

ADDENDUM D: QUOTATIONS AND CODES

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 - 11:51:44

Codes-quotations list

Code-Filter: All

Code: ?how much are we then giving them? {0-0}

Code: ?how to shift metropolitan teaching into rural area? {0-0}

Code: ?it appears as if working with children is less important than working with adults {0-0}

Code: ?OBE no holistic understanding {0-0}

Code: ?problems are not visible {0-0}

Code: 1996 SA schools Act; amendments to address the inequalities in providing education {0-0}

Code: 1996 School Act: board must be representative {0-0}

Code: 1996 South Africa School Act {0-0}

Code: Abolishment of corporal punishment {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:8 (31:31) (Super)

Media: ANSI

Codes: [Abolishment of corporal punishment]

abolishment of corporal punishment

Code: Absenteeism, {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:60 (143:143) (Super)

Media: ANSI

Codes: [Absenteeism,]

Absenteeism,

Code: actively participating {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:67 (157:157) (Super)

Media: ANSI

Codes: [actively participating]

actively participating

Code: adapt slowly {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:49 (114:114) (Super)

Media: ANSI

Codes: [adapt slowly]

adapt slowly

Code: advertising creates awareness of policy change {0-0}

Code: all associated with the old regime is disgarded and thrown out {0-0}

Code: All should be dedicated {0-0}

Code: Appraisal policy {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:11 (34:34) (Super)

Media: ANSI

Codes: [Appraisal policy]

Appraisal policy

Code: assessment is very difficult {1-0}

P 5: interviewatlas5.txt - 5:13 (127:136) (Super)

Media: ANSI

Codes: [assessment is very difficult]

Met ander woorde as hulle byvoorbeeld moet assessering

doen, ek dink dit lyk my dit is 'n groot kuns want die

assessering verg baie tyd, dit verg, ek het gehoor van een

van die jonger persone wat nog glad ervaring gehad het nie

wat nou basies hierdie jaar by die nuwe graad eers begin
het en sy het byvoorbeeld deur 'n nag gesit met assessering
om dit voltooi te kry.

Code: at the top impose policies {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:37 (86:86) (Super)

Media: ANSI

Codes: [at the top impose policies]

at the top impose policies

Code: attempt to involve teachers at grassroots level {0-0}

Code: Attending workshops {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:14 (42:42) (Super)

Media: ANSI

Codes: [Attending workshops]

Attending workshops

Code: authorities are not doing their best {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:53 (127:127) (Super)

Media: ANSI

Codes: [authorities are not doing their best]

authorities are not doing their best

Code: authority over teaching subjects {0-0}

Code: being taken for granted {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:62 (146:146) (Super)

Media: ANSI

Codes: [being taken for granted]

being taken for granted

Code: believe in the old approach {0-0}

Code: breaks down the relationship between teachers and children {0-1}

Code: bright children are copied {0-2}

Code: bright children set the pace {0-2}

Code: can educate a population to have the same opportunities {0-0}

Code: cannot be put into practice {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:29 (71:71) (Super)

Media: ANSI

Codes: [cannot be put into practice]

Some acts cannot be put into practice

Code: cannot change the system {0-0}

Code: cannot change the world {0-0}

Code: cannot legislate a population to love one another {0-0}

Code: cannot put into practice {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:38 (87:87) (Super)

Media: ANSI

Codes: [cannot put into practice]

cannot put into practice

Code: careful responses since it could cost my job {0-1}

Code: catholic schools ended up being the parameters by which everything was going to be measured {0-0}

Code: centralised problemsolving {0-0}

Code: challenge {0-1}

Code: change due to new policy: requires new strategies to implement {1-0}

P 5: interviewatlas5.txt - 5:4 (46:49) (Super)

Media: ANSI

Codes: [change due to new policy: requires new strategies to implement]

En wanneer daar dan nou 'n verandering kom as gevolg van beleid dan is daar nuwe maatreëls wat getref moet word en nuwe strategieë wat beplan moet word.

Code: change future: inevitable changes for education in the future relates to AIDS {1-0}

P3: interview3atlas.txt - 3:76 (886:912) (Super)

Media: ANSI

Codes: [change future: inevitable changes for education in the future relates to AIDS]

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

Code: change has brought about great fear, since no jobs are secure anymore {0-0}

Code: Change has created more problems; {0-0}

Code: change implementation in education depends on the role of the principal {1-0}

P3: interview3atlas.txt - 3:56 (590:595) (Super)

Media: ANSI

Codes: [change implementation in education depends on the role of the principal]

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

Code: change implementation: in education: market and sell the new ideas {1-0}

P4: interview4atlas.txt - 4:46 (633:637) (Super)

Media: ANSI

Codes: [change implementation: in education: market and sell the new

ideas] [policy change: selling a policy change needs to be done with enthusiasm]

I mean because they are not, they have not got selling skills, because I mean you really have to sell the idea, you have to market it.

Code: change implementation: clear objectives are important {1-0}

P2: interview2atlas.txt - 2:83 (480:481) (Super)

Media: ANSI

Codes: [change implementation: clear objectives are important]

And you also have to have clear objectives.

Code: change implementation: course facilitators were not competent and not knowledgeable {1-0}

P4: interview4atlas.txt - 4:10 (107:108) (Super)

Media: ANSI

Codes: [change implementation: course facilitators were not competent and not knowledgeable]

No, no definitely competent and not knowledgeable

Code: change implementation: education policy change is dragging. {1-0}
P 6: PHDquestionnaireatlas.txt - 6:25 (88:88) (Super)
Media: ANSI
Codes: [change implementation: education policy change is dragging.]
EPC is dragging.

Code: change implementation: mismanagement {1-0}
P 3: interview3atlas.txt - 3:64 (712:715) (Super)
Media: ANSI
Codes: [change implementation: mismanagement]
And I think there is a lot of mismanagement going on, you know they can only tell you to do it. Whether you do it or not is ...

Code: change implementation: not enough resources {1-0}
P 6: PHDquestionnaireatlas.txt - 6:53 (170:170) (Super)
Media: ANSI
Codes: [change implementation: not enough resources]
do not ensure enough resources

Code: change implementation: OBE phasing in is silly and uncondusive {1-0}
P 3: interview3atlas.txt - 3:32 (199:214) (Super)
Media: ANSI
Codes: [change implementation: OBE phasing in is silly and uncondusive]
RESPONDENT: I think the government schools are a lot more jacked up than what we are because we missed so many meetings and workshops and things like that. So I think they have got, they pretty much know what is going on. I was also thinking about it. You know I find it quite silly because they take grade 1, this year it is just grade 1. Why not bring in the grade 2's before we, you know bring in your junior phase and say all the teachers that can come so that it gives you a bit of background, you know where those kids are coming from. That I find, I find that totally silly, I think it is ... INTERVIEWER: So those who will be involved the following year, are not exposed to OBE.

Code: change implementation: OBE should only NOW be implemented {1-0}
P 2: interview2atlas.txt - 2:55 (305:313) (Super)
Media: ANSI
Codes: [change implementation: OBE should only NOW be implemented]
[change implementation: should be the other way round]
[effect: advertising creates awareness of policy change]
[tp: OBE workshops much earlier for awareness and advertisement]

You know it should have been the other way around. You know it should be getting implemented now, you know the work at the end of the ANC you know their, what was it 1994, their four year term of office, started, you know get the workshops going, get an awareness, advertise, you know advertising does a wonderful thing, because it has had so much ...

Code: change implementation: OBE we only heard of and little implementation is seen {1-0}

P 4: interview4atlas.txt - 4:4 (46:50) (Super)
Media: ANSI
Codes: [change implementation: OBE we only heard of and little implementation is seen]
Unfortunately it is something that we have mostly heard of and I have seen very little implementation in the school or in the classroom of that.

Code: change implementation: OBE: lots of work ito implementation {1-0}
P 2: interview2atlas.txt - 2:69 (418:420) (Super)
Media: ANSI
Codes: [change implementation: OBE: lots of work ito implementation]

[tp: OBE: entails an incredible lot of work]

Well number 1 it entails an incredible amount of work to do it properly, you know the implementation of it.

Code: change implementation: research prior to implementation {1-0}

P 6: PHDquestionnaireatlas.txt - 6:36 (128:129) (Super)

Media: ANSI

Codes: [change implementation: research prior to implementation]

EPC should be researched prior to adopting in the system;

Code: change implementation: resistance to change: drill work is still important {1-0}

P 3: interview3atlas.txt - 3:23 (139:142) (Super)

Media: ANSI

Codes: [change implementation: resistance to change: drill work is still important]

At our school we are very lucky because we do not have to and I am very pleased about that, because like drill work, I think drill work is important.

Code: change implementation: should be the other way round {1-0}

P 2: interview2atlas.txt - 2:55 (305:313) (Super)

Media: ANSI

Codes: [change implementation: OBE should only NOW be implemented]

[change implementation: should be the other way round]

[effect: advertising creates awareness of policy change]

[tp: OBE workshops much earlier for awareness and advertisement]

You know it should have been the other way around. You know it should be getting implemented now, you know the work at the end of the ANC you know their, what was it 1994, their four year term of office, started, you know get the workshops going, get an awareness, advertise, you know advertising does a wonderful thing, because it has had so much ...

Code: change implementation: something new has replaced the old ways but soon it was realised that this was not working {1-0}

P 2: interview2atlas.txt - 2:51 (288:293) (Super)

Media: ANSI

Codes: [change implementation: something new has replaced the old ways

but soon it was realised that this was not working]

[teachers who have methods that work for them are not likely to change those ways]

but they threw things out and tried to implement something and then afterwards sort of realised gee this is not working, but as I say your guy who walks into classroom and does things a certain way, is going to carry on doing it.

Code: change implementation: sway heart and minds of teachers {1-0}

P 4: interview4atlas.txt - 4:54 (772:784) (Super)

Media: ANSI

Codes: [change implementation: sway heart and minds of teachers]

I would definitely like to see that we still make an effort to try and sway the hearts and minds of teachers, because unless we do that, it was very disturbing when a colleague of mine told me last night, he is at a high school, that the universities are sending out people to try and to market certain career courses and from two universities that have been to their school, not one pupil signed up for teaching.

Code: change implementation: teachers are thrown in the deep end of change {1-0}

P 3: interview3atlas.txt - 3:35 (255:258) (Super)

Media: ANSI

Codes: [change implementation: teachers are thrown in the deep end of

change] [emotional response: teachers get thrown into the deep end of change]

o. I just feel we get thrown into the deep end, you know there are these kids that are coming up that have been exposed to this.

Code: change in education depends on the role of the principal {0-0}

Code: change in education: market and sell the new ideas {0-0}

Code: change in governing body {0-0}

Code: change in governing structures: many parents in governing body {0-0}

Code: change in the organisation of the school {0-0}

Code: change in the political system {1-0}

P 5: interviewatlas5.txt - 5:5 (49:55) (Super)

Media: ANSI

Codes: [change in the political system]

En die groot verandering het natuurlik nou ingetree met die politieke verandering waar ons van die apartheid oor gegaan het in ander era waar ons nou meer demokraties is, waar mense meer 'n insae kan hê ook in terme van beleid, in terme van die bestuur.

Code: change is a challenge {1-0}

P 5: interviewatlas5.txt - 5:42 (787:788) (Super)

Media: ANSI

Codes: [change is a challenge]

Weet jy ek dink 'n mens het 'n groot, groot uitdaging.

Code: Change is adopted but not felt yet {0-0}

Code: Change is not as expected {0-0}

Code: change offers opportunity for growth {0-0}

Code: change past: world wide people are moving back to more conservative and traditional education {1-0}

P 2: interview2atlas.txt - 2:56 (316:320) (Super)

Media: ANSI

Codes: [change past: world wide people are moving back to more conservative and traditional education] [ft: we should learn from others' experiences] [teaching practice: it's a pity that we do not learn from the past]

Also I do feel that it is a pity that we do not learn from the past and other people's experience, because you know worldwide people are going back to conservative and traditional education.

Code: change should be spelt out clearly {0-0}

Code: change should be the other way round {0-0}

Code: change: mismanagement {0-0}

Code: change: OBE good philosophy {0-0}

Code: change: schools are seen in terms of markets and values {0-0}

Code: changes must be gradual {0-0}

Code: children's potential is discounted {0-0}

Code: children become confused {0-2}

Code: children bring information {0-0}

Code: children can query the teacher {0-0}

Code: children felt they were not important in the group {0-0}

Code: children flourish with the freedom {0-0}

Code: children need peace and quiet to absorb {0-0}

Code: classes are getting bigger {0-0}

Code: classroom is a nightmare {0-1}

Code: clear objectives are important {0-0}

Code: clear objectives for group work {0-0}

Code: code of conduct is essential for unprofessional teachers {0-3}

Code: code of conduct: all in writing {0-1}

Code: Confusing {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:25 (67:67) (Super)

Media: ANSI

Codes: [Confusing]

Confusing

Code: confusion {0-0}

Code: confusion amongst pupils {0-1}

Code: content based to outcomes based education {0-0}

Code: CONTEXT OF INFLUENCE {0-1}

Code: continuous assessment {0-0}

Code: continuous learning for teaching {0-0}

Code: Contract {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:23 (58:58) (Super)

Media: ANSI

Codes: [Contract]

Contract

Code: cor.punishment reinstated {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:41 (99:99) (Super)

Media: ANSI

Codes: [cor.punishment reinstated]

Corporal punishment should be brought back

Code: cosmetic changes {0-0}

Code: COTEP: norms and standards {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:7 (29:29) (Super)

Media: ANSI

Codes: [COTEP: norms and standards]

COTEP: norms and standards

Code: courage and to add new things {1-0}

P 7: PHDquestionaireatlas2.txt - 7:71 (167:167) (Super)

Media: ANSI

Codes: [courage and to add new things]

courage and to add new things

Code: course facilitators were not competent and not knowledgeable {0-0}

Code: courses do motivate {0-0}

Code: curriculum changes covered by the schools act {0-0}

Code: curriculum: involved staff member assists {1-0}

P 5: interviewatlas5.txt - 5:8 (77:80) (Super)

Media: ANSI

Codes: [curriculum: involved staff member assists]

Ons is in die gelukkige posisie dat ons in ons graad 2
graadgroep het ons 'n dame wat help met die skryf van die
boeke vir Curriculum 2005.

Code: decline in teacher morale due to abolishment of corporal punishment {0-0}

Code: decline in teaching and learning culture {1-0}

P 7: PHDquestionaireatlas2.txt - 7:1 (11:11) (Super)

Media: ANSI

Codes: [decline in teaching and learning culture]

Decline in the culture of teaching and learning

Code: Declined due to fear of change {0-0}

Code: Declined due to frustration of teachers {0-0}

Code: Decreased morale due to uncertainties {0-0}

Code: Defining roles for {1-0}

P 7: PHDquestionaireatlas2.txt - 7:21 (56:56) (Super)

Media: ANSI

Codes: [Defining roles for]

Defining roles for

Code: delegate and authorise accountability {0-0}~

Code: demands are inhuman {0-0}

Code: Demoralised due to lack of resources {1-0}

P 7: PHDquestionaireatlas2.txt - 7:59 (142:142) (Super)

Media: ANSI

Codes: [Demoralised due to lack of resources]

Demoralised due to lack of resources

Code: despondency {0-0}

Code: Developmental appraisal system {0-0}

Code: different interpretations to same policy {0-0}

Code: Difficult {1-0}

P 7: PHDquestionaireatlas2.txt - 7:24 (66:66) (Super)

Media: ANSI

Codes: [Difficult]

Difficult

Code: difficult and frustrating {1-0}

P 7: PHDquestionaireatlas2.txt - 7:36 (85:85) (Super)

Media: ANSI

Codes: [difficult and frustrating]

difficult and frustrating

Code: difficult to adopt {1-0}

P 7: PHDquestionaireatlas2.txt - 7:43 (106:106) (Super)

Media: ANSI

Codes: [difficult to adopt]

difficult to adopt

Code: difficult to change if top-down approach {0-0}

Code: difficult to complete the syllabus {1-0}

P 7: PHDquestionaireatlas2.txt - 7:77 (175:175) (Super)

Media: ANSI

Codes: [difficult to complete the syllabus]

difficult to complete the syllabus

Code: difficult to cope because we are used to the old ways {0-0}

Code: discipline deteriorates {0-0}

Code: discipline is a problem {0-0}

Code: discipline problems:by law the teacher may not touch the child {0-0}

Code: Discipline; the day a child sue me, I am out {0-0}

Code: disciplines structure is breaking down {0-0}

Code: Discouraged {0-0}

Code: do less, because I cannot win {0-2}

Code: do not ensure enough resources {0-0}

Code: do not know if I can cope {0-0}

Code: do not more than I have to {0-1}

Code: do not throw too much at teachers {0-0}

Code: does cause a lot of dissatisfaction, {0-1}

Code: drill work is important {0-0}

Code: duck-and-divers will do even less {0-1}

Code: education changes society {0-0}

Code: education has taken away the 'calling' {0-0}

Code: education in South Africa: we are heading for very difficult times in education {0-0}

Code: education in the past was more traditional education in South.Africa {0-0}

Code: education in the past: white teachers were so protected in the past {0-1}

Code: education is snowballing {0-0}

Code: education policy change {0-10}

Code: education policy change prevents stagnation {0-0}

Code: education policy change is dragging. {0-0}

Code: education policy change is politically motivated {0-0}

Code: education policy change puts a lot of pressure on teachers {0-0}

Code: education policy change is hard to accept {0-0}

Code: education policy is politically driven {0-0}

Code: education should have been addressed in 1948 {0-0}

Code: education thrives because teachers think they the best {0-0}

Code: education: people are passionate about education {0-0}

Code: effect: antidepressants {0-0}

Code: effect and emotional response: personal gain facilitates change {1-0}

P 6: PHDquestionnaireatlas.txt - 6:39 (140:141) (Super)

Media: ANSI

Codes: [effect and emotional response: personal gain facilitates change]

They act positively to policy change if it does favour them.

Code: effect in classroom; discipline problem; family structure used to support the disciplined structure {1-0}

P 2: interview2atlas.txt - 2:123 (744:749) (Super)

Media: ANSI

Codes: [effect in classroom; discipline problem; family structure used to support the disciplined structure]

I mean we got killed at school you know (inaudible) that is right, but you know you had that family structure where children were well disciplined, they went into a school where you did not ask questions, things like that.

Code: effect in the classroom discipline deteriorates {1-0}

P 3: interview3atlas.txt - 3:58 (618:623) (Super)

Media: ANSI

Codes: [effect in the classroom discipline deteriorates] [tp: some children cannot work with a lot of noise]

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

Code: effect of change implementation: too much red tape {1-0}

P 3: interview3atlas.txt - 3:69 (774:789) (Super)

Media: ANSI

Codes: [effect of change implementation: too much red tape] [effect: antidepressants] [emotional response: teach for the love of it] [morale is low; emotional response: demands are inhuman] [teaching has lost some very good teachers due to low salaries and the pressure] [teaching practice: classes are getting bigger] [teaching practice: time constraints: incredible long hours]

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

Code: effect of change in the classroom; standards: cannot be maintained {1-0}

P 4: interview4atlas.txt - 4:16 (257:263) (Super)

Media: ANSI

Codes: [effect of change in the classroom; standards: cannot be maintained]

Reasoning and stuff like that, I cannot see that we can maintain the standards that we used to because we are battling just to maintain standards in our own schools under basically good conditions.

Code: effect of change; standards: OBE standards are questioned {0-0}

Code: effect of education policy change: children will through the education system and have learnt nothing {1-1}

P 3: interview3atlas.txt - 3:51 (520:524) (Super)

Media: ANSI

Codes: [effect of education policy change: children will through the education system and have learnt nothing]

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

Code: effect of policy change in the classroom {0-2}

Code: effect of policy change: lowering educational standards {1-2}

P 4: interview4atlas.txt - 4:15 (159:170) (Super)

Media: ANSI

Codes: [effect of policy change: lowering educational standards] [emotional response: some see change as opening up new worlds] [emotional response: some people are gullible/deceived by their expectations] [policy change and expectations]

Once again I sound a little, I would not call it racist, but I think that for white people in this country it is a grave concern, because we are very unsure, because I think we are not as gullible as other racial groups might be thinking that this is going to open up new worlds. We rather see it and interpret it in terms of perhaps the standard that is going to be lowered.

