

ADDENDUM C: LIST OF CODES

HU: PhD Education policy Change

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Code-Filter: All
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?how much are we then giving them?
?how to shift metropolitan teaching into rural area?
?it appears as if working with children is less important than working with adults
?OBE no holistic understanding
?problems are not visible
1996 SA schools Act; amendments to address the inequalities in providing education
1996 School Act: board must be representative
1996 South Africa School Act
Abolishment of corporal punishment
Absenteeism,
actively participating
adapt slowly
advertising creates awareness of policy change
all associated with the old regime is discarded and thrown out
All should be dedicated
Appraisal policy
assessment is very difficult
at the top impose policies
attempt to involve teachers at grassroots level
Attending workshops
authorities are not doing their best
authority over teaching subjects
being taken for granted
believe in the old approach
breaks down the relationship between teachers and children
bright children are copied
bright children set the pace
can educate a population to have the same opportunities
cannot be put into practice
cannot change the system
cannot change the world
cannot legislate a population to love one another
cannot put into practice
careful responses since it could cost my job
catholic schools ended up being the parameters by which everything was going to be measured
centralised problemsolving
challenge
change due to new policy: requires new strategies to implement
change future: inevitable changes for education in the future relates to AIDS
change has brought about great fear, since no jobs are secure anymore
Change has created more problems;
change implementation in education depends on the role of the principal
change implementation: in education: market and sell the new ideas
change implementation: clear objectives are important
change implementation: course facilitators were not competent and not knowledgeable
change implementation: education policy change is dragging.
change implementation: mismanagement
change implementation: not enough resources
change implementation: OBE phasing in is silly and uncondusive
change implementation: OBE should only NOW be implemented
change implementation: OBE we only heard of and little implementation is seen

change implementation: OBE: lots of work into implementation
change implementation: research prior to implementation
change implementation: resistance to change: drill work is still important
change implementation: should be the other way round
change implementation: something new has replaced the old ways but soon it was realised that this was not working
change implementation: sway heart and minds of teachers
change implementation: teachers are thrown in the deep end of change
change in education depends on the role of the principal
change in education: market and sell the new ideas
change in governing body
change in governing structures: many parents in governing body
change in the organisation of the school
change in the political system
change is a challenge
Change is adopted but not felt yet
Change is not as expected
change offers opportunity for growth
change past: world wide people are moving back to more conservative and traditional education
change should be spelt out clearly
change should be the other way round
change: mismanagement
change: OBE good philosophy
change: schools are seen in terms of markets and values
changes must be gradual
children's potential is discounted
children become confused
children bring information
children can query the teacher
children felt they were not important in the group
children flourish with the freedom
children need peace and quiet to absorb
classes are getting bigger
classroom is a nightmare
clear objectives are important
clear objectives for group work
code of conduct is essential for unprofessional teachers
code of conduct: all in writing
Confusing
confusion
confusion amongst pupils
content based to outcomes based education
CONTEXT OF INFLUENCE
continuous assessment
continuous learning for teaching
Contract
cor.punishment reinstated
cosmetic changes
COTEP: norms and standards
courage and to add new things
course facilitators were not competent and not knowledgeable
courses do motivate
curriculum changes covered by the schools act
curriculum: involved staff member assists
decline in teacher morale due to abolishment of corporal punishment
decline in teaching and learning culture
Declined due to fear of change
Declined due to frustration of teachers
Decreased morale due to uncertainties
Defining roles for
delegate and authorise accountability
demands are inhuman
Demoralised due to lack of resources

