  
 801 daar volgens personeel op hierdie manier  
 802 kon oordra dan gaan dit vir hulle dalk  
 803 makliker wees as die grondslag fase wat dit  
 804 miskien op 'n ander manier moes gehoor het.  
 805 Dat 'n mens dit uit 'n ander invalshoek,  
 806 uit 'n ander perspektief vir hulle kan sê,  
 807 bietjie meer, ek wil amper sê op hulle  
 808 gevoel speel en in terme van dit is 'n  
 809 manier hoe ons dit vir onself kan makliker  
 810 maak, hoe ons in die proses kan groei, hoe  
 811 dit vir ons kan verrykend wees. So ek sou  
 812 dit graag wou doen byvoorbeeld met die  
 813 senior personeel. Want van die departement  
 814 se kant af sien ons baie keer dat dinge  
 815 word vir ons deurgegee en dan soort van dan  
 816 werk 'n mens daar deur en op 'n stadium dan  
 817 word jy weer bymekaar geroep en daardie  
 818 selfde tipe van konsep dan sê hulle: nee  
 819 nie so nie, maar ons moet dit so doen. So  
 820 dit het is nogal 'n frustrasie dat 'n ou,  
 821 so 'n mens is nou al geneig om as jy 'n  
 822 ding kry om te sê hoor hier kom ons wag  
 823 eers en kyk is daar nie 'n tweede modus  
 824 operandi nie en dat ons miskien daarna eers  
 825 besluit wat gaan ons doen. Byvoorbeeld  
 826 daar is nou 'n nuwe ding is taksering wat  
 827 dan nou gaan, ek dink dit ook miskien in 'n  
 828 mate help met die groei by die personeel om,  
 829 daardie probleem aan te spreek, waar elke  
 830 personeel dan sê wil hy getakseer word of  
 831 wil hy nie. En die takseer beteken nie dat  
 832 mense gaan my bevind en sê hoe goed of hoe  
 833 sleg is ek nie, dit beteken daar is ruimte  
 834 vir groei of ontwikkeling en die  
 835 personelede kan self sê: goed vir  
 836 hierdie aspek, curriculering is ek nog nie  
 837 op hoogte nie en ek wil graag daar groei of  
 838 ontwikkel. En dan word daar 'n groei plan  
 839 uitgewerk saam met jou span waar jy self  
 840 ook insae het oor wie kies jou span en dan  
 841 kan daar groei plaasvind en dan kan daar  
 842 ook terugvoering wees. So dit is ook vir  
 843 my 'n baie belangrik.

844

845 ONDERHOUDVOERDER: Ondersteuning.

846

847 RESPONDENT: Ja dit is

848 ondersteuning, so dit is vir my 'n  
849 positiewe ding wat saam met, dit is ook 'n  
850 gegewe soos Curriculum 2005. So dit is die  
851 twee hoof goed wat op hierdie stadium moet  
852 loop in die skole, maar met die deurgee van  
853 hierdie taksering is die personeel ook  
854 gevra om, die hele personeel moes gegaan  
855 het na daardie ... en dit is ook of die  
856 ouens sê: hoor hier waar gaan ons tyd kry  
857 om al hierdie duisende administrasievorms  
858 en dinge te doen. Maar die oomblik toe  
859 hulle dit nou 'n tweede, derde, vierde  
860 opvolg en die ding word 'n bietjie meer  
861 vaartbelyn gemaak en jy kan dit op 'n ander  
862 manier vir die personeel oordra, dan raak  
863 hy half of hy meer gebruikersvriendelik  
864 raak. So die aanvanklike oordra van 'n  
865 nuwe ding is vir personeel, veral ouens wat  
866 lank skoolhou, is vir hulle 'n vreemde  
867 ervaring. Onmiddellik sê hulle dit is te  
868 veel werk, dit is te veel vorms, dit is te  
869 veel.  
870  
871 ONDERHOUDVOERDER: Dit klink vir my  
872 amper asof jy 'n bietjie moet informasie  
873 soek?  
874  
875 RESPONDENT: Ja en jy moet ook  
876 vir hulle ...  
877  
878 ONDERHOUDVOERDER: En toeganklik  
879 maak.  
880  
881 RESPONDENT: Ja jy moet eintlik  
882 half met hulle, ek wil amper sê met hulle  
883 'n tipe van 'n ander sielkunde probeer, om  
884 eers vir hulle 'n paradigma skuif te gee  
885 voordat jy die werklike ding, somer eers  
886 met hulle koppe 'n bietjie werk dat hulle  
887 daardie skuif kan maak.  
888  
889 ONDERHOUDVOERDER: Dit anders sien  
890 miskien?  
891  
892 RESPONDENT: En anderste sien  
893 en dan as hulle daardie skuif klaar gemaak  
894 het om dan eers hulle te bombardeer met die  
895 hoe van die ding. Maar as hulle die hoe  
896 van die ding hoor voordat hulle eers die  
897 skuif gemaak het, dan is dit partykeer  
898 moeilik en dan vat dit meer tyd om daardie  
899 skuif regtig te maak as wat 'n mens dit op  
900 'n ander doen.  
901  
902 ONDERHOUDVOERDER: Sê vir my,  
903 gevoelens asook van jou personeel, het jy  
904 nog een of twee gevoelens rondom beleid.  
905  
906 RESPONDENT: Goed ek moet vir  
907 jou sê daar is 'n positiewe en 'n negatiewe  
908 een. Ek sou sê die positiewe een is dat 'n  
909 mens wel vir die leerders help dat jy nie