Code: effect there are loopholes {1-1}

P 2: interview2atlas.txt - 2:86 (498:504) (Super)

Media: ANSI

Codes: [effect there are loopholes] [teachers are trained in the more conservative institutions]

So for me it is great, but I do know what I want of them at the end. And to suddenly ask a teacher who was, you see your teachers, that is where it comes into - the loopholes. Teachers were trained in a certain way and from certain institutions and your more conservative institutions, I was trained at more ...

Code: effect too much red tape {0-0}

Code: effect: (discipline) loopholes for the lazy teacher {1-1}

P 1: INTerview1atlas.txt - 1:8 (54:58) (Super)

Media: ANSI

Codes: [effect: (discipline) loopholes for the lazy teacher] [effect: all will pass irrespective of knowledge levels]

some loopholes for a lazy teacher, very much so, because it does not go out of the work that is done, it goes about ..., and each child is on a different level and it does not matter if this child only knows one thing about water and the other child knows five things, they are both a pass.

Code: effect: advertising creates awareness of policy change {1-0}

P 2: interview2atlas.txt - 2:55 (305:313) (Super)

Media: ANSI

Codes: [change implementation: OBE should only NOW be implemented] [change implementation: should be the other way round] [effect: advertising creates awareness of policy change] [tp: OBE workshops much earlier for awareness and advertisement]

You know it should have been the other way around. You know it should be getting implemented now, you know the work at the end of the ANC you know their, what was it 1994, their four year term of office, started, you know get the workshops going, get an awareness, advertise, you know advertising does a wonderful thing, because it has had so much ...

Code: effect: all associated with the old regime is disgarded and thrown out {1-0}

P 2: interview2atlas.txt - 2:50 (280:284) (Super)

Media: ANSI

Codes: [effect: all associated with the old regime is disgarded and thrown out]

So I just feel that you cannot throw something out. What they did was they disbanded the old regime, well everything to do with old regime to go and it has to go immediately, that was the error.

Code: effect: all will pass irrespective of knowledge levels {1-2}

P 1: INTerview1atlas.txt - 1:8 (54:58) (Super)

Media: ANSI

Codes: [effect: (discipline) loopholes for the lazy teacher] [effect: all will pass irrespective of knowledge levels]

some loopholes for a lazy teacher, very much so, because it does not go out of the work that is done, it goes about ..., and each child is on a different level and it does not matter if this child only knows one thing about water and the other child knows five things, they are both a pass.

Code: effect: antidressants {1-0}

P 3: interview3atlas.txt - 3:69 (774:789) (Super)

Media: ANSI

Codes: [effect of change implementation: too much red tape] [effect: antidressants] [emotional response: teach for the love of it] [morale is low; emotional response: demands are inhuman] [teaching has lost some very good teachers due

to low salaries and the pressure] [teaching practice:
classes are getting bigger] [teaching practice: time
constraints: incredible long hours]

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

Code: effect: education in the past: white teachers were so protected in the past {1-2}

P 4: interview4atlas.txt - 4:40 (551:564) (Super)

Media: ANSI

Codes: [effect: education in the past: white teachers were so protected
in the past] [emotional response: secured jobs]

I would definitely say so because I think for white people
and having lived in a country that has definitely favoured
the white people and secured jobs for them, I think it is
definitely yes, because we also apart from your own
protected little environment, you in a way many of them are
linked with friends and family that have been, you know the
victims of people that have lost their jobs, who have been
forced out of positions and stuff like that.

Code: effect: education is snowballing {1-0}

P 3: interview3atlas.txt - 3:50 (457:470) (Super)

Media: ANSI

Codes: [effect: education is snowballing] [effect: no personal time left
to do much more] [emotional response: always something
new and teachers cannot keep up]

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

Code: effect: education policy change prevents stagnation {1-0}

P 6: PHDquestionnaireatlas.txt - 6:30 (107:107) (Super)

Media: ANSI

Codes: [effect: education policy change prevents stagnation]

It prevents stagnation

Code: effect: in 10 years shortage of teachers {1-0}

P2: interview2atlas.txt - 2:145 (892:894) (Super)

Media: ANSI

Codes: [effect: in 10 years shortage of teachers]

I mean there is a process inserted that we are going to have a shortage in ten years' time.

Code: effect: loopholes for lazyness {1-6}

P2: interview2atlas.txt - 2:92 (536:539) (Super)

Media: ANSI

Codes: [effect: loopholes for lazyness] [emotional response: teacher lack security] [teachers feel they are not the right thing]

But that is a loophole. What are the other loopholes, laziness, it is really a lack of security for many teachers that they do not feel they are doing things.

Code: effect: new policy is not implemented {0-0}

Code: effect: no parental support in rural areas {0-0}

Code: effect: no personal time left to do much more {1-0}

P3: interview3atlas.txt - 3:50 (457:470) (Super)

Media: ANSI

Codes: [effect: education is snowballing] [effect: no personal time left to do much more] [emotional response: always something new and teachers cannot keep up]

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

Code: effect: OBE: effects for the future will be even more illiterate people {1-3}

P3: interview3atlas.txt - 3:42 (344:359) (Super)

Media: ANSI

Codes: [effect: OBE: effects for the future will be even more illiterate people] [funding: resources: OBE: platteland do not have the resources] [teaching practice: OBE need equipment]

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

Code: effect: OBE: lazy teacher can get away with being lazier {1-1}

P 3: interview3atlas.txt - 3:16 (91:94) (Super)

Media: ANSI

Codes: [effect: OBE: lazy teacher can get away with being lazier] [tp:
OBE: hard working teachers works even harder]

So you have got to, and that worries me, because your lazy teacher can get away with being lazier, your hard working teacher is going to work harder.

Code: effect: OBE: our school has not done much {1-0}

P 3: interview3atlas.txt - 3:2 (18:19) (Super)

Media: ANSI

Codes: [effect: OBE: our school has not done much]

Okay our school has not done as much as far as the OBE is concerned.

Code: effect: personal gain facilitates change {0-0}

Code: effect: redeployment: teacher with family can not start teaching in Hammanskraal tomorrow {1-0}

P 2: interview2atlas.txt - 2:23 (126:133) (Super)

Media: ANSI

Codes: [effect: redeployment: teacher with family can not start teaching in Hammanskraal tomorrow] [feelings: insecurity due to redeployment] [feelings: insecurity in employment] [policy change: redeployment in paper fine but not realistic]

I think it has caused a lot of insecurity in employment, because many of the teachers, because of redeployment, I think that that redeployment is idealistic, but look I agree with it, on paper it is fine, but you know you cannot tell somebody with a family tomorrow they are going to be teaching in Hammanskraal.

Code: effect: Retrenchment and right sizing {1-0}

P 6: PHDquestionaireatlas.txt - 6:6 (35:35) (Super)

Media: ANSI

Codes: [effect: Retrenchment and right sizing]

Retrenchment and right sizing

Code: effect: school act does not really impact wealthy schools {1-0}

P 2: interview2atlas.txt - 2:20 (121:122) (Super)

Media: ANSI

Codes: [effect: school act does not really impact wealthy schools]

I do not feel that the act itself has had too much impact on more wealthy schools.

Code: effect: schools are becoming more like business {1-0}

P 2: interview2atlas.txt - 2:148 (915:920) (Super)

Media: ANSI

Codes: [effect: schools are becoming more like business] [effect: schools are seen in terms of markets and values]

It is this whole thing that it is a business, and I think we are becoming more and more aware of the school as being an institution, the school as being a business, especially what I am studying now. Seeing it in terms of markets, values and things like that.

Code: effect: schools are seen in terms of markets and values {1-0}

P 2: interview2atlas.txt - 2:148 (915:920) (Super)

Media: ANSI

Codes: [effect: schools are becoming more like business] [effect: schools are seen in terms of markets and values]

It is this whole thing that it is a business, and I think we are becoming more and more aware of the school as being an institution, the school as being a business, especially what I am studying now. Seeing it in terms of markets, values and things like that.

Code: effect: slack attitude {1-1}

P 1: INTerview1atlas.txt - 1:50 (273:277) (Super)

Media: ANSI

Codes: [effect: slack attitude] [emotional response: careful responses since it could cost my job] [emotional response: stress becomes visible through lack of enthusiasm] [emotional response: tp: do not more than I have to]

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

Code: effect: small core of committed teachers stay behind {1-0}

P 4: interview4atlas.txt - 4:20 (306:316) (Super)

Media: ANSI

Codes: [effect: small core of committed teachers stay behind] [emotional response: some teachers will never be open to policy change] [ft: some teachers make great efforts in staying informed through further training]

So it is going to leave a very small core group and I think if you can divide them again into those that are really committed to making this work and to open themselves to training and to new ideas and things like that, you will also have the group that will never be open to that and they will just go on regardless of policy change or whatever.

Code: effect: teacher can get away with a lot {1-1}

P 1: INTerview1atlas.txt - 1:9 (63:66) (Super)

Media: ANSI

Codes: [effect: teacher can get away with a lot] [tp:evaluation becomes easy] [tp:evaluation may be biased]

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

Code: effect: teachers' impact on policy {1-0}

P 6: PHDquestionnaireatlas.txt - 6:69 (215:230) (Super)
Media: ANSI
Codes: [effect: teachers' impact on policy]

By exercising rules and regulations made by government. Teachers should make learners aware of the changes in education so that they cooperate. Teachers applying corporal punishment which is against the law. When I understand the policy changes well then I can influence my pupils positively. Positively through workshops Negatively through political campaigns. Teachers need to understand the new policy to promote a positive attitude amongst learners Positively: I try to abide by the regulations Negatively by resisting change Encourage department to supply relative material

Code: effect: there is room for flounders; where very little gets done {1-0}

P 2: interview2atlas.txt - 2:76 (445:447) (Super)
Media: ANSI
Codes: [effect: there is room for flounders; where very little gets done]

Hopefully, I like to call it a support system, you know to pick up your flounders and to, or you will have a situation where very little gets done.

Code: effect: violence enters the schools {1-0}

P 3: interview3atlas.txt - 3:71 (807:810) (Super)
Media: ANSI
Codes: [effect: violence enters the schools]

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

Code: effect: we are throwing out the baby with the bathwater {1-0}

P 2: interview2atlas.txt - 2:58 (336:342) (Super)
Media: ANSI
Codes: [effect: we are throwing out the baby with the bathwater] [emotional response: we try not to get too emotional about it (denial)]

Well we are throwing the baby with the bath water, but you can understand, I mean I can fully understand, and for me I just feel that as I say if we hold on, that is why we try to be, well at least at management level, very aware of what is going on, but not to get too emotional or uptight about it, hold out, hold out.

Code: effect: we do not know what is expected {1-0}

P 1: INTerview1atlas.txt - 1:49 (264:268) (Super)
Media: ANSI
Codes: [effect: we do not know what is expected] [emotional response: lots of stress] [information from other schools cause unconscious forms of stress] [information: teachers are uninformed]

We do not know what is going to be expected, you know it is because you are uninformed. Also you are hearing again perceptions from other schools of what is happening and that causes you know immense, an unconscious form of stress that comes onto somebody but yes

Code: effect: young teachers leave the profession {0-0}

Code: ELRC {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:4 (25:25) (Super)

Media: ANSI

Codes: [ELRC]

ELRC

Code: emotion: anxiety {1-0}

P 5: interviewatlas5.txt - 5:46 (934:941) (Super)

Media: ANSI

Codes: [emotion: anxiety]

Aan die ander kant sal ek voel dit is vir my meer die negatiewe een waar hulle vasskop of vasstaan teen 'n onsekerheid, teen 'n angs, teen moontlike vrees wat dit kan bring, teen 'n oorvol program, teen te min tyd om al die goed af te handel, teen te veel dokumentasie wat afgehandel moet word.

Code: emotion: staff are anxious to admit that they cannot cope {1-0}

P 5: interviewatlas5.txt - 5:12 (122:127) (Super)

Media: ANSI

Codes: [emotion: staff are anxious to admit that they cannot cope]

En ekself soos wat ek nou maar met die personeel, baie van hulle kom gesels met 'n mens, lyk dit vir my personeel is bang dat ander moet kan sien ek is nie by magte om by te hou by die ander nie.

Code: emotional resonance: artificial defence {1-0}~

P 4: interview4atlas.txt - 4:37 (492:497) (Super)

Media: ANSI

Codes: [emotional resonance: artificial defence]

defending the image of his school and I feel that it is a very, it is an unrealistic and it is superficial way of dealing with problems and dealing with situations in schools that might arise.

Code: emotional resonance: I make change work {1-0}

P 3: interview3atlas.txt - 3:19 (121:123) (Super)

Media: ANSI

Codes: [emotional resonance: I make change work] [ft: knowlegde: some teachers cannot make change work, because they do not know how]

Yes you make it work, but there are teachers that cannot make it work, you know they do not know how.

Code: emotional resonance: I participated in an implementation survey and felt terror, because we had not implemented the changes {1-0}

P 2: interview2atlas.txt - 2:59 (342:351) (Super)

Media: ANSI

Codes: [emotional resonance: I participated in an implementation survey and felt terror, because we had not implemented the

changes] [policy implementation: the fact that we had not implemented the change helped the investigation as to why not and establishing where the pitfall are]

You know we have had, I mean I had to go through that survey last year about the implementation of OBE when I was acting principal. And you know my first thing was terror, because we have not done it, I mean we, and what must I do. I got hold of them and said I do not know, we do not want to be. And she said: no we are actually now trying to go back and say where the pitfalls were. So if you have not implemented it, please tell us why and we did go through.

Code: emotional response: I sacrificed a lot of my time for nothing {1-0}

P 2: interview2atlas.txt - 2:12 (71:77) (Super)

Media: ANSI

Codes: [emotional response: I sacrificed a lot of my time for nothing] [policy production: documents had been written, although we were made to believe that we were part of that process]

But the point was we had already been notified that these documents that we have been told we were going to be a part of, had already been written. So that was when I sort of backed off and did not become involved any more, because it became, I was giving up time and it was because of that.

Code: emotional response: Some do not adapt at all {1-0}

P 6: PHDquestionnaireatlas.txt - 6:43 (146:146) (Super)

Media: ANSI

Codes: [emotional response: Some do not adapt at all]

Some do not adapt at all

Code: emotional response: Some fear the changes {1-0}

P 6: PHDquestionnaireatlas.txt - 6:55 (185:185) (Super)

Media: ANSI

Codes: [emotional response: Some fear the changes]

Some fear the changes

Code: emotional response: some see change as opening up new worlds {1-0}

P 4: interview4atlas.txt - 4:15 (159:170) (Super)

Media: ANSI

Codes: [effect of policy change: lowering educational standards] [emotional response: some see change as opening up new worlds] [emotional response: some people are gullible/deceived by their expectations] [policy change and expectations]

Once again I sound a little, I would not call it racist, but I think that for white people in this country it is a grave concern, because we are very unsure, because I think we are not as gullible as other racial groups might be thinking that this is going to open up new worlds. We rather see it and interpret it in terms of perhaps the standard that is going to be lowered.

Code: emotional response: Stressful; it's hard to cope {1-0}

P 6: PHDquestionnaireatlas.txt - 6:20 (83:83) (Super)

Media: ANSI

Codes: [emotional resonance: Stressful; it's hard to cope]

Stressful; it's hard to cope

Code: emotional resonance: teacher is under pressure. {1-0}

P 1: INTerview1atlas.txt - 1:53 (290:290) (Super)

Media: ANSI

Codes: [emotional resonance: teacher is under pressure.]

teacher is under pressure.

Code: emotional resonance: teachers are overloaded {1-0}

P 1: INTerview1atlas.txt - 1:31 (188:190) (Super)

Media: ANSI

Codes: [emotional resonance: teachers are overloaded] [teachers do not have enough time]

You cannot be, you know loading them so much that they do not have the time to attend something if you have got it.

Code: emotional resonance: teachers are uptight {1-0}

P 1: INTerview1atlas.txt - 1:54 (290:296) (Super)

Media: ANSI

Codes: [emotional resonance: teachers are uptight] [emotional response: breaks down the relationship between teachers and children] [tp: children: confusion amongst pupils]

The teacher also then tends to be not nasty, but you know a little bit more uptight with the group and then they do not understand, you know they cannot understand why this one is so rude today, you know normally or whatever. So it causes a bit of confusion there as well and it also breaks down on the relationship between the teacher and the children.

Code: emotional resonance: I participated in an implementation survey and felt terror, because we had not implemented the changes {0-0}

Code: emotional response and teaching practice effect: most teachers will not implement change {1-0}

P 3: interview3atlas.txt - 3:55 (574:583) (Super)

Media: ANSI

Codes: [emotional response and teaching practice effect: most teachers will not implement change] [emotional response: doubt] [emotional response: most teachers will resist change] [emotional response: resist change because it involves too much work] [teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp']

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

Code: emotional response and tp window dressing {1-0}

P 4: interview4atlas.txt - 4:43 (605:613) (Super)

Media: ANSI

Codes: [emotional response and tp window dressing] [teacher perception: window dressing leads to safety] [tp: shocking classroom activities]

Ja and I am coming back to the window dressing. As long as the file and what is in the file and that can be shown on paper, as long as that is in order then the teacher is fairly safe. But what goes on a daily, minute to minute basis in that classroom is sometimes shocking, it is shocking really.

Code: emotional response apathetic {1-0}

P 4: interview4atlas.txt - 4:21 (316:318) (Super)

Media: ANSI

Codes: [emotional response apathetic] [teaching practice effect: cosmetic changes]

I think they will make a few cosmetic changes and for the rest they could not be bothered.

Code: emotional response of disempowerment: pupils now have more power than teachers {1-0}

P 6: PHDquestionnaireatlas.txt - 6:41 (143:144) (Super)

Media: ANSI

Codes: [emotional response of disempowerment: pupils now have more power than teachers]

Some adapt in a negative way because pupils have more power than they have.

Code: emotional response of threat: discipline; the day a child sue me, I am out {1-0}

P 2: interview2atlas.txt - 2:113 (690:692) (Super)

Media: ANSI

Codes: [emotional response of threat: discipline; the day a child sue me, I am out]

The day a child sues me or you know tries to, I am out of it, I am out of there, you know that sort of thing.

Code: emotional response: acceptance of change {1-0}

P 4: interview4atlas.txt - 4:48 (661:673) (Super)

Media: ANSI

Codes: [emotional response: acceptance of change] [tp: teachers are striving to give their best]

At this point in time I have sort of, I have come to terms with certain things. I know what I want in life and I know that in my classroom I am going to bring in the necessary changes and if it is not for the children then even it is for myself, just to know that I still want to do, I still want to participate and then one thing that I feel strongly about, I want to give a child that has been sitting in my classroom the very best.

Code: emotional response: adapt very slowly {1-0}

P 6: PHDquestionnaireatlas.txt - 6:47 (151:151) (Super)

Media: ANSI

Codes: [emotional response: adapt very slowly]

adapt very slowly

Code: emotional response: always something new and teachers cannot keep up {1-0}

P 3: interview3atlas.txt - 3:50 (457:470) (Super)

Media: ANSI

Codes: [effect: education is snowballing] [effect: no personal time left to do much more] [emotional response: always something new and teachers cannot keep up]

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

Code: emotional response: anxiety {0-5}

Code: emotional response: apathetic {0-0}

Code: emotional response: artificial defense {0-0}

Code: emotional response: believe in the old approach {2-0}

P 6: PHDquestionaireatlas.txt - 6:22 (85:85) (Super)

Media: ANSI

Codes: [emotional response: believe in the old approach]

teachers still believe in the old approach

P 6: PHDquestionaireatlas.txt - 6:71 (85:85) (Super)

Media: ANSI

Codes: [emotional response: believe in the old approach]

Most teachers still believe in the old approach

Code: emotional response: breaks down the relationship between teachers and children {1-1}

P 1: INTerview1atlas.txt - 1:54 (290:296) (Super)

Media: ANSI

Codes: [emotional response: teachers are uptight] [emotional response: breaks down the relationship between teachers and children] [tp: children: confusion amongst pupils]

The teacher also then tends to be not nasty, but you know a little bit more uptight with the group and then they do not understand, you know they cannot understand why this one is so rude today, you know normally or whatever. So it causes a bit of confusion there as well and it also breaks down on the relationship between the teacher and the children.