despondency
Developmental appraisal system
different interpretations to same policy
Difficult
difficult and frustrating
difficult to adopt
difficult to change if top-down approach
difficult to complete the syllabus
difficult to cope because we are used to the old ways
discipline deteriorates
discipline is a problem
discipline problems: by law the teacher may not touch the child
Discipline; the day a child sue me, I am out
disciplines structure is breaking down
Discouraged
do less, because I cannot win
do not ensure enough resources
do not know if I can cope
do not more than I have to
do not throw too much at teachers
does cause a lot of dissatisfaction,
drill work is important
duck-and-divers will do even less
education changes society
education has taken away the 'calling'
education in South Africa: we are heading for very difficult times in education
education in the past was more traditional education in South Africa
education in the past: white teachers were so protected in the past
education is snowballing
education policy change
education policy change prevents stagnation
education policy change is dragging.
education policy change is politically motivated
education policy change puts a lot of pressure on teachers
education policy change is hard to accept
education policy is politically driven
education should have been addressed in 1948
education thrives because teachers think they the best
education: people are passionate about education
effect: antidepressants
effect and emotional response: personal gain facilitates change
effect in classroom; discipline problem; family structure used to support the disciplined structure
effect in the classroom discipline deteriorates
effect of change implementation: too much red tape
effect of change in the classroom; standards: cannot be maintained
effect of change; standards: OBE standards are questioned
effect of education policy change: children will through the education system and have learnt nothing
effect of policy change in the classroom
effect of policy change: lowering educational standards
effect there are loopholes
effect too much red tape
effect: (discipline) loopholes for the lazy teacher
effect: advertising creates awareness of policy change
effect: all associated with the old regime is discarded and thrown out
effect: all will pass irrespective of knowledge levels
effect: antidepressants
effect: education in the past: white teachers were so protected in the past
effect: education is snowballing
effect: education policy change prevents stagnation
effect: in 10 years shortage of teachers
effect: loopholes for laziness
effect: new policy is not implemented

effect: no parental support in rural areas
effect: no personal time left to do much more
effect: OBE: effects for the future will be even more illiterate people
effect: OBE: lazy teacher can get away with being lazier
effect: OBE: our school has not done much
effect: personal gain facilitates change
effect: redeployment: teacher with family can not start teaching in Hammanskraal tomorrow
effect: Retrenchment and right sizing
effect: school act does not really impact wealthy schools
effect: schools are becoming more like business
effect: schools are seen in terms of markets and values
effect: slack attitude
effect: small core of committed teachers stay behind
effect: teacher can get away with a lot
effect: teachers' impact on policy
effect: there is room for flounders; where very little gets done
effect: violence enters the schools
effect: we are throwing out the baby with the bathwater
effect: we do not know what is expected
effect: young teachers leave the profession
ELRC
emotion: anxiety
emotion: staff are anxious to admit that they cannot cope
emotional response: artificial defense
emotional response: I make change work
emotional response: I participated in an implementation survey and felt terror, because we had not implemented the changes
emotional response: I sacrificed a lot of my time for nothing
emotional response: Some do not adapt at all
emotional response: Some fear the changes
emotional response: some see change as opening up new worlds
emotional response: Stressful; it is hard to cope
emotional response: teacher is under pressure.
emotional response: teachers are overloaded
emotional response: teachers are uptight
emotional response: I participated in an implementation survey and felt terror, because we had not implemented the changes
emotional response and teaching practice effect: most teachers will not implement change
emotional response and tp window dressing
emotional response apathetic
emotional response of disempowerment: pupils now have more power than teachers
emotional response of threat: discipline; the day a child sue me, I am out
emotional response: acceptance of change
emotional response: adapt very slowly
emotional response: always something new and teachers cannot keep up
emotional response: anxiety
emotional response: apathetic
emotional response: artificial defense
emotional response: believe in the old approach
emotional response: breaks down the relationship between teachers and children
emotional response: careful responses since it could cost my job
emotional response: change has brought about great fear, since no jobs are secure anymore
emotional response: Change is adopted but not felt yet
emotional response: change is not as expected
emotional response: change offers opportunity for growth
emotional response: classroom is a nightmare
emotional response: confusion
emotional response: despondency
emotional response: despondency in teaching
emotional response: despondency: do less, because I cannot win
emotional response: difficult to change if top-down approach; change is imposed
emotional response: discouraged
emotional response: dissatisfaction
emotional response: do not know if I can cope