910 meer daardie ou ding het van jy het 'n  
911 massa inligting wat jy moet memoriseer nie.  
912 So 'n mens kan vir die leerders help dat  
913 hulle meer op 'n sinvolle manier voorberei  
914 vir dit wat eendag gaan wag hetsy dit nou  
915 gaan wees entrepreneurskap, hetsy dit gaan  
916 wees 'n beroep wat hulle gaan volg, met  
917 ander woorde die kennis wat ek het, wat  
918 maak ek met die kennis? Hoe kan ek dit op  
919 'n sinvolle manier in die praktyk toepas om  
920 vir myself 'n sinvolle lewe te laat lei.  
921 Dit is die positiewe konnotasie.  
922  
923 ONDERHOUDVOERDER: Sou uitdaging die  
924 regte woord wees?  
925  
926 RESPONDENT: Ja, ja 'n  
927 uitdaging.  
928  
929 ONDERHOUDVOERDER: Dat dit 'n  
930 uitdaging moet wees dat hulle, in Engels is  
931 dit "a challenge".  
932  
933 RESPONDENT: Ja dit is 'n  
934 uitdaging. Aan die ander kant sal ek voel  
935 dit is vir my meer die negatiewe een waar  
936 hulle vasskop of vasstaan teen 'n  
937 onsekerheid, teen 'n angs, teen moontlike  
938 vrees wat dit kan bring, teen 'n oorvol  
939 program, teen te min tyd om al die goed af  
940 te handel, teen te veel dokumentasie wat  
941 afgehandel moet word. En dit lyk vir my,  
942 jy weet ons het nou heeltemal by die  
943 seniors uitgekom nie want dit lyk vir my  
944 die dokumentasie rondom dit is nie nog nie  
945 heeltemal vaartbelyn nie, met ander woorde  
946 dit is heeltemal 'n komplekse storie om al  
947 daardie goeters af te handel.  
948  
949 ONDERHOUDVOERDER: Ja as ek jou nou  
950 so hoor amper 'n vergelyking maak dan klink  
951 dit vir my asof daar 'n bietjie meer  
952 negatiewe fasette is as positiewe.  
953  
954 RESPONDENT: Ja.  
955  
956 ONDERHOUDVOERDER: Jy het 'n klomp  
957 daar genoem teenoor positiewe aspekte  
958  
959 RESPONDENT: Nee ek dink as 'n  
960 mens gaan kyk na die balans, kyk ons kan  
961 nie regtig, op hierdie stadium praat ons  
962 net eintlik van die graad 1's tot 3's, die  
963 graad 4's tot 7's, kyk dit is 'n groot deel  
964 van die personeel. So ek praat van eintlik  
965 'n klein deeltjie van die personeel maar  
966 dit is maar jy hoor. En by die ander, die  
967 seniors weet ek het hulle al gehoor van  
968 hierdie programme wat die grondslagfase  
969 uitwerk en hulle het gehoor van hoeveel tyd  
970 vat die programme, so hulle ...  
971



972 ONDERHOUDVOERDER: Hulle is redelik  
973 bevooroordeeld.

974

975 RESPONDENT: So ek het eintlik  
976 gedink 'n mens moet eintlik voordat hulle  
977 nog kon gehoor het van die goed, moes jy al  
978 vir hulle daardie paradigma skuif kon in 'n  
979 mate kon gedoen het. Daarom het ek gedink  
980 ek wil na die hoof toe gaan en vir hom sê  
981 hoor ek het hierdie goed, kan ek dit met  
982 die personeel doen, jy weet op die manier  
983 soos wat ek gedink het, net 'n basiese  
984 eenvoudige elementêre, jy weet 'n grond (?)  
985 dat 'n mens net vir hulle dit kon aangee.