Code: emotional response: careful responses since it could cost my job {1-1}

P 1: INTerview1atlas.txt - 1:50 (273:277) (Super)

Media: ANSI

Codes: [effect: slack attitude] [emotional response: careful responses since it could cost my job] [emotional response: stress]

becomes visible through lack of enthusiasm] [emotional response: tp: do not more than I have to]

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

Code: emotional response: change has brought about great fear, since no jobs are secure anymore {1-0}

P 4: interview4atlas.txt - 4:41 (564:578) (Super)

Media: ANSI

Codes: [emotional response: change has brought about great fear, since no jobs are secure anymore] [emotional response: resistance to change because it is politically driven] [further training and comfortable response towards change are interlinked or connected] [further training: most teachers do not seek further education]

And I think it instills more fear, more fear, and I think yes the resistance is in a great way politically motivated and I think in the other way, because in the 12 years that I have been with my school very few of my colleagues have involved themselves in further studies. In other words and I am of the opinion that a qualification obtained 20 and 30 years ago, I mean without any upgrading of any sorts, can really not be very relevant, especially in the changes that we are facing today.

Code: emotional response: Change is adopted but not felt yet {1-0}

P 6: PHDquestionnaireatlas.txt - 6:28 (94:94) (Super)

Media: ANSI

Codes: [emotional response: Change is adopted but not felt yet]

Change is adopted but not felt yet

Code: emotional response: change is not as expected {1-0}

P 6: PHDquestionnaireatlas.txt - 6:26 (89:89) (Super)

Media: ANSI

Codes: [emotional response: change is not as expected]

Change is not as expected

Code: emotional response: change offers opportunity for growth {1-0}

P 4: interview4atlas.txt - 4:39 (523:537) (Super)

Media: ANSI

Codes: [emotional response: change offers opportunity for growth] [emotional response: the greater the threat, the more anxious, the more some kind of protection and support is need] [further training: many teachers regress]

I feel that she as a person can grow, but my experience is that teachers per se, especially in a primary school environment, very little personal growth. I have been teaching at the same school for 12 years now and I have seen very little progression in my colleagues. I see regression unfortunately in many of them. It seems as though they are more threatened, more scared, want to be more protected and stuff like that in stead of going out facing the world.

Code: emotional response: classroom is a nightmare {1-1}

P 1: INTerview1atlas.txt - 1:38 (217:218) (Super)

Media: ANSI

Codes: [emotional response: classroom is a nightmare]

Well I know that I am sitting with 40 children in a class
of which four cannot read, it is a nightmare an

Code: emotional response: confusion {0-0}

Code: emotional response: despondency {0-0}

Code: emotional response: despondency in teaching {1-0}

P 2: interview2atlas.txt - 2:131 (810:811) (Super)

Media: ANSI

Codes: [emotional response: despondency in teaching]

Yes and also you know why would you put anything into
teaching?

Code: emotional response: despondency: do less, because I cannot win {1-2}

P 1: INTerview1atlas.txt - 1:58 (307:308) (Super)

Media: ANSI

Codes: [emotional response: despondency: do less, because I cannot win]

o I might as well do less because either way I cannot win.

Code: emotional response: difficult to change if top-down approach; change is imposed {1-0}

P 6: PHDquestionnaireatlas.txt - 6:49 (156:158) (Super)

Media: ANSI

Codes: [emotional response: difficult to change if top-down approach;
change is imposed]

Difficult to adapt to change because they feel change is
imposed on them and they are not consulted

Code: emotional response: discouraged {1-0}

P 6: PHDquestionnaireatlas.txt - 6:1 (8:8) (Super)

Media: ANSI

Codes: [emotional response: discouraged]

Discouraged

Code: emotional response: dissatisfaction {0-2}

Code: emotional response: do not know if I can cope {1-0}

P 6: PHDquestionnaireatlas.txt - 6:19 (81:82) (Super)

Media: ANSI

Codes: [emotional response: do not know if I can cope]

I do not know whether I am able to cope with the change

Code: emotional response: doubt {1-0}

P 3: interview3atlas.txt - 3:55 (574:583) (Super)

Media: ANSI

Codes: [emotional response and teaching practice effect: most teachers will not implement change] [emotional response: doubt] [emotional response: most teachers will resist change] [emotional response: resist change because it involves too much work] [teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp']

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

Code: emotional response: education has taken away the 'calling' {1-0}

P3: interview3atlas.txt - 3:70 (793:803) (Super)

Media: ANSI

Codes: [emotional response: education has taken away the 'calling']

Ja and I think they are taking that away, education is taking that away, the calling is not there any more because ... They give you nothing, nothing gets back to you, you know you work till 23:00, 00:00 at night, some people till 02:00, 03:00 in the morning and you get to school and there is all these little beings that demand something from you and you cannot give any more and that is my concern about ... If you also hear about the shooting and teachers and the stabbing of kids, okay those are

Code: emotional response: education policy change puts a lot of pressure on teachers {1-0}

P3: interview3atlas.txt - 3:68 (768:770) (Super)

Media: ANSI

Codes: [emotional response: education policy change puts a lot of pressure on teachers] [teacher perception: teaching used to be fun]

I think a lot of pressure has been put onto teachers. It is not as much fun as it was ten years ago.

Code: emotional response: education: people are passionate about education {1-0}

P2: interview2atlas.txt - 2:36 (207:209) (Super)

Media: ANSI

Codes: [emotional response: education: people are passionate about education]

It does not work like that, because people are passionate about, you know education is something about which people are passionate.

Code: emotional response: emotional outbreaks at meeting {1-0}

P2: interview2atlas.txt - 2:10 (57:66) (Super)

Media: ANSI

Codes: [emotional response: emotional outbreaks at meeting] [policy production: the qualifications framework had been written already although we were told that we were going to have some input]

The qualifications framework was already written in blood

and we were told beforehand that we would have inputs into that and at the last meeting I actually went to, there was about of education, yes education department representatives and some very emotional, you know there were ANC representatives, there were these educational representatives, there were your sort of very conservative, because it all took place at you know the Afrikaans teachers centre or whatever it is.

Code: emotional response: encourages competitiveness {1-0}

P 6: PHDquestionnaireatlas.txt - 6:29 (102:102) (Super)
Media: ANSI
Codes: [emotional response: encourages competitiveness]

Encourages competitiveness

Code: emotional response: experiencing problems with policy change {1-0}

P 6: PHDquestionnaireatlas.txt - 6:24 (87:87) (Super)
Media: ANSI
Codes: [emotional response: experiencing problems with policy change]

Experiencing problems

Code: emotional response: false beliefs that change happens overnight {1-0}

P 2: interview2atlas.txt - 2:33 (183:186) (Super)
Media: ANSI
Codes: [emotional response: false beliefs that change happens overnight]
[emotions and feelings are attached to change]

And I think that is where, now there is so much emotion attached to the change and there was also so much, you know a false belief that everything can change overnight.

Code: emotional response: fear {0-0}

Code: emotional response: frustration {0-0}

Code: emotional response: full commitment to change and her pupils {1-0}

P 4: interview4atlas.txt - 4:53 (746:755) (Super)
Media: ANSI
Codes: [emotional response: full commitment to change and her pupils]
[teacher perception: cannot change the world]

I think previously I wanted to change the whole world, to change the whole system. I have given up on that. I am concerning myself with individuals and every year when I get a new set of pupils I really try and do the best that I can do for them and that is about the best that I can do at this point in time.

Code: emotional response: gets your back up a little bit {1-3}

P 1: INTerview1atlas.txt - 1:76 (385:385) (Super)
Media: ANSI
Codes: [emotional response: gets your back up a little bit]

gets your back up a little bit

Code: emotional response: I find the change exciting {1-0}

P 2: interview2atlas.txt - 2:43 (224:226) (Super)

Media: ANSI

Codes: [emotional response: I find the change exciting]

For me it is very exciting, that sort of thing I love, but then I taught in private schools.

Code: emotional response: I have a definite problem with it {1-0}

P 1: INTerview1atlas.txt - 1:15 (94:94) (Super)

Media: ANSI

Codes: [emotional response: I have a definite problem with it]

I have a definite problem with it

Code: emotional response: I have never felt this before {1-3}

P 1: INTerview1atlas.txt - 1:81 (425:431) (Super)

Media: ANSI

Codes: [emotional response: I have never felt this before] [teacher: transition: teacher behaviour is scrutinised] [tp: school life regulates personal life]

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

Code: emotional response: I make change my own {1-0}

P 3: interview3atlas.txt - 3:18 (116:117) (Super)

Media: ANSI

Codes: [emotional response: I make change my own]

And you make it your own.

Code: emotional response: imposing {1-0}

P 1: INTerview1atlas.txt - 1:82 (440:444) (Super)

Media: ANSI

Codes: [emotional response: imposing] [emotional response: teacher uniqueness is ignored]

Imposed almost... you know, suddenly because they say you must have this, you know like each teacher has their own way of dealing with differences, their own way of dealing with you know getting the children to work and that type of thing.

Code: emotional response: insecure of what will happen to our jobs {1-1}

P 1: INTerview1atlas.txt - 1:65 (333:334) (Super)

Media: ANSI

Codes: [emotional response: insecure of what will happen to our jobs]

Because if the government takes us, what happens to our jobs?

Code: emotional response: insecurity {0-1}

Code: emotional response: it makes me uncomfortable {1-0}

P 1: INTerview1atlas.txt - 1:89 (474:474) (Super)

Media: ANSI

Codes: [emotional response: it makes me uncomfortable]

it makes me uncomfortable

Code: emotional response: job: will I have one next year {1-0}

P 1: INTerview1atlas.txt - 1:68 (346:348) (Super)

Media: ANSI

Codes: [emotional response: job: will I have one next year]

But I sometimes think oh what is this, you know why, I do not know where next year I am going to have a job, why am I doing this?

Code: emotional response: lack of enthusiam {1-0}

P 4: interview4atlas.txt - 4:45 (628:633) (Super)

Media: ANSI

Codes: [emotional response: lack of enthusiam]

Or what I mostly find which is lacking in most of those people is to make the people that they are trying to teach, to make them enthusiastic about it.

Code: emotional response: little information is coming through {1-5}

P 1: INTerview1atlas.txt - 1:4 (33:36) (Super)

Media: ANSI

Codes: [emotional response: little information is coming through] [ft: workshop on 2005 is only information] [information comes via other schools]

That is all basically that we have been made aware of at this stage, is this whole OBE type education. But very little information coming through to us. If we do not have contact with other schools then there is no ..

Code: emotional response: Lot of skepticism and doubt; {1-0}

P 6: PHDquestionnaireatlas.txt - 6:50 (159:159) (Super)

Media: ANSI

Codes: [emotional response: Lot of skepticism and doubt;]

Lot of skepticism and doubt;

Code: emotional response: lots of stress {1-0}

P 1: INTerview1atlas.txt - 1:49 (264:268) (Super)

Media: ANSI

Codes: [effect: we do not know what is expected] [emotional response: lots of stress] [information from other schools cause unconscious forms of stress] [information: teachers are uninformed]

We do not know what is going to be expected, you know it is because you are uninformed. Also you are hearing again perceptions from other schools of what is happening and that causes you know immense, an unconscious form of stress that comes onto somebody but yes

Code: emotional response: most teachers resist it. {1-0}

P 6: PHDquestionnaireatlas.txt - 6:38 (139:139) (Super)

Media: ANSI

Codes: [emotional response: most teachers resist it.]

Most teachers resist it.

Code: emotional response: most teachers will resist change {1-0}

P 3: interview3atlas.txt - 3:55 (574:583) (Super)

Media: ANSI

Codes: [emotional response and teaching practice effect: most teachers will not implement change] [emotional response: doubt] [emotional response: most teachers will resist change] [emotional response: resist change because it involves too much work] [teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp']

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

Code: emotional response: my rebellion, don't impose the structure at the cost of teacher uniqueness {1-0}

P 1: INTerview1atlas.txt - 1:91 (494:498) (Super)

Media: ANSI

Codes: [emotional response: my rebellion, don't impose the structure at the cost of teacher uniqueness]

My rebellion towards it is don't impose it so strongly, don't say you will from A to B to B to C to C to D is a problem you know or whatever, because you know each situation is unique, each way of each person is unique.

Code: emotional response: negative attitude {1-0}

P 6: PHDquestionnaireatlas.txt - 6:42 (145:145) (Super)

Media: ANSI

Codes: [emotional response: negative attitude]

Negative attitude

Code: emotional response: no job satisfaction {1-0}

P 2: interview2atlas.txt - 2:130 (804:806) (Super)

Media: ANSI

Codes: [emotional response: no job satisfaction]

I mean why would you ever get job satisfaction, why would you ever feel like putting ...

Code: emotional response: non-participation in the planning of change have problem implementing them {1-0}

P 6: PHDquestionnaireatlas.txt - 6:16 (75:76) (Super)

Media: ANSI

Codes: [emotional response: non-participation in the planning of change

have problem implementing them]

Those who do not participate in the planning have problems implementing change.

Code: emotional response: not enough time to adapt to change {1-0}

P 6: PHDquestionnaireatlas.txt - 6:44 (147:147) (Super)

Media: ANSI

Codes: [emotional response: not enough time to adapt to change]

Not enough time to adapt to change

Code: emotional response: older staff feel threatened {2-0}

P 1: INTerview1atlas.txt - 1:22 (144:151) (Super)

Media: ANSI

Codes: [emotional response: older staff feel threatened] [teaching practice: old recipes work] [tp: effect: duck-and-divers will do even less] [tp: younger staff are quite keen]

Different people, I must say your older a very staff feel very threatened always. They feel that they have a recipe that works and so on. A lot of your younger staff are quite keen. They do not mind but again I have picked in my own experience the teacher who you always know who is always ducking and diving, they are always the ones to grab first on something that means less work, that means you know I do not have a specific, you know preparing questions there on, ho

P 1: INTerview1atlas.txt - 1:25 (158:159) (Super)

Media: ANSI

Codes: [emotional response: older staff feel threatened]

But definitely your older staff will always feel threatened.

Code: emotional response: older teachers especially find to difficult {1-0}

P 3: interview3atlas.txt - 3:20 (128:130) (Super)

Media: ANSI

Codes: [emotional response: older teachers especially find to difficult]

And especially if you look at your older teachers, they really battle with this and ...

Code: emotional response: outstanding and highly experienced teachers are threatened by change {1-0}

P 2: interview2atlas.txt - 2:63 (374:378) (Super)

Media: ANSI

Codes: [emotional response: outstanding and highly experienced teachers are threatened by change] [emotional response: threat: because they will not know how to do it]

I would say, you know if you look at our school, an outstanding teacher like Mrs De Beer for example, would be tremendously threatened by change, because she would not know how to do it.

Code: emotional response: passion for teaching and learning {1-0}

P 4: interview4atlas.txt - 4:49 (676:686) (Super)

Media: ANSI

Codes: [emotional response: passion for teaching and learning]

[emotional response: willingness to teach in the best way]

And I am still curious, I am still trying to find out more about my subject, about ways of teaching. I like to read, I think I pick up things and I try and implement and I am a conscious person, I don't go through life unconsciously. So I pick up things and I see in a newspaper, in a magazine, I think this will make a nice lesson, this ..

Code: emotional response: Perplexed and confused {1-0}

P 6: PHDquestionaireatlas.txt - 6:21 (84:84) (Super)

Media: ANSI

Codes: [emotional response: Perplexed and confused]

Perplexed and confused

Code: emotional response: policy change requires a positive attitude {1-0}

P 6: PHDquestionaireatlas.txt - 6:45 (148:148) (Super)

Media: ANSI

Codes: [emotional response: policy change requires a positive attitude]

Requires a positive attitude

Code: emotional response: resist change because it involves too much work {1-0}

P 3: interview3atlas.txt - 3:55 (574:583) (Super)

Media: ANSI

Codes: [emotional response and teaching practice effect: most teachers will not implement change] [emotional response: doubt] [emotional response: most teachers will resist change] [emotional response: resist change because it involves too much work] [teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp']

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

Code: emotional response: resistance of change {1-0}

P 4: interview4atlas.txt - 4:58 (564:572) (Super)

Media: ANSI

Codes: [emotional response: resistance of change]

And I think it instills more fear, more fear, and I think yes the resistance is in a great way politically motivated and I think in the other way, because in the 12 years that I have been with my school very few of my colleagues have involved themselves in further studies.

Code: emotional response: resistance to change {2-0}

P 4: interview4atlas.txt - 4:31 (428:437) (Super)

Media: ANSI

Codes: [emotional response: resistance to change] [teachers try to stay away from any discomfort]

Unfortunately I have to say no, because I have just made a rather disturbing discovery today that teachers try and get away, they really try most of them try and get away with as little as possible and with as little discomfort to themselves and this little system that they have created for themselves.

P 6: PHDquestionaireatlas.txt - 6:32 (109:110) (Super)
Media: ANSI
Codes: [emotional response: resistance to change]

Most teachers resist the change because it is top-down.

Code: emotional response: resistance to change because it is politically driven {1-0}~

P 4: interview4atlas.txt - 4:41 (564:578) (Super)
Media: ANSI
Codes: [emotional response: change has brought about great fear, since no jobs are secure anymore] [emotional response: resistance to change because it is politically driven] [further training and comfortable response towards change are interlinked or connected] [further training: most teachers do not seek further education]

And I think it instills more fear, more fear, and I think yes the resistance is in a great way politically motivated and I think in the other way, because in the 12 years that I have been with my school very few of my colleagues have involved themselves in further studies. In other words and I am of the opinion that a qualification obtained 20 and 30 years ago, I mean without any upgrading of any sorts, can really not be very relevant, especially in the changes that we are facing today.

Code: emotional response: resistance to change; difficult to cope because we are used to the old ways {1-0}

P 6: PHDquestionaireatlas.txt - 6:15 (70:71) (Super)
Media: ANSI
Codes: [emotional response: resistance to change; difficult to cope because we are used to the old ways]

Difficult to cope because we are used to the old ways

Code: emotional response: retrenchment causes threat {1-0}

P 2: interview2atlas.txt - 2:68 (403:407) (Super)
Media: ANSI
Codes: [emotional response: retrenchment causes threat] [teachers all have something to give]

But you see they also, I think that every teacher has something to give and there is a lot to be said for the enforcement and retrenchment and the three R's and all that, but you know as there is for lateral thinking and all that.

Code: emotional response: secured jobs {1-2}

P 4: interview4atlas.txt - 4:40 (551:564) (Super)
Media: ANSI
Codes: [effect: education in the past: white teachers were so protected in the past] [emotional response: secured jobs]

I would definitely say so because I think for white people and having lived in a country that has definitely favoured

the white people and secured jobs for them, I think it is definitely yes, because we also apart from your own protected little environment, you in a way many of them are linked with friends and family that have been, you know the victims of people that have lost their jobs, who have been forced out of positions and stuff like that.

Code: emotional response: sense of achievement or accomplishment, after completing some work is gone {1-0}

P2: interview2atlas.txt - 2:93 (546:549) (Super)

Media: ANSI

Codes: [emotional response: sense of achievement or accomplishment, after completing some work is gone]

A lot of that, you know that sort of sense of achievement that you know where you are pegging your progress is gone for many of them.

Code: emotional response: so exciting {1-0}

P2: interview2atlas.txt - 2:79 (460:462) (Super)

Media: ANSI

Codes: [emotional response: so exciting] [tp: so much work is involved]

It is so much work, I know because I used to run a tutor system, at WHPS, and it was so exiting.

Code: emotional response: some feel very unsafe to try out new things {1-1}

P4: interview4atlas.txt - 4:24 (357:364) (Super)

Media: ANSI

Codes: [emotional response: some feel very unsafe to try out new things] [teacher personality: impacts to go the extra mile]

there are some of them that are really committed to the job, but their personalities do not allow them to go that extra mile, it is just too much and they, I think in a way they will feel very unsafe with trying out new things and new stuff.