emotional response: doubt
emotional response: education has taken away the 'calling'
emotional response: education policy change puts a lot of pressure on teachers
emotional response: education: people are passionate about education
emotional response: emotional outbreaks at meeting
emotional response: encourages competitiveness
emotional response: experiencing problems with policy change
emotional response: false beliefs that change happens overnight
emotional response: fear
emotional response: frustration
emotional response: full commitment to change and her pupils
emotional response: gets your back up a little bit
emotional response: I find the change exciting
emotional response: I have a definite problem with it
emotional response: I have never felt this before
emotional response: I make change my own
emotional response: imposing
emotional response: insecure of what will happen to our jobs
emotional response: insecurity
emotional response: it makes me uncomfortable
emotional response: job: will I have one next year
emotional response: lack of enthusiasm
emotional response: little information is coming through
emotional response: Lot of skepticism and doubt;
emotional response: lots of stress
emotional response: most teachers resist it.
emotional response: most teachers will resist change
emotional response: my rebellion, don't impose the structure at the cost of teacher uniqueness
emotional response: negative attitude
emotional response: no job satisfaction
emotional response: non-participation in the planning of change have problem implementing them
emotional response: not enough time to adapt to change
emotional response: older staff feel threatened
emotional response: older teachers especially find to difficult
emotional response: outstanding and highly experienced teachers are threatened by change
emotional response: passion for teaching and learning
emotional response: Perplexed and confused
emotional response: policy change requires a positive attitude
emotional response: resist change because it involves too much work
emotional response: resistance of change
emotional response: resistance to change
emotional response: resistance to change because it is politically driven
emotional response: resistance to change; difficult to cope because we are used to the old ways
emotional response: retrenchment causes threat
emotional response: secured jobs
emotional response: sense of achievement or accomplishment, after completing some work is gone
emotional response: so exciting
emotional response: some feel very unsafe to try out new things
emotional response: some older staff are keen to get new ideas
emotional response: some people are gullible/deceived by their expectations
emotional response: some teachers will never be open to policy change
emotional response: strange
emotional response: stress and anxiety due to lack of knowledge
emotional response: stress becomes visible through lack of enthusiasm
emotional response: teach for the love of it
emotional response: teacher do not feel professional
emotional response: teacher lack security
emotional response: teacher uncommitted
emotional response: teacher uniqueness is ignored
emotional response: teachers are under pressure
emotional response: teachers do not feel respected
emotional response: teachers feel secluded.

emotional response: teachers feel threatened
emotional response: teachers are thrown into the deep end of change
emotional response: tension and pressure
emotional response: terminology is confusion
emotional response: the greater the threat, the more anxious, the more some kind of protection and support is need
emotional response: The whole OBE thing worries me,
emotional response: threat: because they will not know how to do it
emotional response: to change the way of teaching for 25 years causes fear
emotional response: told not to worry; yet still fear
emotional response: tp: do not more than I have to
emotional response: uncertain
emotional response: Uncertainty
emotional response: unsure of what is to happen to their school
emotional response: very aware of how changes impact the school's policy changes
emotional response: wall building in order to keep the change out
emotional response: we are not very sure about our situation
emotional response: we try not to get too emotional about it (denial)
emotional response: what does the future hold for us in 5 years
emotional response: will I be able to cope?
emotional response: willingness to learn new things
emotional response: willingness to teach in the best way
emotional response: education policy change is hard to accept
emotional responses and feelings of policy change
emotional responses screaming and shouting at OBE meetings
emotional responses: positive and passive
emotional responses: too many expectations
emotional: stress
emotions and feelings are attached to change
emphasis is on the rights of children
employment act and redeployment
encourage other
evaluation becomes easy
evaluation is too wishy-washy
evaluation may be biased
everything in teaching is predetermined
excitement
experienced teachers are forced to follow the code of conduct
experiencing problems with policy change
facilitating is an art
facilitation is a skill
failure rates
family structure used to support the disciplined structure
Fear
fear of failure
fears of retrenchment,
Feel doubtful of the future.
feel insecure;
feel unsure
feeling disempowered: learner who have more freedom then they
feeling financially depressed
feeling frustrated
feeling incompetent
feeling insecure
feeling insufficient
feelings and understandings of policy change over time
feelings of threat and personality of the teacher are related
feelings: fear of failure
feelings: fears of retrenchment,
feelings: Feel doubtful of the future.
feelings: insecurity due to redeployment
feelings: insecurity i.t.o. redeployment
feelings: insecurity in employment