986

987 ONDERHOUDVOERDER: Amper hulle half  
988 'n bietjie positief motiveer en sê luister  
989 dit is nie, die baba gaan nie met die  
990 badwater uit die skool uit nie, maar ons  
991 het nou 'n addisionele manier van dinge  
992 doen.

993

994 RESPONDENT: Ja want ek het ook  
995 gedink aan, hulle doen groepwerk in die  
996 klas, dan kan 'n mens netsowel dit knoop  
997 aan korporatiewe leer of iets van daardie  
998 goed. Ons het drie tipe van goed gehad,  
999 dat ek daardie goed vat, die essensie  
1000 daarvan uithaal en vir hulle sê doen solank  
1001 of probeer solank werk op hierdie manier.  
1002 Organiseer jou groepe in hierdie  
1003 verskillende lede wat hierdie verskillende  
1004 takies of wat ook al kan doen. So ek dink  
1005 en verskillende tipe van opdragte of wat  
1006 ook al, baie klem op probleem oplossing,  
1007 besluite wat geneem moet word en dat die  
1008 klas saam hulle eie reëls opstel. Dat 'n  
1009 mens solank werk aan daardie ding van hoe  
1010 gaan jy die klaskamer bestuur want daar is  
1011 sulke goed wat 'n ou solank kan doen.

1012

1013 ONDERHOUDVOERDER: Dit is reg, sonder  
1014 dat jy hoef te wag ...

1015

1016 RESPONDENT: Ja jy hoef nie te  
1017 wag vir dit nie en dan het 'n mens 'n  
1018 voorsprong, dan kan jy solank sou daar  
1019 probleme wees met dit, kan dit solank  
1020 uitgefaseer word.

1021

1022 ONDERHOUDVOERDER: Ek hoor jou op  
1023 daardie ding sê dat ek as onderhoof wil  
1024 graag nou al ondersteun, want hulle nou al  
1025 so gebombardeer met negatiewe, ek weet nie  
1026 daar is ook negatiewe kenmerke vorentoe dat  
1027 jy eintlik daarvoor wil gaan en sê okay dit  
1028 is nie so sleg nie, kom luister nou van my.  
1029 So daar is 'n element van ondersteuning,  
1030 kom en luister.

1031

1032 RESPONDENT: Ja want omdat dit  
1033 'n gegewe is, dit is basies soos 'n wet wat

1034 deurgevoer word, so daar is nie 'n  
1035 uitsondering, dit is iets wat glad nie kan,  
1036 jy moet dit doen.  
1037  
1038 ONDERHOUDVOERDER: Dit is nie  
1039 debatteerbaar nie.  
1040  
1041 RESPONDENT: Dit is nie  
1042 debatteerbaar nie, so en wat jou skool en  
1043 jou personeel daarmee gaan maak, gaan  
1044 afhang van hoe hulle dit annpak en seer  
1045 sekerlik wil 'n mens graag 'n sukses  
1046 daarvan maak.  
1047  
1048 ONDERHOUDVOERDER: Dit klink vir my  
1049 na 'n positiewe ingesteldheid en dat dit 'n  
1050 groot uitdaging is.  
1051  
1052 RESPONDENT: Ja, maar ek dink  
1053 enige ou wat hou van 'n uitdaging is dit  
1054 vir my 'n groot positiewe ding om aan te  
1055 pak en te beplan.  
1056  
1057 ONDERHOUDVOERDER: Ek sê vir jou baie  
1058 dankie. Ek dink, ek dink dit was 'n baie  
1059 goeie geleentheid baie dankie Rentia.  
1060  
1061 RESPONDENT: Dit is 'n groot  
1062 plesier.  
1063 EINDE VAN ONDERHOUD