Code: emotional response: some older staff are keen to get new ideas {1-0}

P1: INTerview1atlas.txt - 1:26 (165:168) (Super)

Media: ANSI

Codes: [emotional response: some older staff are keen to get new ideas] [teaching practice: new maths does not work]

Some older staff are always keen to get new ideas, but I would say in general people are always say especially when its given and then this is what will be done, I know when that new math's

Code: emotional response: some people are gullible/deceived by their expectations {1-0}

P4: interview4atlas.txt - 4:15 (159:170) (Super)

Media: ANSI

Codes: [effect of policy change: lowering educational standards] [emotional response: some see change as opening up new worlds] [emotional response: some people are gullible/deceived by their expectations] [policy change and expectations]

Once again I sound a little, I would not call it racist, but I think that for white people in this country it is a grave concern, because we are very unsure, because I think

we are not as gullible as other racial groups might be thinking that this is going to open up new worlds. We rather see it and interpret it in terms of perhaps the standard that is going to be lowered.

Code: emotional response: some teachers will never be open to policy change {1-0}

P 4: interview4atlas.txt - 4:20 (306:316) (Super)

Media: ANSI

Codes: [effect: small core of committed teachers stay behind] [emotional response: some teachers will never be open to policy change] [ft: some teachers make great efforts in staying informed through further training]

So it is going to leave a very small core group and I think if you can divide them again into those that are really committed to making this work and to open themselves to training and to new ideas and things like that, you will also have the group that will never be open to that and they will just go on regardless of policy change or whatever.

Code: emotional response: strange {1-0}

P 6: PHDquestionnaireatlas.txt - 6:17 (79:79) (Super)

Media: ANSI

Codes: [emotional response: strange]

Strange: I am still adapted to the old way

Code: emotional response: stress and anxiety due to lack of knowledge {1-0}

P 6: PHDquestionnaireatlas.txt - 6:18 (80:80) (Super)

Media: ANSI

Codes: [emotional response: stress and anxiety due to lack of knowledge]

Stress and anxiety due to lack of knowledge

Code: emotional response: stress becomes visible through lack of enthusiasm {1-0}

P 1: INTerview1atlas.txt - 1:50 (273:277) (Super)

Media: ANSI

Codes: [effect: slack attitude] [emotional response: careful responses since it could cost my job] [emotional response: stress becomes visible through lack of enthusiasm] [emotional response: tp: do not more than I have to]

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

Code: emotional response: teach for the love of it {1-0}

P 3: interview3atlas.txt - 3:69 (774:789) (Super)

Media: ANSI

Codes: [effect of change implementation: too much red tape] [effect: antiredressants] [emotional response: teach for the love of it] [morale is low; emotional response: demands are inhuman] [teaching has lost some very good teachers due to low salaries and the pressure] [teaching practice: classes are getting bigger] [teaching practice: time constraints: incredible long hours]

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

Code: emotional response: teacher do not feel professional {1-3}

P 1: INTerview1atlas.txt - 1:77 (389:392) (Super)

Media: ANSI

Codes: [emotional response: teacher do not feel professional]

It is because look you had part of it, we were all part of workshopping it and so on and we still put it all together and then, but you sort of feel are you not professional enough to know how to behave?

Code: emotional response: teacher lack security {1-0}

P 2: interview2atlas.txt - 2:92 (536:539) (Super)

Media: ANSI

Codes: [effect: loopholes for lazyness] [emotional response: teacher lack security] [teachers feel they are not the right thing]

But that is a loophole. What are the other loopholes, laziness, it is really a lack of security for many teachers that they do not feel they are doing things.

Code: emotional response: teacher uncommitted {1-0}

P 3: interview3atlas.txt - 3:45 (388:403) (Super)

Media: ANSI

Codes: [emotional response: teacher uncommitted]

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

Code: emotional response: teacher uniqueness is ignored {1-0}

P 1: INTerview1atlas.txt - 1:82 (440:444) (Super)

Media: ANSI

Codes: [emotional response: imposing] [emotional response: teacher uniqueness is ignored]

Imposed almost...you know, suddenly because they say you must

have this, you know like each teacher has their own way of dealing with differences, their own way of dealing with you know getting the children to work and that type of thing.

Code: emotional response: teachers are under pressure {1-0}

P 1: INTerview1atlas.txt - 1:94 (289:296) (Super)

Media: ANSI

Codes: [emotional response: teachers are under pressure]

The pupils feel the pressure, the teacher is under pressure. The teacher also then tends to be not nasty, but you know a little bit more uptight with the group and then they do not understand, you know they cannot understand why this one is so rude today, you know normally or whatever. So it causes a bit of confusion there as well and it also breaks down on the relationship between the teacher and the children.

Code: emotional response: teachers do not feel respected {1-0}

P 3: interview3atlas.txt - 3:72 (814:816) (Super)

Media: ANSI

Codes: [emotional response: teachers do not feel respected]

Anger and you know teachers do not get respected by parents any more, you are only a teacher.

Code: emotional response: teachers feel secluded. {1-0}

P 2: interview2atlas.txt - 2:158 (1001:1002) (Super)

Media: ANSI

Codes: [emotional response: teachers feel secluded.]

Exclusive bodies of knowledge enable other people to be secluded.

Code: emotional response: teachers feel threatened {2-0}

P 2: interview2atlas.txt - 2:41 (219:222) (Super)

Media: ANSI

Codes: [emotional response: teachers feel threatened]

So if you want to bring about any major change in education you have got to actually feed in at the bottom and make, and also because people feel threatened.

P 4: interview4atlas.txt - 4:32 (437:444) (Super)

Media: ANSI

Codes: [emotional response: teachers feel threatened]

And they are not willing to rock the boat and they feel very, very threatened because this I can really say from just talking to my own colleagues, they feel very threatened, most of them very threatened by policy change, very threatened.

Code: emotional response: teachers get thrown into the deep end of change {1-0}

P 3: interview3atlas.txt - 3:35 (255:258) (Super)

Media: ANSI

Codes: [change implementation: teachers are thrown in the deep end of change] [emotional response: teachers get thrown into the deep end of change]

o. I just feel we get thrown into the deep end, you know there are these kids that are coming up that have been exposed to this.

Code: emotional response: tension and pressure {1-1}

P 1: INTerview1atlas.txt - 1:64 (328:329) (Super)
Media: ANSI
Codes: [emotional response: tension and pressure]

Which did cause and still causes a lot of tension and pressure.

Code: emotional response: terminology is confusion {1-0}

P 3: interview3atlas.txt - 3:34 (242:245) (Super)
Media: ANSI
Codes: [emotional response: terminology is confusion]

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

Code: emotional response: the greater the threat, the more anxious, the more some kind of protection and support is need {1-0}

P 4: interview4atlas.txt - 4:39 (523:537) (Super)
Media: ANSI
Codes: [emotional response: change offers opportunity for growth]
[emotional response: the greater the threat, the more anxious, the more some kind of protection and support is need] [further training: many teachers regress]

I feel that she as a person can grow, but my experience is that teachers per se, especially in a primary school environment, very little personal growth. I have been teaching at the same school for 12 years now and I have seen very little progression in my colleagues. I see regression unfortunately in many of them. It seems as though they are more threatened, more scared, want to be more protected and stuff like that in stead of going out facing the world.

Code: emotional response: The whole OBE thing worries me, {1-0}

P 3: interview3atlas.txt - 3:5 (29:29) (Super)
Media: ANSI
Codes: [emotional response: The whole OBE thing worries me,]

The whole OBE thing worries me,

Code: emotional response: threat: because they will not know how to do it {1-0}

P 2: interview2atlas.txt - 2:63 (374:378) (Super)
Media: ANSI
Codes: [emotional response: outstanding and highly experienced teachers are threatened by change] [emotional response: threat: because they will not know how to do it]

I would say, you know if you look at our school, an outstanding teacher like Mrs De Beer for example, would be tremendously threatened by change, because she would not know how to do it.

Code: emotional response: to change the way of teaching for 25 years causes fear {1-0}

P2: interview2atlas.txt - 2:42 (222:224) (Super)

Media: ANSI

Codes: [emotional response: to change the way of teaching for 25 years causes fear]

You know if I have taught in this way for 25 years, that is syllabi, throwing out syllabi.

Code: emotional response: told not to worry; yet still fear {1-0}

P 1: INTerview1atlas.txt - 1:66 (339:341) (Super)

Media: ANSI

Codes: [emotional response: told not to worry; yet still fear]

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

Code: emotional response: tp: do not more than I have to {1-1}

P 1: INTerview1atlas.txt - 1:50 (273:277) (Super)

Media: ANSI

Codes: [effect: slack attitude] [emotional response: careful responses since it could cost my job] [emotional response: stress becomes visible through lack of enthusiasm] [emotional response: tp: do not more than I have to]

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

Code: emotional response: uncertain {1-0}

P 6: PHDquestionnaireatlas.txt - 6:46 (149:150) (Super)

Media: ANSI

Codes: [emotional response: uncertain]

Feel uncertain because change is time consuming

Code: emotional response: Uncertainty {1-0}

P 6: PHDquestionnaireatlas.txt - 6:52 (160:160) (Super)

Media: ANSI

Codes: [emotional response: Uncertainty]

Uncertainty

Code: emotional response: unsure of what is to happen to their school {1-0}

P 1: INTerview1atlas.txt - 1:67 (346:346) (Super)

Media: ANSI

Codes: [emotional response: unsure of what is to happen to their school]

And is it still on the cards.

Code: emotional response: very aware of how changes impact the school's policy changes {1-0}

P2: interview2atlas.txt - 2:1 (8:10) (Super)

Media: ANSI

Codes: [emotional response: very aware of how changes impact the school's policy changes] [tp: very aware of the detail]

of specific changes]

No obviously at my level I am very aware of detail that is specific changes and how they would impact on our policy changes.

Code: emotional response: wall building in order to keep the change out {1-0}

P 4: interview4atlas.txt - 4:42 (586:601) (Super)

Media: ANSI

Codes: [emotional response: wall building in order to keep the change out] [tp: teacher has power in the classroom]

They build a wall, there is a wall that goes up, that is a wall that goes up. Now the minute that the teacher puts up the wall, I mean the child in the classroom, that which should have been in the classroom or that which should have been able to come into the classroom - change, reform, call it what you want, that is kept away. Because that is one thing, the teacher has in the classroom, still has a fairly great amount of power to keep things out or to let things come in.

Code: emotional response: we are not very sure about our situation {1-0}

P 1: INTerview1atlas.txt - 1:60 (319:319) (Super)

Media: ANSI

Codes: [emotional response: we are not very sure about our situation]

we are not very sure about our situation

Code: emotional response: we try not to get too emotional about it (denial) {1-0}

P 2: interview2atlas.txt - 2:58 (336:342) (Super)

Media: ANSI

Codes: [effect: we are throwing out the baby with the bathwater] [emotional response: we try not to get too emotional about it (denial)]

Well we are throwing the baby with the bath water, but you can understand, I mean I can fully understand, and for me I just feel that as I say if we hold on, that is why we try to be, well at least at management level, very aware of what is going on, but not to get too emotional or uptight about it, hold out, hold out.

Code: emotional response: what does the future hold for us in 5 years {1-3}

P 1: INTerview1atlas.txt - 1:69 (349:353) (Super)

Media: ANSI

Codes: [emotional response: what does the future hold for us in 5 years]

You know you do, even though and I will not say, I think everybody no matter how much or how little you get, there are times when you think where is it going, what is going to be happening in five years' time, you know how are things going to be.

Code: emotional response: will I be able to cope? {1-0}

P 1: INTerview1atlas.txt - 1:70 (353:353) (Super)

Media: ANSI

Codes: [emotional response: will I be able to cope?]

Am I going to be able to cope with what is going to happen.

Code: emotional response: willingness to learn new things {1-0}~

P 4: interview4atlas.txt - 4:26 (373:378) (Super)

Media: ANSI

Codes: [emotional response: willingness to learn new things]

And I think also if you are a person who would, who are still interested in learning something, if you want to know about new things, if you are willing to try out new things.

Code: emotional response: willingness to teach in the best way {1-0}

P 4: interview4atlas.txt - 4:49 (676:686) (Super)

Media: ANSI

Codes: [emotional response: passion for teaching and learning]

[emotional response: willingness to teach in the best way]

And I am still curious, I am still trying to find out more about my subject, about ways of teaching. I like to read, I think I pick up things and I try and implement and I am a conscious person, I don't go through life unconsciously. So I pick up things and I see in a newspaper, in a magazine, I think this will make a nice lesson, this ..

Code: emotional response: education policy change is hard to accept {1-0}

P 6: PHDquestionaireatlas.txt - 6:48 (155:155) (Super)

Media: ANSI

Codes: [emotional response: education policy change is hard to accept]

Hard to accept.

Code: emotional responses and feelings of policy change {0-3}

Code: emotional responses screaming and shouting at OBE meetings {1-0}

P 2: interview2atlas.txt - 2:11 (67:67) (Super)

Media: ANSI

Codes: [emotional responses screaming and shouting at OBE meetings]

And they were screaming and shouting.

Code: emotional responses: positive and passive {1-0}

P 6: PHDquestionaireatlas.txt - 6:40 (142:142) (Super)

Media: ANSI

Codes: [emotional responses: positive and passive]

Some are positive and others are passive

Code: emotional responses: too many expectations {1-0}

P 2: interview2atlas.txt - 2:34 (190:196) (Super)

Media: ANSI

Codes: [emotional responses: too many expectations] [policy changes must be gradual] [policy implementation: political changes in education has little impact of what happens in the classroom] [politics: what happens in education is politically motivated]

And the whole expectation, and you have, 90% of what is

going on in education is politically motivated, it becomes so difficult, because changes, everybody knows changes must be gradual and also what everybody, who has ever studied education, knows is that you have no impact on the little guy in the classroom whatsoever.

Code: emotional: stress {1-0}

P 5: interviewatlas5.txt - 5:17 (200:205) (Super)

Media: ANSI

Codes: [emotional: stress]

Met ander woorde die personeel werk teen druk en dan dink ek word van die werk word in die klas gedoen wat miskien nie die heel sinvolste situasie is om te doen nie en op die ou end is dit die kinders wat daaronder ly.

Code: emotions and feelings are attached to change {1-10}

P 2: interview2atlas.txt - 2:33 (183:186) (Super)

Media: ANSI

Codes: [emotional response: false beliefs that change happens overnight]
[emotions and feelings are attached to change]

And I think that is where, now there is so much emotion attached to the change and there was also so much, you know a false belief that everything can change overnight.

Code: emphasis is on the rights of children {0-0}

Code: employment act and redeployment {0-0}

Code: encourage other {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:64 (154:154) (Super)

Media: ANSI

Codes: [encourage other]

encourage other

Code: evaluation becomes easy {0-2}

Code: evaluation is too wishy-washy {0-1}

Code: evaluation may be biased {0-1}

Code: everything in teaching is predetermined {0-0}

Code: excitement {0-1}

Code: experienced teachers are forced to follow the code of conduct {0-1}

Code: experiencing problems with policy change {0-0}

Code: facilitating is an art {0-0}

Code: facilitation is a skill {0-0}

Code: failure rates {1-0}

P 7: PHDquestionaireatlas2.txt - 7:61 (143:143) (Super)

Media: ANSI

Codes: [failure rates]

failure rates

Code: family structure used to support the disciplined structure {0-0}

Code: Fear {1-0}

P 7: PHDquestionaireatlas2.txt - 7:50 (115:115) (Super)

Media: ANSI

Codes: [Fear]

Fear

Code: fear of failure {0-1}

Code: fears of retrenchment, {0-1}

Code: Feel doubtful of the future. {0-0}

Code: feel insecure; {1-0}

P 7: PHDquestionaireatlas2.txt - 7:57 (140:140) (Super)

Media: ANSI

Codes: [feel insecure;]

feel insecure;

Code: feel unsure {1-0}

P 7: PHDquestionaireatlas2.txt - 7:72 (168:168) (Super)

Media: ANSI

Codes: [feel unsure]

feel unsure

Code: feeling disempowered: learner who have more freedom then they. {0-0}

Code: feeling financially depressed {1-0}

P 2: interview2atlas.txt - 2:47 (265:266) (Super)

Media: ANSI

Codes: [feeling financially depressed]

They already are in depressed areas, in financially depressed areas, they do not ...

Code: feeling frustrated {0-2}

Code: feeling incompetent {0-2}

Code: feeling insecure {0-2}

Code: feeling insufficient {1-2}

P 1: INTerview1atlas.txt - 1:90 (483:486) (Super)

Media: ANSI

Codes: [feeling insufficient] [policy change: questioning structures]

I sort of feel well if what I was doing was not good enough before, why haven't I been told? Why now suddenly all these structures have been put in place. You know that is a question that you sort of ...

Code: feelings and understandings of policy change over time {1-0}

P 4: interview4atlas.txt - 4:47 (657:661) (Super)

Media: ANSI

Codes: [feelings and understandings of policy change over time]

I think if you asked me, if you had asked me this like the year or 18 months ago I would have given you a different answer.

Code: feelings of threat and personality of the teacher are related {1-1}

P 4: interview4atlas.txt - 4:33 (449:453) (Super)

Media: ANSI

Codes: [feelings of threat and personality of the teacher are related]

Again I think it is personality related and then also I think the environment that has been created for teachers, very protected.

Code: feelings: fear of failure {1-1}

P 4: interview4atlas.txt - 4:29 (399:407) (Super)

Media: ANSI

Codes: [feelings: fear of failure]

They are not willing to make mistakes because they live in this fear that in that small little world of theirs there is perhaps a little black mark that is going to appear against their name or a demarcation of any sort or something and they are not willing to take chances.

Code: feelings: fears of retrenchment, {1-1}

P 6: PHDquestionaireatlas.txt - 6:65 (203:203) (Super)

Media: ANSI

Codes: [feelings: fears of retrenchment,]

fears of retrenchment,

Code: feelings: Feel doubtful of the future. {1-0}

P 6: PHDquestionaireatlas.txt - 6:60 (195:195) (Super)

Media: ANSI

Codes: [feelings: Feel doubtful of the future.]

Feel doubtful of the future.

Code: feelings: insecurity due to redeployment {1-0}

P 2: interview2atlas.txt - 2:23 (126:133) (Super)

Media: ANSI

Codes: [effect: redeployment: teacher with family can not start teaching in Hammanskraal tomorrow] [feelings: insecurity due to redeployment] [feelings: insecurity in employment] [policy change: redeployment in paper fine but not realistic]

I think it has caused a lot of insecurity in employment, because many of the teachers, because of redeployment, I think that that redeployment is idealistic, but look I agree with it, on paper it is fine, but you know you cannot tell somebody with a family tomorrow they are going to be teaching in Hammanskraal.

Code: feelings: insecurity i.t.o. redeployment {1-0}

P 6: PHDquestionnaireatlas.txt - 6:56 (189:189) (Super)

Media: ANSI

Codes: [feelings: insecurity i.t.o. redeployment]

Insecurity i.t.o. redeployment

Code: feelings: insecurity in employment {1-0}

P 2: interview2atlas.txt - 2:23 (126:133) (Super)

Media: ANSI

Codes: [effect: redeployment: teacher with family can not start teaching in Hammanskraal tomorrow] [feelings: insecurity due to redeployment] [feelings: insecurity in employment] [policy change: redeployment in paper fine but not realistic]

I think it has caused a lot of insecurity in employment, because many of the teachers, because of redeployment, I think that that redeployment is idealistic, but look I agree with it, on paper it is fine, but you know you cannot tell somebody with a family tomorrow they are going to be teaching in Hammanskraal.