feelings: insecurity in the sense of funding
feelings: It is a challenge
financial spending changes
financially depressed
focus on the individual pupil and not the education system
following protocol
freedom is not licensed
freedom to choose
ft: after one course of training we do not know it all
ft: all teachers should do facilitation training
ft: assist teachers to build up their self concept
ft: continuous learning for teaching
ft: courses do motivate
ft: department not consistent in their approach
ft: effect of training of teachers: own interpretations of interpretations
ft: facilitation is a skill
ft: further training
ft: knowledge about policy facilitates policy change
ft: knowledge: policy change needs thorough understanding
ft: knowledge: some teachers cannot make change work, because they do not know how
ft: more time is needed
ft: none from department
ft: OBE workshops too late
ft: OBE: invitations to meetings are too late
ft: OBE: some teachers have attended courses
ft: OBE: teachers may attend the workshops but will still continue in their old ways of teaching
ft: OBE: we have missed out due to late invitations to workshops
ft: older teachers are maybe not trained properly
ft: people have to be programmed
ft: relief teaching program during training
ft: representative to workshop
ft: some teachers make great efforts in staying informed through further training
ft: structure is needed in teaching
ft: teachers are not seen as professionals
ft: teachers are not well equipped
ft: teachers need to be re-educated
ft: the facilitation process consists of steps, which we do not know
ft: the representative workshops with staff
ft: trainers: insufficient skills to convey the information
ft: training courses cannot be attended in our own time since there is really little time left in the demanding job
ft: training should take place for week, not only an afternoon
ft: we should learn from others' experiences
ft: workshop had some good ideas
ft: workshop on 2005 is only information
ft: workshop on 2005 was attended
ft: workshop was brief
ft: workshop was one day only
ft: workshopped the workshop with staff
funding more equitable
funding: future: insecure future ito. funding
funding: no policy
funding: resources: OBE: platteland do not have the resources
funding: same allocation to schools
funding: wealthier schools make their own arrangements
further studies open up your thinking
further training and comfortable response towards change are interlinked or connected
further training and development
further training: few teachers are really willing to learn new things
further training: I had good training in group work
further training: in-service training needs to be advertised
further training: inadequate skills
further training: learning listening skills

further training: less qualified teachers have no guidance
further training: less qualified teachers should have more step by step guidance
further training: little feedback is given to teachers for personal growth and learning
further training: lots of training is needed
further training: many teachers regress
further training: most teachers do not seek further education
further training: no communication after the workshop
further training: no facilitation training is given
further training: not enough additional training and prof. growth
further training: OBE courses attended were of poor standard
further training: OBE meeting: we were told no drill work
further training: OBE some teachers do not have enough experience
further training: OBE training is not aligned
further training: OBE workshop barrier: English
future: inevitable changes for education in the future relates to AIDS
future: insecure future ito. funding
get used to change Teachers reluctant
get used to it
giving it the best
good planning of policy change boosts the morale
government to pay salaries
grass root level issues
group work
group work effect: children feel they are dominated by others
group work is okay
group work: before or after something new
group work: brainstorming
group work: bright children are copied
group work: bright children set the pace
group work: children merely copy
group work: difficult
group work: independent work in different groups
group work: individual is still important
group work: is the group strong enough to pull in weaker children
group work: leaves little room for individual 'correction'
group work: never in the middle of something
group work: noisy
group work: OBE danger of group work: the weak child does nothing
group work: OBE group work is problematic particularly because it is noisy
group work: older staff perceive this as play
group work: people do not automatically share and do teamwork
group work: research activities
group work: sharing
group work: teachers do not have enough training
group work: teachers have to be very organised
group work: team not always so good, because they do not want to borrow others' ideas
group work: the group structure is important
group work: we see brainstorming in our groups,
group work: OBE groupwork is important for children to learn on their own
hard to put into practice
hidden curriculum
ideas are many
implementation of policy change
implementation of the new curriculum is a problem
impossible implementation
Improves my skills
information comes via other schools
information from Gauteng Department of Education
information from media
information from other schools cause unconscious forms of stress
information from the University
information insufficient