Code: feelings: insecurity in the sense of funding {1-0}

P 2: interview2atlas.txt - 2:132 (814:814) (Super)

Media: ANSI

Codes: [feelings: insecurity in the sense of funding]

insecurity in the sense of funding

Code: feelings: It's a challenge {1-0}

P 6: PHDquestionnaireatlas.txt - 6:31 (108:108) (Super)

Media: ANSI

Codes: [feelings: It's a challenge]

It's a challenge

Code: financial spending changes {0-0}~

Code: financially depressed {0-0}

Code: focus on the individual pupil and not the education system {0-0}

Code: following protocol {0-1}

Code: freedom is not licensed {0-0}

Code: freedom to choose {0-1}

Code: ft: after one course of training we do not know it all {1-0}

P3: interview3atlas.txt - 3:61 (681:692) (Super)

Media: ANSI

Codes: [ft: after one course of training we do not know it all] [ft: effect of training of teachers: own interpretations of interpretations]

say for example 100 people get trained and it has got to go to half a million that information gets distorted every time it gets passed on, because who trains the people that gave us the course? Now we were told right now you know what this is all about, after one course, you know what this is all about, now you go back to your teachers and you train them. Okay so now this is my whole interpretation, my own interpretation okay, you have got the notes and things like that and you could stick to that, but so now I think fables out again and from there on it ...

Code: ft: all teachers should do facilitation training {1-0}

P3: interview3atlas.txt - 3:48 (444:446) (Super)

Media: ANSI

Codes: [ft: all teachers should do facilitation training]

If every person could do a course like that it would just make it so much easier and then you understand what you are actually doing.

Code: ft: assist teachers to build up their self concept {1-0}

P5: interviewatlas5.txt - 5:28 (357:368) (Super)

Media: ANSI

Codes: [ft: assist teachers to build up their self concept]

Die onderwysers is nog maar lief om vas te hou aan 'n struktuur. Met ander woorde jy moet hom verkoop aan hulle, maar hulle soek na die tyd as hulle nou op hulle eie is, soek hulle, goed hierdie ding gaan so werk. Nommer 1 ek moet dit doen, nommer 2 ek moet dit doen, dat as hulle die ding op hulle doen dat hulle net weer deur daardie punte kan gaan en vir hulle kan help om hulle selfvertroue te bou dat hulle sien hoor hier ek is op die regte spoor.

Code: ft: continuous learning for teaching {1-0}

P2: interview2atlas.txt - 2:154 (986:990) (Super)

Media: ANSI

Codes: [ft: continuous learning for teaching] [ft: courses do motivate]

It should be ja like a cycle thing that even if it is a month every three years. You know how it motivates you to go on courses and things and how, and if it is in school time why should it always be in one's holiday time?

Code: ft: courses do motivate {1-0}

P 2: interview2atlas.txt - 2:154 (986:990) (Super)

Media: ANSI

Codes: [ft: continuous learning for teaching] [ft: courses do motivate]

It should be ja like a cycle thing that even if it is a month every three years. You know how it motivates you to go on courses and things and how, and if it is in school time why should it always be in one's holiday time?

Code: ft: department not consistent in their approach {1-0}

P 5: interviewatlas5.txt - 5:44 (813:834) (Super)

Media: ANSI

Codes: [ft: department not consistent in their approach]

Want van die departement se kant af sien ons baie keer dat dinge word vir ons deurgegee en dan soort van dan werk 'n mens daar deur en op 'n stadium dan word jy weer bymekaar geroep en daardie selfde tipe van konsep dan sê hulle: nee nie so nie, maar ons moet dit so doen. So dit het is nogal 'n frustrasie dat 'n ou, so 'n mens is nou al geneig om as jy 'n ding kry om te sê hoor hier kom ons wag eers en kyk is daar nie 'n tweede modus operandi nie en dat ons miskien daama eers besluit wat gaan ons doen. Byvoorbeeld daar is nou 'n nuwe ding is taksering wat dan nou gaan, ek dink dit ook miskien in 'n mate help met die groei by die personeel om daardie probleem aan te spreek, waar elke personeel dan sê wil hy getakseer word of wil hy nie. En die takseer beteken nie dat mense gaan my bevind en sê hoe goed of hoe sleg is ek nie, dit beteken daar is ruimte vir groei of ontwikkeling en die

Code: ft: effect of training of teachers: own interpretations of interpretations {1-0}

P 3: interview3atlas.txt - 3:61 (681:692) (Super)

Media: ANSI

Codes: [ft: after one course of training we do not know it all] [ft: effect of training of teachers: own interpretations of interpretations]

say for example 100 people get trained and it has got to go to half a million that information gets distorted every time it gets passed on, because who trains the people that gave us the course? Now we were told right now you know what this is all about, after one course, you know what this is all about, now you go back to your teachers and you train them. Okay so now this is my whole interpretation, my own interpretation okay, you have got the notes and things like that and you could stick to that, but so now I think fables out again and from there on it ...

Code: ft: facilitation is a skill {1-0}

P 2: interview2atlas.txt - 2:90 (524:528) (Super)

Media: ANSI

Codes: [ft: facilitation is a skill]

I mean it is a skill, you can learn it and they have it. You can just say okay fine I am now going to facilitate, because your average teacher wants to butt in all the time and ...

Code: ft: further training {0-0}

Code: ft: knowledge about policy facilitates policy change {1-0}

P 6: PHDquestionnaireatlas.txt - 6:27 (90:91) (Super)

Media: ANSI

Codes: [ft: knowledge about policy facilitates policy change]

Policy changes are easier when they are understood

Code: ft: knowledge: policy change needs thorough understanding {1-0}

P 6: PHDquestionnaireatlas.txt - 6:23 (86:86) (Super)

Media: ANSI

Codes: [ft: knowledge: policy change needs thorough understanding]

needs thorough understanding

Code: ft: knowlegde: some teachers cannot make change work; because they do not know how {1-0}

P 3: interview3atlas.txt - 3:19 (121:123) (Super)

Media: ANSI

Codes: [emotional resonse: I make change work] [ft: knowlegde: some teachers cannot make change work, because they do not know how]

Yes you make it work, but there are teachers that cannot make it work, you know they do not know how.

Code: ft: more time is needed {1-0}

P 5: interviewatlas5.txt - 5:10 (104:116) (Super)

Media: ANSI

Codes: [ft: more time is needed]

Goed ek dink natuurlik op hierdie stadium kan hulle 'n bietjie meer, miskien tyd, miskien meer met kursusse afstaan om die mense op te lei. Ek dink die groot behoefte is op hierdie stadium, baie vra, want dit is ander storie om die teorie deur te gee om te sê dit is die riglyne, om byvoorbeeld hulle het tot sover gegaan om al boeke te gee, gebinde boeke, maar dit is maar meer 'n tipe van 'n handboek, 'n tipe van 'n bron, maar daardie bron moet nou by die praktyk uitgebring word.

Code: ft: none from department {1-0}

P 5: interviewatlas5.txt - 5:43 (792:813) (Super)

Media: ANSI

Codes: [ft: none from department]

Daar het nog nie opleiding van die departement se kant af gekom nie, so ek sou wou sien dat 'n mens vir hulle voordat hulleangs of sulke goed belewe dat 'n mens op 'n manier dalk dink en dit het ek nou gesien met hierdie didaktiese pedagogie waar 'n mens te doen gehad het met basiese filosofieë en teorieë waar ek gesê het as ek hierdie ding daar volgens personeel op hierdie manier kon oordra dan gaan dit vir hulle dalk makliker wees as die grondslag fase wat dit miskien op 'n ander manier moes gehoor het. Dat 'n mens dit uit 'n ander invalshoek, uit 'n ander perspektief vir hulle kan sê, bietjie meer, ek wil amper sê op hulle gevoel speel en in terme van dit is 'n manier hoe ons dit vir onself kan makliker maak, hoe ons in die proses kan groei, hoe dit vir ons kan verrykend wees. So ek sou dit graag wou doen byvoorbeeld met die senior personeel. Want van die depa

Code: ft: OBE workshops too late {1-0}

P 2: interview2atlas.txt - 2:54 (302:305) (Super)

Media: ANSI

Codes: [ft: OBE workshops too late] [teaching practice: need watchdogs]
[tp: support is needed at grassroots levels]

Ja you have got to have watchdogs, you have got to have support systems at grassroots and what they did was then try and run the workshop, it was too late.

Code: ft: OBE: invitations to meetings are too late {1-0}

P 3: interview3atlas.txt - 3:3 (20:23) (Super)

Media: ANSI

Codes: [ft: OBE: invitations to meetings are too late]

We often get invited to meetings too late, it comes two days after the meeting has been and then they tell us there was a meeting there .

Code: ft: OBE: some teachers have attended courses {1-0}

P 4: interview4atlas.txt - 4:6 (80:86) (Super)

Media: ANSI

Codes: [ft: OBE: some teachers have attended courses]

I know that some of my colleagues have been attending courses concerning the more technological side of OBE, but in the language departments up to now we have heard very little or we have seen very little.

Code: ft: OBE: teachers may attend the workshops but will still continue in their old ways of of teaching {1-1}

P 2: interview2atlas.txt - 2:53 (288:298) (Super)

Media: ANSI

Codes: [ft: OBE: teachers may attend the workshops but will still continue in their old ways of of teaching]

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

Code: ft: OBE: we have missed out due to late invitations to workshops {1-0}

P 3: interview3atlas.txt - 3:4 (27:29) (Super)

Media: ANSI

Codes: [ft: OBE: we have missed out due to late invitations to workshops]

Okay so that is where we have missed out, but I have been attending as many I possibly can.

Code: ft: older teachers are maybe not trained properly {1-0}

P 3: interview3atlas.txt - 3:21 (135:136) (Super)

Media: ANSI

Codes: [ft: older teachers are maybe not trained properly] [teacher

perception: older teachers are set in their ways]

I think it is set in their ways and maybe not been trained properly.

Code: ft: people have to be programmed {1-0}

P2: interview2atlas.txt - 2:120 (734:734) (Super)

Media: ANSI

Codes: [ft: people have to be programmed]

people have to be programmed

Code: ft: relief teaching program during training {1-0}

P2: interview2atlas.txt - 2:155 (990:997) (Super)

Media: ANSI

Codes: [ft: relief teaching program during training]

But there should be this process in that you actually have relief teachers on a regular basis that in that grade 3 group or something, once every two years off goes Joe Soap for a month and to come back and share with the other two or three or four and then, you know every three years, that type, I think that would really ...

Code: ft: representative to workshop {1-0}

P1: INTerview1atlas.txt - 1:17 (103:104) (Super)

Media: ANSI

Codes: [ft: representative to workshop] [ft: the representative workshops with staff]

You had to send a representative and the representative went back and workshopped it.

Code: ft: some teachers make great efforts in staying informed through further training {1-0}

P4: interview4atlas.txt - 4:20 (306:316) (Super)

Media: ANSI

Codes: [effect: small core of committed teachers stay behind] [emotional response: some teachers will never be open to policy change] [ft: some teachers make great efforts in staying informed through further training]

So it is going to leave a very small core group and I think if you can divide them again into those that are really committed to making this work and to open themselves to training and to new ideas and things like that, you will also have the group that will never be open to that and they will just go on regardless of policy change or whatever.

Code: ft: structure is needed in teaching {1-0}

P2: interview2atlas.txt - 2:77 (447:451) (Super)

Media: ANSI

Codes: [ft: structure is needed in teaching]

You know there are very few people that are actually able, or have realisation that in formal teaching methods you require an incredible amount of structure.

Code: ft: teachers are not seen as professionals {1-0}

P3: interview3atlas.txt - 3:73 (826:841) (Super)

Media: ANSI

Codes: [ft: teachers are not seen as professionals] [parents: personal attacks from parents and children]

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

Code: ft: teachers are not well equipped {1-0}

P1: INTerview1atlas.txt - 1:27 (174:176) (Super)

Media: ANSI

Codes: [ft: teachers are not well equipped] [tp: children become confused]

But the kids are being so confused because the teachers are not, you know experienced they do not know it well enough to pass it on.

Code: ft: teachers need to be re-educated {1-0}

P2: interview2atlas.txt - 2:88 (515:520) (Super)

Media: ANSI

Codes: [ft: teachers need to be re-educated] [teacher perception: teacher think they are the body of knowledge] [teaching practice: children's potential is discounted]

You know you teach children and you are the body of knowledge and there is no such thing as a child having the potential to actually feed the educational primate and all that is in a classroom, so it is a total re-education of your teachers.

Code: ft: the facilitation process consists of steps which we do not know {1-0}

P3: interview3atlas.txt - 3:47 (429:435) (Super)

Media: ANSI

Codes: [ft: the facilitation process consists of steps which we do not know]

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

Code: ft: the representative workshops with staff {1-0}

P1: INTerview1atlas.txt - 1:17 (103:104) (Super)

Media: ANSI

Codes: [ft: representative to workshop] [ft: the representative workshops with staff]

You had to send a representative and the representative went back and workshopped it.

Code: ft: trainers: insufficient skills to convey the information {1-0}

P 4: interview4atlas.txt - 4:44 (621:628) (Super)

Media: ANSI

Codes: [ft: trainers: insufficient skills to convey the information]

I think very little and then once again I think the people that they use to implement those support systems, to my mind are in most cases the wrong people, people who have very little skills of really conveying certain, okay information whatever.

Code: ft: training courses cannot be attended in our own time since there is really little time left in the demanding job {1-0}

P 3: interview3atlas.txt - 3:49 (451:453) (Super)

Media: ANSI

Codes: [ft: training courses cannot be attended in our own time since there is really little time left in the demanding job]

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

Code: ft: training should take place for week, not only an afternoon {1-0}

P 3: interview3atlas.txt - 3:37 (275:287) (Super)

Media: ANSI

Codes: [ft: training should take place for week, not only an afternoon]

Afternoons, that is another thing. You know you have got to go after a whole day of teaching you have got to go and sit there in the heat and they babble on about ... You go to different schools you know. We have had at N.H., so it is where your district is. If you asked me what, how I would tackle this I would say: right each school has to send X amount of teachers and we are going to workshop it for a whole week. You come from 08:00 till 15:00 and we are going to work with this practically. You are going to work out your lessons. This is how it works. And I think that would, because ...

Code: ft: we should learn from others' experiences {1-0}

P 2: interview2atlas.txt - 2:56 (316:320) (Super)

Media: ANSI

Codes: [change past: world wide people are moving back to more conservative and traditional education] [ft: we should learn from others' experiences] [teaching practice: it's a pity that we do not learn from the past]

Also I do feel that it is a pity that we do not learn from the past and other people's experience, because you know worldwide people are going back to conservative and traditional education.

Code: ft: workshop had some good ideas {1-0}

P 1: INTerview1atlas.txt - 1:20 (123:123) (Super)

Media: ANSI

Codes: [ft: workshop had some good ideas]

There were really some very good ideas.

Code: ft: workshop on 2005 is only information {1-0}

P 1: INTerview1atlas.txt - 1:4 (33:36) (Super)

Media: ANSI

Codes: [emotional response: little information is coming through] [ft: workshop on 2005 is only information] [information comes via other schools]

That is all basically that we have been made aware of at this stage, is this whole OBE type education. But very little information coming through to us. If we do not have contact with other schools then there is no ..

Code: ft: workshop on 2005 was attended {1-0}

P 1: INTerview1atlas.txt - 1:3 (32:33) (Super)

Media: ANSI

Codes: [ft: workshop on 2005 was attended]

We did attend a workshop on Curriculum 2005.

Code: ft: workshop was brief {1-0}

P 1: INTerview1atlas.txt - 1:5 (47:48) (Super)

Media: ANSI

Codes: [ft: workshop was brief] [ft: workshop was one day only]

Look we did the workshop, a very brief one, for a day.

Code: ft: workshop was one day only {1-0}

P 1: INTerview1atlas.txt - 1:5 (47:48) (Super)

Media: ANSI

Codes: [ft: workshop was brief] [ft: workshop was one day only]

Look we did the workshop, a very brief one, for a day.

Code: ft: workshopped the workshop with staff {1-0}

P 1: INTerview1atlas.txt - 1:6 (48:49) (Super)

Media: ANSI

Codes: [ft: workshopped the workshop with staff]

Then I had to go back to the staff and workshop it with the staff.

Code: funding more equitable {1-0}

P 2: interview2atlas.txt - 2:18 (116:118) (Super)

Media: ANSI

Codes: [funding more equitable]

But obviously funding, you know one is very aware of, the more equitable.

Code: funding: future: insecure future ito. funding {1-0}

P 2: interview2atlas.txt - 2:134 (813:818) (Super)

Media: ANSI

Codes: [funding: future: insecure future ito. funding]

And, well for us insecurity in the sense of funding does cause a lot of dissatisfaction, because you do not know from the one year's end to the next are you getting your subsidy or aren't you, and if we do not get our subsidy it makes a big difference.

Code: funding: no policy {1-0}

P 2: interview2atlas.txt - 2:19 (118:120) (Super)

Media: ANSI

Codes: [funding: no policy]

You know it supposed to be the more equitable distribution of funding but there is not in actual fact a policy.

Code: funding: resources: OBE: platteland do not have the resources {1-0}

P 3: interview3atlas.txt - 3:42 (344:359) (Super)

Media: ANSI

Codes: [effect: OBE: effects for the future will be even more illiterate people] [funding: resources: OBE: platteland do not have the resources] [teaching practice: OBE need equipment]

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

Code: funding: same allocation to schools {1-0}

P 2: interview2atlas.txt - 2:21 (124:125) (Super)

Media: ANSI

Codes: [funding: same allocation to schools]

they distributing funds in the sense that the schools are getting the same allocation,

Code: funding: wealthier schools make their own arrangements {1-0}

P 2: interview2atlas.txt - 2:22 (125:127) (Super)

Media: ANSI

Codes: [funding: wealthier schools make their own arrangements]

but wealthier schools just make other arrangements. I think it has caused a lot of insecurity in

Code: further studies open up your thinking {1-0}

P 5: interviewatlas5.txt - 5:35 (576:597) (Super)

Media: ANSI

Codes: [further studies open up your thinking]

Soos byvoorbeeld by tersiëre inrigtings, ja ek dink tog dit maak jou wakker, dit dwing jou om nuwe inligting wat ook aktuele inligting bevat en daaroor te dink en daaroor te redeneer. Waar as 'n mens jou basies net blootstel teen 'n daaglikse onderwysprogram, jy is so geprogrammeer deur dit

wat jy in die klaskamer doen jy jou buitemuurse program dat ek dink die ouens is in die aande so dood moeg dat hulle kry skaars tyd om byvoorbeeld nuus te kyk, om 'n bietjie wyer te lees of wat ook al. So as jy nie onderworpe is aan 'n sekere ding of 'n kursus waarvoor jy ingeskryf is nie, waarmee jy gedwing word om inligting te absorbeer, om inligting jou eie te maak nie, om met 'n wyer konteks inligting te doen te kry nie, dan dink ek is daar 'n mate van, kan dit beteken 'n ou begin stagneer.

Code: further training and comfortable response towards change are interlinked or connected {1-1}

P 4: interview4atlas.txt - 4:41 (564:578) (Super)

Media: ANSI

Codes: [emotional response: change has brought about great fear, since no jobs are secure anymore] [emotional response: resistance to change because it is politically driven] [further training and comfortable response towards change are interlinked or connected] [further training: most teachers do not seek further education]

And I think it instills more fear, more fear, and I think yes the resistance is in a great way politically motivated and I think in the other way, because in the 12 years that I have been with my school very few of my colleagues have involved themselves in further studies. In other words and I am of the opinion that a qualification obtained 20 and 30 years ago, I mean without any upgrading of any sorts, can really not be very relevant, especially in the changes that we are facing today.

Code: further training and development {0-1}

Code: further training: few teachers are really willing to learn new things {1-0}

P 4: interview4atlas.txt - 4:27 (378:390) (Super)

Media: ANSI

Codes: [further training: few teachers are really willing to learn new things] [tp: change should be spelt out clearly]

And I think that makes up a very small group of people, basically people who want to find out very quickly how to do the job and they are perfectly happy to stick to it. They will change, permitted that the new set of rules is spelt out very clearly, but if there is any input from their side that they have to go and explore and look for new ways and come up with new ideas and even challenge themselves

Code: further training: I had good training in group work {1-0}

P 1: INTerview1atlas.txt - 1:39 (225:226) (Super)

Media: ANSI

Codes: [further training: I had good training in group work]

I was lucky I trained at UPE (?), now we did a lot of group work and that type of thing.

Code: further training: in-service training needs to be advertised {1-0}

P 2: interview2atlas.txt - 2:152 (955:959) (Super)

Media: ANSI

Codes: [further training: in-service training needs to be advertised]

And that is, but then maybe there has not been an awareness

along the way. You know maybe in service training and all that has not been advertised, but you know ...

Code: further training: inadequate skills {1-0}

P4: interview4atlas.txt - 4:17 (274:295) (Super)

Media: ANSI

Codes: [further training: inadequate skills] [teachers themselves do not understand]

I would say that my experience that I have with black teachers when I go on these teaching lectures and stuff like that, is that they themselves do not understand and they themselves have such inadequate skills and I cannot see, I mean even and I am almost weighing up black and white against each other, but even in our own schools which I am talking about a white school now, that some teachers and this is perhaps something that I should mention, is that I have noticed that teachers, if your heart is not in teaching then you are definitely not going to walk that extra mile to get yourself knowledgeable and to bring the knowledge to the classroom and to try and equip your children with the necessary skills.

Code: further training: learning listening skills {1-0}

P2: interview2atlas.txt - 2:99 (578:583) (Super)

Media: ANSI

Codes: [further training: learning listening skills]

Don't be thinking, accepting now, I call it the first full stop. You know avoid the first full stop. The minute he stops, you chirp. You chip in, you are not listening. You know, so they can learn, but that is how I think they start at grade 1 yes ...

Code: further training: less qualified teachers have no guidance {1-0}

P2: interview2atlas.txt - 2:46 (259:264) (Super)

Media: ANSI

Codes: [further training: less qualified teachers have no guidance]

But your people that, you know so many of your people, because they are certificating all the way down, you know qualifications are no longer provisos you know, so you are getting certificated with a standard 8, now what guidance do those poor people have?

Code: further training: less qualified teachers should have more step by step guidance {1-0}

P2: interview2atlas.txt - 2:48 (270:273) (Super)

Media: ANSI

Codes: [further training: less qualified teachers should have more step by step guidance]

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

Code: further training: little feedback is given to teachers for personal growth and learning {0-0}

Code: further training: lots of training is needed {1-0}

P 2: interview2atlas.txt - 2:84 (483:488) (Super)

Media: ANSI

Codes: [further training: lots of training is needed]

Am I hoping that children are going to change their perceptions about something and if they are changing, you know that is (inaudible) and that is where I would say a lot of people do not, you need training.

Code: further training: many teachers regress {1-0}

P 4: interview4atlas.txt - 4:39 (523:537) (Super)

Media: ANSI

Codes: [emotional response: change offers opportunity for growth]

[emotional response: the greater the threat, the more anxious, the more some kind of protection and support is need] [further training: many teachers regress]

I feel that she as a person can grow, but my experience is that teachers per se, especially in a primary school environment, very little personal growth. I have been teaching at the same school for 12 years now and I have seen very little progression in my colleagues. I see regression unfortunately in many of them. It seems as though they are more threatened, more scared, want to be more protected and stuff like that in stead of going out facing the world.

Code: further training: most teachers do not seek further education {1-0}

P 4: interview4atlas.txt - 4:41 (564:578) (Super)

Media: ANSI

Codes: [emotional response: change has brought about great fear, since no jobs are secure anymore] [emotional response: resistance to change because it is politically driven] [further training and comfortable response towards change are interlinked or connected] [further training: most teachers do not seek further education]

And I think it instills more fear, more fear, and I think yes the resistance is in a great way politically motivated and I think in the other way, because in the 12 years that I have been with my school very few of my colleagues have involved themselves in further studies. In other words and I am of the opinion that a qualification obtained 20 and 30 years ago, I mean without any upgrading of any sorts, can really not be very relevant, especially in the changes that we are facing today.

Code: further training: no communication after the workshop {1-0}

P 1: INTerview1atlas.txt - 1:19 (121:122) (Super)

Media: ANSI

Codes: [further training: no communication after the workshop]

But definitely that was it and we never heard a word after that, we workshopped it with the staff.

Code: further training: no facilitation training is given {1-0}

P 3: interview3atlas.txt - 3:46 (409:412) (Super)

Media: ANSI

Codes: [further training: no facilitation training is given]

o. And which teacher has really been taught to facilitate. We have not been taught to do that.

Code: further training: not enough additional training and prof. growth {1-0}

P 2: interview2atlas.txt - 2:151 (946:950) (Super)

Media: ANSI

Codes: [further training: not enough additional training and prof. growth] [teachers suffer from inertia]

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

Code: further training: OBE courses attended were of poor standard {1-0}

P 4: interview4atlas.txt - 4:9 (96:103) (Super)

Media: ANSI

Codes: [further training: OBE courses attended were of poor standard]

And then I must say that courses that I have attended where we were introduced to the OBE situation, we just found that the people who conducted the courses, really it was of a very poor standard, it was of a very poor standard.

Code: further training: OBE meeting: we were told no drill work {1-0}

P 3: interview3atlas.txt - 3:26 (156:158) (Super)

Media: ANSI

Codes: [further training: OBE meeting: we were told no drill work]

That to me has not become, because one of the first meetings we went to they said no drill work and I almost had a fit.

Code: further training: OBE some teachers do not have enough experience {1-0}

P 3: interview3atlas.txt - 3:15 (81:85) (Super)

Media: ANSI

Codes: [further training: OBE some teachers do not have enough experience] [tp: teaching takes a lot of energy]

What concerns me is that some teachers might not have the experience or the drive, you know because teaching takes an incredible amount of energy and you actually, there is a drive behind it.

Code: further training: OBE training is not aligned {1-0}

P 3: interview3atlas.txt - 3:33 (216:221) (Super)

Media: ANSI

Codes: [further training: OBE training is not aligned]

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

Code: further training: OBE workshop barrier: English {1-0}

P 4: interview4atlas.txt - 4:11 (114:120) (Super)

Media: ANSI

Codes: [further training: OBE workshop barrier: English]

Yes definitely and I think the other problem is of course a language barrier, not in the sense that, they spoke English, but because they, English to them might be a third or a fourth language.

Code: future: inevitable changes for education in the future relates to AIDS {0-0}

Code: future: insecure future ito. funding {0-0}

Code: get used to change Teachers reluctant {1-0}

P 7: PHDquestionaireatlas2.txt - 7:48 (112:113) (Super)

Media: ANSI

Codes: [get used to change Teachers reluctant]

get used to change Teachers reluctant

Code: get used to it {1-0}

P 7: PHDquestionaireatlas2.txt - 7:45 (108:108) (Super)

Media: ANSI

Codes: [get used to it]

get used to it

Code: giving it the best {0-0}

Code: good planning of policy change boosts the morale {0-0}

Code: government to pay salaries {1-1}

P 1: INTerview1atlas.txt - 1:63 (325:328) (Super)

Media: ANSI

Codes: [government to pay salaries]

There was a time and it has not been cleared, that there were decisions discussed about maybe the school being handed over to the government and then the government pays our salaries etceteras, etceteras.

Code: grass root level issues {1-0}

P 7: PHDquestionaireatlas2.txt - 7:56 (130:132) (Super)

Media: ANSI

Codes: [grass root level issues]

People at the top should visit at the Grass roots level to see if the policies can actually Be implemented

Code: group work {0-2}

Code: group work effect: children feel they are dominated by others {1-0}

P 2: interview2atlas.txt - 2:97 (571:573) (Super)

Media: ANSI

Codes: [group work effect: children feel they are dominated by others]

[tp: groupwork: children felt they were not important in the group]

They had the feeling that people were dominating and that

they were not important in the group.

Code: group work is okay {1-0}

P 1: INTerview1atlas.txt - 1:7 (50:53) (Super)

Media: ANSI

Codes: [group work is okay] [group work: individual is still important]
[tp: effect in group work; stronger child carries weaker child]

here are certain things that group work should be involved and all that, but the individual is still important and they have moved away totally from individuals so that your stronger child is now carrying your weaker child.

Code: group work: before or after something new {1-0}

P 1: INTerview1atlas.txt - 1:40 (236:237) (Super)

Media: ANSI

Codes: [group work: before or after something new]

I like to use group work either before something new or after

Code: group work: brainstorming {1-0}

P 1: INTerview1atlas.txt - 1:43 (243:244) (Super)

Media: ANSI

Codes: [group work: brainstorming] [group work: sharing]

what do we know about something and then we share per group, you know report back and that type of thing and

Code: group work: bright children are copied {0-4}

Code: group work: bright children set the pace {0-4}

Code: group work: children merely copy {1-0}

P 2: interview2atlas.txt - 2:103 (642:647) (Super)

Media: ANSI

Codes: [group work: children merely copy] [tp: bright children are copied] [tp: problems are not visible]

You also find, my sister said her biggest worry is that many of the children, you know problems do not emerge as easily because a lot of the children, because of everything being group work they copy, people that do not know themselves, actually copy the bright ones.

Code: group work: difficult {1-0}

P 1: INTerview1atlas.txt - 1:45 (249:253) (Super)

Media: ANSI

Codes: [group work: difficult] [group work: noisy] [group work: older staff perceive this as play]

But it is difficult because it is noisy, other teachers do not like the noise next door to you, which makes it difficult. A lot of your older staff think you are playing, in your class you are too casual, you know you have got to find a medium always you know.

Code: group work: independent work in different groups {1-0}

P 1: INTerview1atlas.txt - 1:44 (245:249) (Super)

Media: ANSI

Codes: [group work: independent work in different groups] [group work: research activities]

Afterwards then if we are going to independent research, you know if you are going to do something that is a bit further then you divide them into different groups and each will get a different topic to go and research and then they go and report back, that type of thing.

Code: group work: individual is still important {1-0}

P 1: INTerview1atlas.txt - 1:7 (50:53) (Super)

Media: ANSI

Codes: [group work is okay] [group work: individual is still important] [tp: effect in group work; stronger child carries weaker child]

here are certain things that group work should be involved and all that, but the individual is still important and they have moved away totally from individuals so that your stronger child is now carrying your weaker child.

Code: group work: is the group strong enough to pull in weaker children {1-0}

P 3: interview3atlas.txt - 3:12 (59:62) (Super)

Media: ANSI

Codes: [group work: is the group strong enough to pull in weaker children]

That is what worries me about the group work is that they are not strong enough to actually pull a child like that into a group, not at eight year old level.

Code: group work: leaves little room for individual 'correction' {1-0}

P 3: interview3atlas.txt - 3:30 (189:193) (Super)

Media: ANSI

Codes: [group work: leaves little room for individual 'correction']

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

Code: group work: never in the middle of something {1-0}

P 1: INTerview1atlas.txt - 1:41 (241:242) (Super)

Media: ANSI

Codes: [group work: never in the middle of something]

Never you know in the middle of something,

Code: group work: noisy {1-0}

P 1: INTerview1atlas.txt - 1:45 (249:253) (Super)

Media: ANSI

Codes: [group work: difficult] [group work: noisy] [group work: older staff perceive this as play]

But it is difficult because it is noisy, other teachers do

not like the noise next door to you, which makes it difficult. A lot of your older staff think you are playing, in your class you are too casual, you know you have got to find a medium always you know.

Code: group work: OBE danger of group work: the weak child does nothing {1-0}

P 3: interview3atlas.txt - 3:9 (37:39) (Super)

Media: ANSI

Codes: [group work: OBE danger of group work: the weak child does nothing]

The danger in that, if you do everything you have got in group work, is you get your little weak child that sits back and he does nothing.

Code: group work: OBE group work is problematic particularly because it is noisy {1-0}

P 3: interview3atlas.txt - 3:57 (610:614) (Super)

Media: ANSI

Codes: [group work: OBE group work is problematic particularly because it is noisy] [tp: discipline is a problem]

I have spoken to some of the government school teachers you know and their biggest problem with this whole thing is the discipline, the incredible amount of noise, because it is group work.

Code: group work: older staff perceive this as play {1-0}

P 1: INTerview1atlas.txt - 1:45 (249:253) (Super)

Media: ANSI

Codes: [group work: difficult] [group work: noisy] [group work: older staff perceive this as play]

But it is difficult because it is noisy, other teachers do not like the noise next door to you, which makes it difficult. A lot of your older staff think you are playing, in your class you are too casual, you know you have got to find a medium always you know.

Code: group work: people do not automatically share and do teamwork {1-0}

P 2: interview2atlas.txt - 2:94 (553:554) (Super)

Media: ANSI

Codes: [group work: people do not automatically share and do teamwork]

you will not get people just automatically to share and teamwork.

Code: group work: research activities {1-0}

P 1: INTerview1atlas.txt - 1:44 (245:249) (Super)

Media: ANSI

Codes: [group work: independent work in different groups] [group work: research activities]

Afterwards then if we are going to independent research, you know if you are going to do something that is a bit further then you divide them into different groups and each will get a different topic to go and research and then they go and report back, that type of thing.

Code: group work: sharing {1-0}

P 1: INTerview1atlas.txt - 1:43 (243:244) (Super)

Media: ANSI

Codes: [group work: brainstorming] [group work: sharing]

what do we know about something and then we share per group, you know report back and that type of thing and

Code: group work: teachers do not have enough training {1-0}

P 3: interview3atlas.txt - 3:17 (105:106) (Super)

Media: ANSI

Codes: [group work: teachers do not have enough training]

So that is a problem because a lot of people are not trained you see.

Code: group work: teachers have to be very organised {1-0}

P 3: interview3atlas.txt - 3:14 (78:79) (Super)

Media: ANSI

Codes: [group work: teachers have to be very organised]

Look teachers have to be very, you have got to be very organised.

Code: group work: team not always so good, because they do not want to borrow others' ideas {1-0}

P 2: interview2atlas.txt - 2:40 (215:219) (Super)

Media: ANSI

Codes: [group work: team not always so good, because they do not want to borrow others' ideas] [teachers believe in their own ideas]

So often that is why you do not bring about teamwork in schools and things like that, because teachers do not want to borrow other people's methods because they believe in their own.

Code: group work: the group structure is important {1-0}

P 2: interview2atlas.txt - 2:105 (657:661) (Super)

Media: ANSI

Codes: [group work: the group structure is important] [tp: clear objectives for group work]

But you have got to mix, you know you must have homogenous group, you must have heterogeneous groups, you know and you must have a clear objective as to what you are grouping for, you know that is something else.

Code: group work: we see brainstorming in our groups, {1-0}

P 1: INTerview1atlas.txt - 1:42 (242:243) (Super)

Media: ANSI

Codes: [group work: we see brainstorming in our groups,]

we see brainstorming in our groups,

Code: group work: OBE groupwork is important for children to learn on their own {1-0}

P 3: interview3atlas.txt - 3:43 (364:370) (Super)

Media: ANSI

Codes: [group work: OBE groupwork is important for children to learn on

their own] [teaching practice: OBE groupwork: assessment is different]

You see you are supposed to use different assessments. Now once again the group work is nice, I think that is an incredibly important part of the OBE because we have trained children to work on their own and then they go out in the labour force where they have to work in groups and they have never been taught to do t

Code: hard to put into practice {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:30 (72:72) (Super)

Media: ANSI

Codes: [hard to put into practice]

hard to put into practice

Code: hidden curriculum {0-0}

Code: ideas are many {0-0}

Code: implementation of policy change {0-2}

Code: implementation of the new curriculum is a problem {1-0}

P 5: interviewatlas5.txt - 5:11 (119:122) (Super)

Media: ANSI

Codes: [implementation of the new curriculum is a problem]

Maar wanneer dit geïmplementeer word in die klaskamer dink ek is daar tog in die praktyk probleme waar daar miskien vrae ontstaan.

Code: impossible implementation {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:28 (70:70) (Super)

Media: ANSI

Codes: [impossible implementation]

many things seem impossible to implement

Code: Improves my skills {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:20 (54:54) (Super)

Media: ANSI

Codes: [Improves my skills]

Improves my skills

Code: information comes via other schools {1-0}

P 1: INTerview1atlas.txt - 1:4 (33:36) (Super)

Media: ANSI

Codes: [emotional response: little information is coming through] [ft: workshop on 2005 is only information] [information comes via other schools]

That is all basically that we have been made aware of at this stage, is this whole OBE type education. But very little information coming through to us. If we do not have contact with other schools then there is no ..

Code: information from Gauteng Department of Education {1-1}

P 1: INTerview1atlas.txt - 1:16 (101:102) (Super)

Media: ANSI

Codes: [information from Gauteng Department of Education]

Gauteng department of Education, they took all the,
Lynnwood Ridge,

Code: information from media {1-0}

P 6: PHDquestionaireatlas.txt - 6:13 (49:49) (Super)

Media: ANSI

Codes: [information from media]

Media

Code: information from other schools cause unconscious forms of stress {1-1}

P 1: INTerview1atlas.txt - 1:49 (264:268) (Super)

Media: ANSI

Codes: [effect: we do not know what is expected] [emotional response:
lots of stress] [information from other schools cause
unconscious forms of stress] [information: teachers are
uninformed]

We do not know what is going to be expected, you know it is
because you are uninformed. Also you are hearing again
perceptions from other schools of what is happening and
that causes you know immense, an unconscious form of stress
that comes onto somebody but yes

Code: information from the University {1-0}

P 6: PHDquestionaireatlas.txt - 6:14 (50:50) (Super)

Media: ANSI

Codes: [information from the University]

University

Code: information insufficient {1-1}

P 3: interview3atlas.txt - 3:65 (720:722) (Super)

Media: ANSI

Codes: [information insufficient] [tp: hidden curriculum]

Or no information. But I think there are things that you
are doing that are not written down that ...

Code: information is little from the department {1-1}

P 4: interview4atlas.txt - 4:5 (70:80) (Super)

Media: ANSI

Codes: [information is little from the department]

I think because I am teaching grade 7 and we have not been
that involved in many of the changes because they have
started from grade 1 upwards, although this year they have,
we have heard that we are supposed to implement that as
from next year, but once again from the department's side
we have heard very little, because I am mainly concerned
with languages.

Code: information late: frustrating {1-1}

P 1: INTerview1atlas.txt - 1:2 (29:32) (Super)

Media: ANSI

Codes: [information late: frustrating] [mismanagement of change:
workshop information received after the actual meeting]

Basically we always get information two months later than anybody else, where there are meetings on policy changes we always get it two weeks after the meeting has taken place, which is extremely frustrating.

Code: information none {1-0}

P 6: PHDquestionnaireatlas.txt - 6:10 (44:44) (Super)

Media: ANSI

Codes: [information none]

No information

Code: information on OBE: all need to be informed;management and parents too {1-0}

P 2: interview2atlas.txt - 2:70 (420:423) (Super)

Media: ANSI

Codes: [information on OBE: all need to be informed;management and parents too] [information: OBE: everybody must know what is going on]

So that everybody involved, I would say, has to know what is going on and that would have to be right from your principal.

Code: information process and sources of information {0-1}

Code: information: first hand {1-0}

P 5: interviewatlas5.txt - 5:9 (85:92) (Super)

Media: ANSI

Codes: [information: first hand]

Dit help dat jou beplanning gedoen kan word en 'n mens dit basies kan deurvoer en dat die onderwysers miskien nie so onseker voel soos by ander skool waar hulle eers by 'n ander plek moet gaan kers opsteek. Ons kan basies die beplanning hanteer en kyk hoe werk sy. So.dit werk goed.

Code: information: from newsletters {1-0}

P 6: PHDquestionnaireatlas.txt - 6:12 (48:48) (Super)

Media: ANSI

Codes: [information: from newsletters]

Newsletters

Code: information: not properly disseminated {1-0}

P 6: PHDquestionnaireatlas.txt - 6:9 (43:43) (Super)

Media: ANSI

Codes: [information: not properly disseminated]

Not properly disseminated

Code: information: OBE most info comes via the media {1-0}

P 4: interview4atlas.txt - 4:7 (86:89) (Super)

Media: ANSI

Codes: [information: OBE most info comes via the media]

We have heard, but mostly through the media, not really from the department's side.