information is little from the department
information late: frustrating
information none
information on OBE: all need to be informed; management and parents too
information process and sources of information
information: first hand
information: from newsletters
information: not properly disseminated
information: OBE most info comes via the media
information: OBE: everybody must know what is going on
information: source of policy information: Government Gazette
information: teachers are uninformed
information: Through circular
information: Through courses
information: warped messages
information: OBE no holistic understanding
Interesting
it user friendly
job: competition amongst teachers
job: will I have one next year
Knowing the procedures
knowledge about policy facilitates policy change
knowledge and enthusiasm
knowledge less, but lots of enthusiasm
knowledge: need to know policy change but do not follow slavishly
knowledge: no clear understanding
knowledge: policy change needs thorough understanding
knowledge but no enthusiasm
knowledge: some teachers cannot make change work, because they do not know how
lack of resources
Lack of space
Language policies
learn at their own pace,
less jobs available
limited resources: funding
little if any incentives for teachers: the carrot
lot of time
low morale
makes me work more
Manuals
Media
minimising the past
mismanagement of change: workshop information received after the actual meeting
morale has declined due to fear of change
morale is low :Declined due to frustration of teachers
morale is low also in private education where jobs are secure
morale is low due to fear of the unknown
morale is low in education
morale is low: decreased morale due to uncertainties
morale is low; emotional response: demands are inhuman
morale low: decline in teacher morale due to abolishment of corporal punishment
morale low: feeling disempowered: learner who have more freedom then they.
morale: good planning of policy change boosts the morale
morale: it has broken down teachers
morale: Low due to lack of discipline
morale: low morale
morale: teaching morale is very low
morale: very low
more responsible
NDOE
need more support
negative

negatively by resisting change
new curriculum is prescriptive and must be implemented
Not all are positive
Not easy to change t
NQF
only the rights of children
overcrowding??
parents are concerned with the new system
parents as representative; unlike in the past
parents compare their pupils learning to other schools
parents do not always know their children
parents do threaten the school
parents may believe their children too easily
parents work; no sufficient disciplining
parents: personal attacks from parents and children
parents: working parents feel guilty; and spoil them
participate
past: world wide people are moving back to more conservative and traditional education
policy change is politically driven
policy change and expectations
policy change appears ambiguous;
policy change context
policy change from department that schools must implement
policy change is politically motivated=teacher perception
policy change was necessary since so many were excluded
policy change: 1996 SA schools Act; amendments to address the inequalities in providing education
policy change: 1996 School Act: board must be representative
policy change: 1996 South Africa School Act
policy change: Abolishment of corporal punishment
policy change: addressing problem: centralised problemsolving
policy change: change in governing body
policy change: change in governing structures: many parents in governing-body
policy change: change in the organisation of the school
policy change: content based to outcomes based education
policy change: continuous assessment
policy change: curriculum changes covered by the schools act
policy change: Developmental appraisal system
policy change: does cause a lot of dissatisfaction,
policy change: education in South Africa: we are heading for very difficult times in education
policy change: employment act and redeployment
policy change: knowledge: no clear understanding
policy change: OBE good philosophy
policy change: OBE is the biggest change
policy change: past: education should have been addressed in 1948
policy change: questioning structures
policy change: redeployment in paper fine but not realistic
policy change: selling a policy change needs to be done with enthusiasm
policy change: selling education to a resistant market; due to lack of discipline
policy change: education in the past was more traditional education in South Africa
policy changes must be gradual
policy does nothing.
policy has to be in writing ready for inspection by government
policy implementation: political changes in education has little impact of what happens in the classroom
policy implementation: the fact that we had not implemented the change helped the investigation as to why not and
establishing where the pitfall are
policy influences in the classroom
policy is law and must be implemented
policy is not debatable
policy must be implemented within the limits and constraints of available facilities
policy production: documents had been written, although we were made to believe that we were part of that process
policy production: the qualifications framework had been written already although we were told that we were going to have
some input