Code: information: OBE: everybody must know what is going on {1-0}

P 2: interview2atlas.txt - 2:70 (420:423) (Super)

Media: ANSI

Codes: [information on OBE: all need to be informed; management and parents too] [information: OBE: everybody must know what is going on]

So that everybody involved, I would say, has to know what is going on and that would have to be right from your principal.

Code: information: source of policy information: Government Gazette {1-0}

P 6: PHDquestionnaireatlas.txt - 6:11 (47:47) (Super)

Media: ANSI

Codes: [information: source of policy information: Government Gazette]

Government gazette

Code: information: teachers are uninformed {1-0}

P 1: INTerview1atlas.txt - 1:49 (264:268) (Super)

Media: ANSI

Codes: [effect: we do not know what is expected] [emotional response: lots of stress] [information from other schools cause unconscious forms of stress] [information: teachers are uninformed]

We do not know what is going to be expected, you know it is because you are uninformed. Also you are hearing again perceptions from other schools of what is happening and that causes you know immense, an unconscious form of stress that comes onto somebody but yes

Code: information: Through circular {1-0}

P 6: PHDquestionnaireatlas.txt - 6:7 (41:41) (Super)

Media: ANSI

Codes: [information: Through circular]

Through circular

Code: information: Through courses {1-0}

P 6: PHDquestionnaireatlas.txt - 6:8 (42:42) (Super)

Media: ANSI

Codes: [information: Through courses]

Through courses

Code: information: warped messages {1-0}

P 4: interview4atlas.txt - 4:12 (120:122) (Super)

Media: ANSI

Codes: [information: warped messages]

I think that the message that we perceived was in a way very warped.

Code: information:OBE no holistic understanding {1-0}

P 3: interview3atlas.txt - 3:38 (297:301) (Super)

Media: ANSI

Codes: [information:OBE no holistic understanding]

So here we get all these bits of information and you, it like sort of makes sense and you go to school and there are these pages and pages and pages of things that you are supposed to be doing.

Code: Interesting {1-0}

P 7: PHDquestionaireatlas2.txt - 7:26 (68:68) (Super)

Media: ANSI

Codes: [Interesting]

Interesting

Code: it user friendly {1-0}

P 7: PHDquestionaireatlas2.txt - 7:33 (81:81) (Super)

Media: ANSI

Codes: [it user friendly]

it user friendly

Code: job: competition amongst teachers {1-0}

P 5: interviewatlas5.txt - 5:19 (235:238) (Super)

Media: ANSI

Codes: [job: competition amongst teachers]

Hulle kompeteer definitief, ons kry nie daardie ding uit nie, veral by die grondslag fase hoor ek, dit is ding wat nog baie sterk deur kom.

Code: job: will I have one next year {0-0}

Code: Knowing the procedures {1-0}

P 7: PHDquestionaireatlas2.txt - 7:22 (57:57) (Super)

Media: ANSI

Codes: [Knowing the procedures]

Knowing the procedures

Code: knowledge about policy facilitates policy change {0-0}

Code: knowledge and enthusiasm {1-0}

P 5: interviewatlas5.txt - 5:29 (390:397) (Super)

Media: ANSI

Codes: [knowledge and enthusiasm]

bestuur moet ook baie kennis en entoesiasme en al die goed-hê, maar hulle moet op die grondvlak moet hulle kan die

probleme optel en hulle moet die skakeling kan wees tussen die bestuur en die personeel. Dat as hulle vir jou gaan sê oor hier hierdie ding werk nie, kom help vir my hier

code: knowledge less, but lots of enthusiasm {1-0}

5: interviewatlas5.txt - 5:39 (701:719) (Super)

media: ANSI

codes: [knowledge less, but lots of enthusiasm] [knowledge but no enthusiasm]

Wet wat vir my bekommerd maak is by ons skool dink ek dat ons die kundiges, maar in terme van die entoesiasme in terme van die visie vorentoe, weet ek nie of hulle by ons onder kultuur wat nou besig is om te leer en te groei, as ek nou die twee teen mekaar moet stel sal ek sê miskien is die entoesiasme in daardie opsig dalk 'n bietjie sterker en die kundigheid minder. Hierdie kant is ons kundigheid wat werk is, entoesiasme dalk 'n bietjie minder. So ons sal moet pasop dat 'n mens nie met jou entoesiasme wat minder word dalk langs die pad nie meer groei nie, maar stagneer dat die ander wat goed is dat hulle op kom. Maar verstaan jy hulle sal moet pasop, nie net hierdie beeld van ons is kundig, ons weet alles.

code: knowledge: need to know policy change but do not follow slavishly {0-0}

code: knowledge: no clear understanding {0-0}

code: knowledge: policy change needs thorough understanding {0-0}

code: knowledge but no enthusiasm {1-0}

5: interviewatlas5.txt - 5:39 (701:719) (Super)

media: ANSI

codes: [knowledge less, but lots of enthusiasm] [knowledge but no enthusiasm]

Wet wat vir my bekommerd maak is by ons skool dink ek dat ons die kundiges, maar in terme van die entoesiasme in terme van die visie vorentoe, weet ek nie of hulle by ons onder kultuur wat nou besig is om te leer en te groei, as ek nou die twee teen mekaar moet stel sal ek sê miskien is die entoesiasme in daardie opsig dalk 'n bietjie sterker en die kundigheid minder. Hierdie kant is ons kundigheid wat werk is, entoesiasme dalk 'n bietjie minder. So ons sal moet pasop dat 'n mens nie met jou entoesiasme wat minder word dalk langs die pad nie meer groei nie, maar stagneer dat die ander wat goed is dat hulle op kom. Maar verstaan jy hulle sal moet pasop, nie net hierdie beeld van ons is kundig, ons weet alles.

code: knowledge: some teachers cannot make change work, because they do not know how {0-0}

code: lack of resources {1-0}

7: PHDquestionnaireatlas2.txt - 7:35 (83:83) (Super)

media: ANSI

codes: [lack of resources]

lack of resources

Code: Lack of space {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:73 (169:169) (Super)
Media: ANSI
Codes: [Lack of space]

Lack of space

Code: Language policies {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:10 (33:33) (Super)
Media: ANSI
Codes: [Language policies]

Language policies

Code: learn at their own pace, {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:76 (174:174) (Super)
Media: ANSI
Codes: [learn at their own pace,]

learn at their own pace,

Code: less jobs available {1-0}

P 5: interviewatlas5.txt - 5:20 (244:259) (Super)
Media: ANSI
Codes: [less jobs available]

Ek dink weet jy dit hang in 'n groot mate saam met hierdie ding dat die poste uitgefaseer word. Daar word al hoe minder poste deur die departement gee, so daar is ouens wat nie 'n departementele post het nie, hulle het 'n beheerliggaam pos, dit is 'n tydelike pos, ek moet werk om my pos te hê. Wie gaan hulle op die ou end laat gaan? Die ouens wat dalk nie so goed in die klas hulle ding doen nie. So ek moet in die klas, ek moet oral kan bewys hoor hier ek is die beste of ek doen die beste. So daardie speel definitief 'n rol hoor dat ek moet, ek moet myself, ek moet my pos, ek moet kan verdien.

Code: limited resources: funding {0-1}

Code: little if any incentives for teachers: the carrot {2-0}

P 5: interviewatlas5.txt - 5:37 (635:640) (Super)
Media: ANSI
Codes: [little if any incentives for teachers: the carrot]

Ek wil nie veralgemeen nie, ek dink dit maar normaal redelik dat hulle miskien die spreekwoordelike wortel wat voor hulle gehou is, hulle sien nie meer daardie wortel nie.

P 5: interviewatlas5.txt - 5:38 (640:649) (Super)
Media: ANSI
Codes: [little if any incentives for teachers: the carrot]

Met ander woorde in terme van positiewe inligting wat vir hulle kan, as ek 'n verdere kursus aanpak dan kan ek finansiële daarby baat, kan ek in aanmerking kom vir bevorderingsposte. Dit is miskien op hierdie stadium meer so realisties nie. Daar word nie baie poste geadverteer nie. In terme van verdere kategorie verhogings, dit geld

nie regtig meer vir die onderwysers nie.

Code: lot of time {1-0}

P 7: PHDquestionaireatlas2.txt - 7:31 (73:73) (Super)

Media: ANSI

Codes: [lot of time]

lot of time

Code: low morale {0-3}

Code: makes me work more {1-0}

P 7: PHDquestionaireatlas2.txt - 7:19 (52:52) (Super)

Media: ANSI

Codes: [makes me work more]

makes me work more

Code: Manuals {1-0}

P 7: PHDquestionaireatlas2.txt - 7:15 (43:43) (Super)

Media: ANSI

Codes: [Manuals]

Manuals

Code: Media {1-0}

P 7: PHDquestionaireatlas2.txt - 7:12 (40:40) (Super)

Media: ANSI

Codes: [Media]

Media

Code: minimising the past {1-0}

P 7: PHDquestionaireatlas2.txt - 7:75 (172:172) (Super)

Media: ANSI

Codes: [minimising the past]

Most things we done in the past are now discouraged

Code: mismanagement of change: workshop information received after the actual meeting {1-0}

P 1: INTERview1atlas.txt - 1:2 (29:32) (Super)

Media: ANSI

Codes: [information late: frustrating] [mismanagement of change:
workshop information received after the actual meeting]

Basically we always get information two months later than anybody else, where there are meetings on policy changes we always get it two weeks after the meeting has taken place, which is extremely frustrating.

Code: morale has declined due to fear of change {1-0}

P 6: PHDquestionaireatlas.txt - 6:62 (197:197) (Super)

Media: ANSI

Codes: [morale has declined due to fear of change]

Declined due to fear of change

Code: morale is low :Declined due to frustration of teachers {1-0}

P 6: PHDquestionnaireatlas.txt - 6:61 (196:196) (Super)

Media: ANSI

Codes: [morale is low :Declined due to frustration of teachers]

Declined due to frustration of teachers

Code: morale is low also in private education where jobs are secure {1-0}

P 1: INTerview1atlas.txt - 1:46 (258:259) (Super)

Media: ANSI

Codes: [morale is low also in private education where jobs are secure]
[morale is low in education]

Well at the moment in education morale is very low.

Code: morale is low due to fear of the unknown {1-0}

P 1: INTerview1atlas.txt - 1:48 (263:264) (Super)

Media: ANSI

Codes: [morale is low due to fear of the unknown]

And I think it boils down to the fear of the unknown, we do not know what is coming

Code: morale is low in education {1-0}

P 1: INTerview1atlas.txt - 1:46 (258:259) (Super)

Media: ANSI

Codes: [morale is low also in private education where jobs are secure]
[morale is low in education]

Well at the moment in education morale is very low.

Code: morale is low: decreased morale due to uncertainties {1-0}

P 6: PHDquestionnaireatlas.txt - 6:59 (193:193) (Super)

Media: ANSI

Codes: [morale is low: decreased morale due to uncertainties]

Decreased morale due to uncertainties

Code: morale is low; emotional response: demands are inhuman {1-0}

P 3: interview3atlas.txt - 3:69 (774:789) (Super)

Media: ANSI

Codes: [effect of change implementation: too much red tape] [effect: antidepressants] [emotional response: teach for the love of it] [morale is low; emotional response: demands are inhuman] [teaching has lost some very good teachers due to low salaries and the pressure] [teaching practice: classes are getting bigger] [teaching practice: time constraints: incredible long hours]

Ja, I think that half the teachers are on antidepressants or you know I think the demand that has been put on teachers is almost inhuman. We work incredibly long hours. Okay it is all financial, you know the classes are getting bigger because of finances and things like that and there is an incredible amount of red tape involved in the whole thing and the teachers are burning out and it is not a good

thing. You know I think we have lost a lot of the cream of the crop because they do not want to work for the salary, because you, if I work the amount of hours that I do in the private sector I would be earning a lot more money and education is not about money. You cannot educate children for money. You do it because you love what you are doing and I think that they ...

Code: morale low: decline in teacher morale due to abolishment of corporal punishment {1-0}

P 6: PHDquestionnaireatlas.txt - 6:54 (181:182) (Super)

Media: ANSI

Codes: [morale low: decline in teacher morale due to abolishment of corporal punishment]

TM has declined as a result of the abolishment of corporal punishment.

Code: morale low: feeling disempowered: learner who have more freedom then they. {1-0}

P 6: PHDquestionnaireatlas.txt - 6:67 (204:205) (Super)

Media: ANSI

Codes: [morale low: feeling disempowered: learner who have more freedom then they.]

learner who have more freedom then they.

Code: morale: good planning of policy change boosts the morale {1-0}

P 6: PHDquestionnaireatlas.txt - 6:57 (190:191) (Super)

Media: ANSI

Codes: [morale: good planning of policy change boosts the morale]

If EPC is well planned TM can be strengthened

Code: morale: it has broken down teachers {1-0}

P 2: interview2atlas.txt - 2:116 (714:717) (Super)

Media: ANSI

Codes: [morale: it has broken down teachers] [teacher perception: low sense of self] [tp: children can query the teacher]

So from there I think that is really, it has broken teachers down a lot, you know their sense of self respect, that a child can query them.

Code: morale: Low due to lack of discipline {1-0}

P 6: PHDquestionnaireatlas.txt - 6:68 (206:206) (Super)

Media: ANSI

Codes: [morale: Low due to lack of discipline]

Low due to lack of discipline

Code: morale: low morale {1-0}

P 3: interview3atlas.txt - 3:75 (877:877) (Super)

Media: ANSI

Codes: [morale: low morale]

Ja, ja the mora

Code: morale: teaching morale is very low {1-0}

P 2: interview2atlas.txt - 2:107 (684:684) (Super)

Media: ANSI

Codes: [morale: teaching morale is very low]

I would say quite low, you know very low in fact.

Code: morale: very low {1-1}

P 2: interview2atlas.txt - 2:129 (802:804) (Super)

Media: ANSI

Codes: [morale: very low]

And that makes, you know moral very low for the teachers who sit around on 24 hour's notice.

Code: more responsible {1-0}

P 7: PHDquestionaireatlas2.txt - 7:70 (166:166) (Super)-

Media: ANSI

Codes: [more responsible]

more responsible

Code: NDOE {1-0}

P 7: PHDquestionaireatlas2.txt - 7:6 (27:27) (Super)

Media: ANSI

Codes: [NDOE]

NDOE

Code: need more support {1-0}

P 7: PHDquestionaireatlas2.txt - 7:54 (128:128) (Super)

Media: ANSI

Codes: [need more support]

need more support

Code: negative {1-0}

P 7: PHDquestionaireatlas2.txt - 7:46 (110:110) (Super)

Media: ANSI

Codes: [negative]

negative

Code: negatively by resisting change {1-0}

P 7: PHDquestionaireatlas2.txt - 7:69 (160:160) (Super).

Media: ANSI

Codes: [negatively by resisting change]

negatively by resisting change

Code: new curriculum is prescriptive and must be implemented {1-0}

P 5: interviewatlas5.txt - 5:6 (59:63) (Super)

Media: ANSI

Codes: [new curriculum is prescriptive and must be implemented]

Daar is nou ook 'n curriculum wat voorgeskryf is en die

Kurriculum is 'n gegewe, met ander woorde daar is nie 'n wegom kans nie, dit moet geïmplementeer word.

Code: Not all are positive {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:47 (111:111) (Super)

Media: ANSI

Codes: [Not all are positive]

Not all are positive

Code: Not easy to change t {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:27 (69:69) (Super)

Media: ANSI

Codes: [Not easy to change t]

Not easy to change t

Code: NQF {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:9 (32:32) (Super)

Media: ANSI

Codes: [NQF]

NQF

Code: only the rights of children {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:63 (147:147) (Super)

Media: ANSI

Codes: [only the rights of children]

only the rights of children

Code: overcrowding?? {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:74 (169:169) (Super)

Media: ANSI

Codes: [overcrowding??]

overcrowding??

Code: parents are concerned with the new system {1-0}

P 2: interview2atlas.txt - 2:71 (426:436) (Super)

Media: ANSI

Codes: [parents are concerned with the new system] [parents compare their pupils learning to other schools]

Look your departmental schools I suppose you do not have to, but for us, you know when you are charging and parents would suddenly start feeling but my child has not learnt to read and Johnny his brother was reading by, it is already happening, is happening because we have made a few changes in the junior primary and I have already had parents, concerned parents that you know Joan Soap who is in grade 3 was reading by this time and her little brother is not, (inaudible) the teacher is not so good.

Code: parents as representative; unlike in the past {1-0}

P 2: interview2atlas.txt - 2:15 (98:100) (Super)

Media: ANSI

Codes: [parents as representative; unlike in the past]

We have changed in the sense that we have parents,
representative parents.

Code: parents compare their pupils learning to other schools {1-0}

P2: interview2atlas.txt - 2:71 (426:436) (Super)

Media: ANSI

Codes: [parents are concerned with the new system] [parents compare
their pupils learning to other schools]

Look your departmental schools I suppose you do not have
to, but for us, you know when you are charging and parents
would suddenly start feeling but my child has not learnt to
read and Johnny his brother was reading by, it is already
happening, is happening because we have made a few changes
in the junior primary and I have already had parents,
concerned parents that you know Joan Soap who is in grade 3
was reading by this time and her little brother is not,
(inaudible) the teacher is not so good.

Code: parents do not always know their children {1-0}

P2: interview2atlas.txt - 2:126 (761:766) (Super)

Media: ANSI

Codes: [parents do not always know their children] [parents may believe
their children too easily]

So children go home, a parent does not really know the
child as a person functioning in a group and that type of
thing, but I see them like that and the child comes and the
teacher did this and the other, the parent immediately
believes and you know then rushes in to support the child.

Code: parents do threaten the school {1-0}

P2: interview2atlas.txt - 2:128 (794:802) (Super)

Media: ANSI

Codes: [parents do threaten the school] [teachers have less rights than
the children]

But you see parents, well I mean we have had parents at our
school threatening to sue, you know coming in with a
doctor's letter that a teacher had you know and I mean the
teacher may have, so you know that type of thing and I do
not believe that you should hit children and things, but it
just makes you feel that you are emasculated, you have got
no rights a child has more rights than you, that type of
thing.

Code: parents may believe their children too easily {1-0}

P2: interview2atlas.txt - 2:126 (761:766) (Super)

Media: ANSI

Codes: [parents do not always know their children] [parents may believe
their children too easily]

So children go home, a parent does not really know the
child as a person functioning in a group and that type of
thing, but I see them like that and the child comes and the
teacher did this and the other, the parent immediately
believes and you know then rushes in to support the child.

Code: parents work; no sufficient disciplining {1-0}

P 2: interview2atlas.txt - 2:124 (749:753) (Super)

Media: ANSI

Codes: [parents work; no sufficient disciplining]

We need a middle line because unfortunately the families on the whole are not doing it any more, because you have got two parents, you know because of the economics in the country you find that your parents are working.

Code: parents: personal attacks from parents and children {1-0}

P 3: interview3atlas.txt - 3:73 (826:841) (Super)

Media: ANSI

Codes: [ft: teachers are not seen as professionals] [parents: personal attacks from parents and children]

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

Code: parents: working parents feel guilty; and spoil them {1-0}

P 2: interview2atlas.txt - 2:125 (754:761) (Super)

Media: ANSI

Codes: [parents: working parents feel guilty; and spoil them]

Because they work (inaudible) they are guilty, so believe that the time that they give their children is quality time, that quality actually merely means spoiling, they do not end up knowing their children so they believe them and anybody that has worked with children knows that having been a child yourself you know will lie if you could get out of a situation.

Code: participate {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:65 (155:155) (Super)

Media: ANSI

Codes: [participate]

participate

Code: past: world wide people are moving back to more conservative and traditional education {0-0}

Code: policy change is politically driven {1-0}

P 4: interview4atlas.txt - 4:14 (148:159) (Super)

Media: ANSI

Codes: [policy change is politically driven] [policy change was necessary since so many were excluded]

Yes driven, yes. And secondly I can understand and I really have a compassion for that, that a policy change was needed

to include people who could have been formerly excluded from certain things and I can see that with a new government with a whole new, I don't know, a whole new system that we are going to face as far as teaching is concerned, that policy changes in education was necessary.