policy production: we were led to believe we would influence policy change with the view to curriculum
political changes in education has little impact of what happens in the classroom
political views may impact the willingness to change
politically driving force and influence
politics: what happens in education is politically motivated
positively supporting
private school allowed more freedom
private school: could write our syllabi
private school: higher pay
private school: must know what is going on out there.
private school: space to be your own personality
private schools have money for the new expensive material
private schools: more respect
professionalism comes from the individual
professionalism is difficult
Proper planning is need prior
provided educators understand it
redeployment: teacher with family can not start teaching in Hammanskraal tomorrow
research
resistance
resistance: old ways of teaching work
resources: OBE: platteland do not have the resources
restrictiveness in rules
right to quality education
rights of education
Rules and regulations,
SACE
SACE Code of conduct
School circulars
school management is difficult due to many stakeholders
school management roles have changed
school to be handed over to government
seller must be self-confident
selling influence
selling is important
selling policy: seller must be committed and take full ownership
standards: cannot be maintained
standards: OBE standards are questioned
still familiar with the old
Studies
supplying relevant info
teacher as a person
teacher as a person: code of conduct is essential for unprofessional teachers
teacher labeling: who can and who cannot
teacher participation in policy production: their input is important
teacher perception and belief: I do not believe in corporal punishment
teacher perception: can educate a population to have the same opportunities
teacher perception: cannot change the system
teacher perception: cannot change the world
teacher perception: cannot legislate a population to love one another
teacher perception: education changes society
teacher perception: education thrives because teachers think they the best
teacher perception: I am a good teacher,
teacher perception: I am going to loose my job
teacher perception: I am going to loose my job if I don't do what I am told
teacher perception: I am going to loose my job irrespective of how good I teach
teacher perception: I am good for the teaching profession
teacher perception: I am highly efficient,
teacher perception: I am too busy
teacher perception: I am very efficient
teacher perception: I see myself primarily as an academic
teacher perception: low sense of self

teacher perception: many people see themselves as experts of education
teacher perception: OBE I thought it was a gimmick
teacher perception: OBE is better implemented in government schools since we missed out on meetings
teacher perception: OBE is too wishy washy
teacher perception: OBE: experienced teachers know where to hold on the syllabi and when not to
teacher perception: older teachers are set in their ways
teacher perception: perspectives differ on the perception regarding experience in education
teacher perception: some teachers see it as a compliment for doing things in the same way they did it 20 years ago
teacher perception: teacher think they are the body of knowledge
teacher perception: teaching used to be fun
teacher perception: Teaching: no basic respect as a profession
teacher perception: they think they are better than everybody else
teacher perception: think I am very committed.
teacher perception: value is placed on window dressing
teacher perception: window dressing leads to safety
teacher perception: window dressing: files should look good to show they are competent
teacher perception: you are not entitled to be your person,
teacher perceptions: inadequate salaries
teacher personality: impacts to go the extra mile
teacher: professionalism comes from the individual
teacher: professionalism is difficult
teacher: transition personal
teacher: transition: teacher as person during the process of change
teacher: transition: teacher behaviour is scrutinised
teacher: view of person influences response to policy change
teacher: view of the person
teachers' thinking and perceptions
teachers all have something to give
teachers are giving it the best
teachers are trained in the more conservative institutions
teachers are uncommitted
teachers as facilitators need to know exactly where they going with the children
teachers believe in their own ideas
teachers cannot move out their protected circle
teachers do not have enough time
teachers do not hold an exclusive body of knowledge
teachers do not know
teachers do not want to sacrifice their whole weekend for preparation
teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp'
teachers feel they are not the right thing
teachers give not information
teachers have less rights than the children
teachers lack communication and problemsolving skills
teachers loose their individuality
teachers must also learn to work in groups
teachers must deliver a service irrespective of their political views
teachers need all the support
teachers need to learn to guide, prompt, and probe without taking over
teachers perception: no privacy
teachers perception: no respect as a female
teachers refuse to cooperate
teachers should be held responsible and accountable
teachers suffer from inertia
teachers teach merely to keep their post
teachers themselves do not understand
teachers try to stay away from any discomfort
teachers who did do training do not necessarily train their colleagues
teachers who have methods that work for them are not likely to change those ways
teachers: need a lot more support
teaching has lost some very good teachers due to low salaries and the pressure
teaching is about giving to humanity
teaching is altruistic

teaching is in an protected environment
teaching morale is very low
teaching practice
teaching practice effect: cosmetic changes
teaching practice lack of clear understanding
teaching practice:
teaching practice: OBE loopholes for lazy teachers
teaching practice: children's potential is discounted
teaching practice: classes are getting bigger
teaching practice: delegate and authorise accountability
teaching practice: invading privacy
teaching practice: it is a pity that we do not learn from the past
teaching practice: lack of basic teaching skills
teaching practice: lack of change facilitation leads to harm
teaching practice: little parental support for the teachers
teaching practice: lots of energy and you get little back
teaching practice: math's needs to learnt in a practical and concrete way
teaching practice: need criteria for lessons
teaching practice: need watchdogs
teaching practice: needs a lot of hard work
teaching practice: needs are in the rural areas
teaching practice: new homework policy in writing
teaching practice: new math's does not work
teaching practice: no drilling of math's in the OBE way
teaching practice: no more teaching-only facilitating
teaching practice: not only academic performance is assessed
teaching practice: OBE assessment is still on an individual basis
teaching practice: OBE children seen as individuals
teaching practice: OBE groupwork: assessment is different
teaching practice: OBE in our school we have done that type of teaching
teaching practice: OBE is the way that I have been teaching
teaching practice: OBE learners are exposed to teachers' confusion
teaching practice: OBE need equipment
teaching practice: OBE resisting: we still drill math's
teaching practice: OBE strong children should not always be the leaders
teaching practice: OBE widens the gap
teaching practice: old recipes work
teaching practice: teachers need to be very organised
teaching practice: time constraints: incredible long hours
teaching practice: OBE other forms of assessment are incorporated
they are not sure
thorough planning
Through follow-ups
Through the principal
time constraints: incredible long hours
time is problematic
to explain to other
to learn 'how to'
too many teachers stagnate
tp effect: disciplines structure is breaking down
tp:
tp: =teaching practice
tp: bright children are copied
tp: bright children set the pace
tp: change should be spelt out clearly
tp: children become confused
tp: children bring information
tp: children can query the teacher
tp: children: confusion amounts pupils
tp: clear objectives for group work
tp: code of conduct: all in writing
tp: creative teachers find is easier to change

- tp: discipline and right to quality education
- tp: discipline is a problem
- tp: discipline problem
- tp: discipline problems: by law the teacher may not touch the child
- tp: effect in group work; stronger child carries weaker child
- tp: effect: children flourish with the freedom
- tp: effect: duck-and-divers will do even less
- tp: emphasis is on the rights of children
- tp: everything in teaching is predetermined
- tp: experienced teachers are forced to follow the code of conduct
- tp: facilitating is an art
- tp: financial spending changes
- tp: focus on the individual pupil and not the education system
- tp: following protocol
- tp: groupwork: children felt they were not important in the group
- tp: heavy work load
- tp: hidden curriculum
- tp: knowledge: need to know policy change but do not follow slavishly
- tp: less time to be with children
- tp: OBE workshops much earlier for awareness and advertisement
- tp: OBE: better teachers can have a ball
- tp: OBE: bossy boot can be overpowering
- tp: OBE: can work if children are really disciplined
- tp: OBE: children cannot only experience math's
- tp: OBE: entails an incredible lot of work
- tp: OBE: hard working teachers works even harder
- tp: OBE: insecure teachers can get away with doing nothing
- tp: OBE: participation is very important
- tp: OBE: peer evaluation
- tp: OBE: there is a lot of good in the ways of assessing
- tp: OBE: weak child will have learnt nothing after a cycle
- tp: one must be allowed your professionalism
- tp: only few teachers take responsibility for their mistakes
- tp: people must really want to teach to
- tp: prepared to take on extra work
- tp: problems are not visible
- tp: professionalism and freedom to choose
- tp: pupils feel the pressure
- tp: resistance to change: groupwork not always good: children need peace and quiet to absorb
- tp: rights of education
- tp: school life regulates personal life
- tp: shocking classroom activities
- tp: so much work is involved
- tp: some children cannot work with a lot of noise
- tp: step by step guidance
- tp: structured support or policing system is needed
- tp: support is needed at grassroots levels
- tp: teacher has power in the classroom
- tp: teachers are now facilitators
- tp: teachers are striving to give their best
- tp: teachers are told what to do: you will do as we say
- tp: teachers need structures to hold on to
- tp: teaching takes a lot of energy
- tp: the more freedom children have, the more the teacher facilitates
- tp: time is problematic
- tp: to differentiate the teachers may not always know exactly where very child is in progress
- tp: too much freedom: children get lost
- tp: too much preparation
- tp: very aware of the detail of specific changes
- tp: we are doing our own thing
- tp: we develop our own methods
- tp: workload increase

tp: younger staff are quite keen
tp: evaluation becomes easy
tp: evaluation is too wishy-washy
tp: evaluation may be biased
tp: freedom is not licensed
tp: some teachers are too rigid

training for 2005

transition personal

transition: teacher as person during the process of change

transition: teacher behaviour is scrutinised

unclear understanding

workshops