Code: policy change and expectations {1-0}

P 4: interview4atlas.txt - 4:15 (159:170) (Super)

Media: ANSI

Codes: [effect of policy change: lowering educational standards] [emotional response: some see change as opening up new worlds] [emotional response: some people are gullible/deceived by their expectations] [policy change and expectations]

Once again I sound a little, I would not call it racist, but I think that for white people in this country it is a grave concern, because we are very unsure, because I think we are not as gullible as other racial groups might be thinking that this is going to open up new worlds. We rather see it and interpret it in terms of perhaps the standard that is going to be lowered.

Code: policy change appears ambiguous; {1-0}

P 6: PHDquestionaireatlas.txt - 6:64 (202:202) (Super)

Media: ANSI

Codes: [policy change appears ambiguous;]

policy change appears ambiguous;

Code: policy change context {0-1}

Code: policy change from department that schools must implement {1-0}

P 5: interviewatlas5.txt - 5:1 (22:28) (Super)

Media: ANSI

Codes: [policy change from department that schools must implement] [policy change: change in the organisation of the school]

terme van organisasie van die, kom ons noem dit die hoof struktuur, met ander woorde van die departement se kant af, dat daar redelik dinge is, nuwe reëlings wat deur gegee word van die departement se kant af en wat die skole dan moet implementeer.

Code: policy change is politically motivated=teacher perception {1-0}

P 4: interview4atlas.txt - 4:13 (135:143) (Super)

Media: ANSI

Codes: [policy change is politically motivated=teacher perception]

Right education policy change I see it I think in two ways. The first thing that comes to mind being a white teacher at a mainly white school, I see it as politically motivated. That to me is, I see that as the main piece, that it is politically motivated.

Code: policy change was necessary since so many were excluded {1-0}

P 4: interview4atlas.txt - 4:14 (148:159) (Super)

Media: ANSI

Codes: [policy change is politically driven] [policy change was necessary since so many were excluded]

Yes driven, yes. And secondly I can understand and I really have a compassion for that, that a policy change was needed to include people who could have been formerly excluded from certain things and I can see that with a new government with a whole new, I don't know, a whole new system that we are going to face as far as teaching is concerned, that policy changes in education was necessary

Code: policy change: 1996 SA schools Act; amendments to address the inequalities in providing education {1-0}

P 2: interview2atlas.txt - 2:13 (81:86) (Super)

Media: ANSI

Codes: [policy change: 1996 SA schools Act; amendments to address the inequalities in providing education]

That was 1996, but beyond that obviously your first one, that is the first one that we would be very aware of was the South African Schools Act in 1996 and its amendments, which was, well basically a whole proviso as to addressing past inequalities and so on.

Code: policy change: 1996 School Act: board must be representative {1-0}

P 2: interview2atlas.txt - 2:17 (115:116) (Super)

Media: ANSI

Codes: [policy change: 1996 School Act: board must be representative]

Yes that is stipulated in the South African Act, that is one of them.

Code: policy change: 1996 South Africa School Act {1-0}

P 2: interview2atlas.txt - 2:3 (17:19) (Super)

Media: ANSI

Codes: [policy change: 1996 South Africa School Act]

in 1996 with the South African Schools Act and then there was a great move to try and involve teachers at grassroots level.

Code: policy change: Abolishment of corporal punishment {1-0}

P 6: PHDquestionaireatlas.txt - 6:2 (27:27) (Super)

Media: ANSI

Codes: [policy change: Abolishment of corporal punishment]

Abolishment of corporal punishment

Code: policy change: addressing problem: centralised problemsolving {1-0}

P 4: interview4atlas.txt - 4:34 (455:471) (Super)

Media: ANSI

Codes: [policy change: addressing problem: centralised problemsolving]

If a parent is unhappy with any teaching method or anything that might have occurred in the class, then the channel is that the parent would possibly approach the headmaster or vice principal and then eventually that problem will be, and I am putting it in inverted commas, will be "solved" without the teacher ever coming face to face with the parent and the teacher will be called in, the headmaster will ask the teacher to put her side of the story and then

the parent will be called in and the headmaster stays in the middle.

Code: policy change: change in governing body {1-0}

P2: interview2atlas.txt - 2:14 (86:89) (Super)

Media: ANSI

Codes: [policy change: change in governing body]

But that continues to impact because for us it is the way they have stipulated the compilation of your governing bodies, that set a change for us.

Code: policy change: change in governing structures: many parents in governing body {1-0}

P2: interview2atlas.txt - 2:16 (100:105) (Super)

Media: ANSI

Codes: [policy change: change in governing structures: many parents in governing body]

We had never had parents on the governing body and we felt very strongly that it was better not to, because the parents' interest is very subjective, or can be very subjective. But we have now got possibly more parents (inaudible).

Code: policy change: change in the organisation of the school {1-0}

P5: interviewatlas5.txt - 5:1 (22:28) (Super)

Media: ANSI

Codes: [policy change from department that schools must implement]
[policy change: change in the organisation of the school]

terme van organisasie van die, kom ons noem dit die hoof struktuur, met ander woorde van die departement se kant af, dat daar redelik dinge is, nuwe reëlings wat deur gegee word van die departement se kant af en wat die skole dan moet implementeer.

Code: policy change: content based to outcomes based education {1-0}

P6: PHDquestionnaireatlas.txt - 6:3 (28:29) (Super)

Media: ANSI

Codes: [policy change: content based to outcomes based education]

content based education to outcomes- based

Code: policy change: continuous assessment {1-0}

P1: INTerview1atlas.txt - 1:24 (157:157) (Super)

Media: ANSI

Codes: [policy change: continuous assessment]

continuous assessment

Code: policy change: curriculum changes covered by the schools act {1-0}

P2: interview2atlas.txt - 2:28 (152:153) (Super)

Media: ANSI

Codes: [policy change: curriculum changes covered by the schools act]

the curriculum changes,

Code: policy change: Developmental appraisal system {1-0}

P 6: PHDquestionnaireatlas.txt - 6:4 (32:32) (Super)

Media: ANSI

Codes: [policy change: Developmental appraisal system]

Developmental appraisal system

Code: policy change: does cause a lot of dissatisfaction, {1-1}

P 2: interview2atlas.txt - 2:133 (814:815) (Super)

Media: ANSI

Codes: [policy change: does cause a lot of dissatisfaction,]

does cause a lot of dissatisfaction,

Code: policy change: education in South Africa: we are heading for very difficult times in education {1-0}

P 3: interview3atlas.txt - 3:77 (959:965) (Super)

Media: ANSI

Codes: [policy change: education in South Africa: we are heading for very difficult times in education]

I do not know, I do not know how this is going to, I think we are in for a very very difficult time and I am very glad I haven't got a little one that has got to go through this, because I think our kids are still, give it five years my son will be out of high school, my daughter will be into high school probably.

Code: policy change: employment act and redeployment {1-0}

P 6: PHDquestionnaireatlas.txt - 6:5 (34:34) (Super)

Media: ANSI

Codes: [policy change: employment act and redeployment]

Employment act and redeployment

Code: policy change: knowledge: no clear understanding {1-0}

P 1: INTerview1atlas.txt - 1:10 (70:73) (Super)

Media: ANSI

Codes: [policy change: knowledge: no clear understanding] [tp:evaluation is too wishy-washy]

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

Code: policy change: OBE good philosophy {1-0}

P 2: interview2atlas.txt - 2:45 (252:259) (Super)

Media: ANSI

Codes: [policy change: OBE good philosophy] [teacher perception: OBE: experienced teachers know where to hold on the syllabi and when not to] [teaching practice: OBE widens the gap] [tp: OBE: better teachers can have a ball]

Ja the philosophy behind it, but I actually believe that it widens the gap, because your better teachers, you know your superior teachers can have an absolute ball, which means your independent school teachers, your teachers that are better qualified, that have better experience, know about

lateral thinking, can actually, they know where to hold on to syllabus, when to.

Code: policy change: OBE is the biggest change {1-0}

P 3: interview3atlas.txt - 3:1 (16:18) (Super)

Media: ANSI

Codes: [policy change: OBE is the biggest change]

I think what we start off with, well the basic, the biggest change is OBE, Curriculum 2005.

Code: policy change: past: education should have been addressed in 1948 {1-0}

P 2: interview2atlas.txt - 2:30 (175:179) (Super)

Media: ANSI

Codes: [policy change: past: education should have been addressed in 1948]

Because what happens is, you know if you look back at the history of inequality in South Africa, the area which should have been addressed 1948 when your new government came in, was education.

Code: policy change: questioning structures {1-0}

P 1: INTerview1atlas.txt - 1:90 (483:486) (Super)

Media: ANSI

Codes: [feeling insufficient] [policy change: questioning structures]

I sort of feel well if what I was doing was not good enough before, why haven't I been told? Why now suddenly all these structures have been put in place. You know that is a question that you sort of ...

Code: policy change: redeployment in paper fine but not realistic {1-0}

P 2: interview2atlas.txt - 2:23 (126:133) (Super)

Media: ANSI

Codes: [effect: redeployment: teacher with family can not start teaching in Hammanskraal tomorrow] [feelings: insecurity due to redeployment] [feelings: insecurity in employment] [policy change: redeployment in paper fine but not realistic]

I think it has caused a lot of insecurity in employment, because many of the teachers, because of redeployment, I think that that redeployment is idealistic, but look I agree with it, on paper it is fine, but you know you cannot tell somebody with a family tomorrow they are going to be teaching in Hammanskraal.

Code: policy change: selling a policy change needs to be done with enthusiasm {1-0}

P 4: interview4atlas.txt - 4:46 (633:637) (Super)

Media: ANSI

Codes: [change implementation: in education: market and sell the new ideas] [policy change: selling a policy change needs to be done with enthusiasm]

I mean because they are not, they have not got selling skills, because I mean you really have to sell the idea, you have to market it.

Code: policy change: selling education to a resistant market; due to lack of discipline {1-0}

P 2: interview2atlas.txt - 2:114 (692:702) (Super)

Media: ANSI

Codes: [policy change: selling education to a resistant market; due to lack of discipline] [tp effect: disciplines structure is breaking down] [tp: discipline and right to quality education] [tp: emphasis is on the rights of children] [tp: rights of education]

I think from the point of view, you know the whole sort of discipline structure, the breaking down of the discipline structure and the emphasis on rights of individuals, you know and the rights of children, you know it is actually impacting on the rights of education and in fact I think ultimately the child's primary right is the right to good education and if you take away the discipline structure, because as I have said before, at school meetings you know we are actually selling a product to a resistant market.

Code: policy change: education in the past was more traditional education in South Africa {1-0}

P 2: interview2atlas.txt - 2:57 (320:320) (Super)

Media: ANSI

Codes: [policy change: education in the past was more traditional education in South Africa]

We have had it.

Code: policy changes must be gradual {1-0}

P 2: interview2atlas.txt - 2:34 (190:196) (Super)

Media: ANSI

Codes: [emotional responses: too many expectations] [policy changes must be gradual] [policy implementation: political changes in education has little impact of what happens in the classroom] [politics: what happens in education is politically motivated]

And the whole expectation, and you have, 90% of what is going on in education is politically motivated, it becomes so difficult, because changes, everybody knows changes must be gradual and also what everybody, who has ever studied education, knows is that you have no impact on the little guy in the classroom whatsoever.

Code: policy does nothing. {1-0}

P 2: interview2atlas.txt - 2:35 (197:197) (Super)

Media: ANSI

Codes: [policy does nothing.]

Policy does nothing.

Code: policy has to be in writing ready for inspection by government {1-0}

P 1: INTerview1atlas.txt - 1:73 (372:373) (Super)

Media: ANSI

Codes: [policy has to be in writing ready for inspection by government]

If the government walks in you have to have it in black and white.

Code: policy implementation: political changes in education has little impact of what happens in the classroom {1-1}

P 2: interview2atlas.txt - 2:34 (190:196) (Super)

Media: ANSI

Codes: [emotional responses: too many expectations] [policy changes must be gradual] [policy implementation: political changes in education has little impact of what happens in the classroom] [politics: what happens in education is politically motivated]

And the whole expectation, and you have, 90% of what is going on in education is politically motivated, it becomes so difficult, because changes, everybody knows changes must be gradual and also what everybody, who has ever studied education, knows is that you have no impact on the little guy in the classroom whatsoever.

Code: policy implementation: the fact that we had not implemented the change helped the investigation as to why not and establishing where the pitfall are {1-0}

P 2: interview2atlas.txt - 2:59 (342:351) (Super)

Media: ANSI

Codes: [emotional response: I participated in an implementation survey and felt terror, because we had not implemented the changes] [policy implementation: the fact that we had not implemented the change helped the investigation as to why not and establishing where the pitfall are]

You know we have had, I mean I had to go through that survey last year about the implementation of OBE when I was acting principal. And you know my first thing was terror, because we have not done it, I mean we, and what must I do. I got hold of them and said I do not know, we do not want to be. And she said: no we are actually now trying to go back and say where the pitfalls were. So if you have not implemented it, please tell us why and we did go through.

Code: policy influences in the classroom {1-2}

P 6: PHDquestionnaireatlas.txt - 6:70 (236:247) (Super)

Media: ANSI

Codes: [policy influences in the classroom]

Teachers have to practice their teaching by following what is stipulated by the authorities. Confusion. Problem with material improvement of my relationship with pupils New challenges for me as a teacher. Improvement of my teaching By not applying the old methods We are still confusing old methods and new ones. No materials were given to implement the change

Code: policy is law and must be implemented {1-0}

P 5: interviewatlas5.txt - 5:47 (1032:1036) (Super)

Media: ANSI

Codes: [policy is law and must be implemented]

Ja want omdat dit 'n gegewe is, dit is basies soos 'n wet wat deurgevoer word, so daar is nie 'n uitsondering, dit is iets wat glad nie kan, jy moet dit doen.

Code: policy is not debatable {2-0}

P 5: interviewatlas5.txt - 5:48 (1041:1046) (Super)

Media: ANSI

Codes: [policy is not debatable]

Dit is nie debatteerbaar nie, so en wat jou skool en jou

personeel daarmee gaan maak, gaan afhang van hoe hulle dit
aangepak en seer sekerlik wil 'n mens graag 'n sukses daarvan
maak.

P 5: interviewatlas5.txt - 5:49 (1035:1035) (Super)

Media: ANSI

Codes: [policy is not debatable]

glad

Code: policy must be implemented within the limits and constraints of available facilities {1-0}

P 5: interviewatlas5.txt - 5:7 (63:67) (Super)

Media: ANSI

Codes: [policy must be implemented within the limits and constraints of
available facilities]

En binne die skool se menslike hulpbronne, binne die
fasiliteite, binne dit wat daar beskikbaar is, moet hierdie
projek dan nou op 'n sinvolle manier geloods word.

Code: policy production: documents had been written, although we were made to believe that we were part of that process {1-0}

P 2: interview2atlas.txt - 2:12 (71:77) (Super)

Media: ANSI

Codes: [emotional resonance: I sacrificed a lot of my time for nothing]
[policy production: documents had been written, although
we were made to believe that we were part of that
process]

But the point was we had already been notified that these
documents that we have been told we were going to be a part
of, had already been written. So that was when I sort of
backed off and did not become involved any more, because it
became, I was giving up time and it was because of that.

Code: policy production: the qualifications framework had been written already although we were told that we were going to have some
input {1-0}

P 2: interview2atlas.txt - 2:10 (57:66) (Super)

Media: ANSI

Codes: [emotional response: emotional outbreaks at meeting] [policy
production: the qualifications framework had been
written already although we were told that we were going
to have some input]

The qualifications framework was already written in blood
and we were told beforehand that we would have inputs into
that and at the last meeting I actually went to, there was
about of education, yes education department
representatives and some very emotional, you know there
were ANC representatives, there were these educational
representatives, there were your sort of very conservative,
because it all took place at you know the Afrikaans
teachers centre or whatever it is.

Code: policy production: we were led to believe we would influence policy change with the view to curriculum {1-0}

P 2: interview2atlas.txt - 2:5 (24:26) (Super)

Media: ANSI

Codes: [policy production: we were led to believe we would influence
policy change with the view to curriculum]

we were led to believe it would influence policy changes
with the view to curriculum.

Code: political changes in education has little impact of what happens in the classroom {0-1}

Code: political views may impact the willingness to change {1-0}

P 5: interviewatlas5.txt - 5:33 (520:528) (Super)

Media: ANSI

Codes: [political views may impact the willingness to change]

Die van hulle wat redelik ontvanklik is vir die verandering en wat miskien nie so 'n verregse politieke uitkyk het nie, is dit makliker om die verandering te absorbeer as die ouens wat miskien 'n bietjie meer verregs is. Hulle het baie meer rigiede dinge waarin hulle glo en ek dink dit is vir hulle moeiliker om sekere dinge te aanvaar

Code: politically driving force and influence {0-1}

Code: politics: what happens in education is politically motivated {1-0}

P 2: interview2atlas.txt - 2:34 (190:196) (Super)

Media: ANSI

Codes: [emotional responses: too many expectations] [policy changes must be gradual] [policy implementation: political changes in education has little impact of what happens in the classroom] [politics: what happens in education is politically motivated]

And the whole expectation, and you have, 90% of what is going on in education is politically motivated, it becomes so difficult, because changes, everybody knows changes must be gradual and also what everybody, who has ever studied education, knows is that you have no impact on the little guy in the classroom whatsoever.

Code: positively supporting {1-0}

P 7: PHDquestionaireatlas2.txt - 7:68 (159:159) (Super)

Media: ANSI

Codes: [positively supporting]

positively supporting

Code: private school allowed more freedom {1-0}

P 1: INTerview1atlas.txt - 1:85 (450:454) (Super)

Media: ANSI

Codes: [private school allowed more freedom]

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

Code: private school: could write our syllabi {1-0}

P 2: interview2atlas.txt - 2:44 (232:234) (Super)

Media: ANSI

Codes: [private school: could write our syllabi]

I have taught at DSG and WHPS where it is so exiting to go in and somebody, when I went to WHPS, write your own history syllabus.

Code: private school: higher pay {1-0}

P 2: interview2atlas.txt - 2:147 (909:912) (Super)

Media: ANSI

Codes: [private school: higher pay]

But that sort of thing, that helps and I know in the private school, DSG and WHPS and all that, you know you get paid over and above, that type of thing.

Code: private school: must know what is going on out there {1-0}

P 2: interview2atlas.txt - 2:2 (10:14) (Super)

Media: ANSI

Codes: [private school: must know what is going on out there] [tp: knowledge: need to know policy change but do not follow slavishly]

But being a private school there is also that awareness, you know one has to know what is going on in order to know what one has to do and what one is entitled not to, because we do have follow slavishly.

Code: private school: space to be your own personality {2-0}

P 1: INTerview1atlas.txt - 1:86 (458:459) (Super)

Media: ANSI

Codes: [private school: space to be your own personality]

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

P 1: INTerview1atlas.txt - 1:87 (464:468) (Super)

Media: ANSI

Codes: [private school: space to be your own personality]

And it is not, do not get me wrong, it is not like you sort of think this is all black and white it is wrong, but you know at private schools it has always been allowed, that you are allowed to be creative, you are allowed to be your own person the way you handle the children.

Code: private schools have money for the new expensive material {1-0}

P 2: interview2atlas.txt - 2:74 (440:443) (Super)

Media: ANSI

Codes: [private schools have money for the new expensive material]

For your private schools you will have to have a lot of money because all the material and all that is very expensive.

Code: private schools: more respect {1-0}

P 2: interview2atlas.txt - 2:146 (899:901) (Super)

Media: ANSI

Codes: [private schools: more respect]

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

Code: professionalism comes from the individual {0-0}

Code: professionalism is difficult {0-0}

Code: Proper planning is need prior {1-0}

P 7: PHDquestionaireatlas2.txt - 7:40 (98:98) (Super)

Media: ANSI

Codes: [Proper planning is need prior]

Proper planning is need prior

Code: provided educators understand it {1-0}

P 7: PHDquestionaireatlas2.txt - 7:42 (100:100) (Super)

Media: ANSI

Codes: [provided educators understand it]

provided educators understand it

Code: redeploment: teacher with family can not start teaching in Hammanskraal tomorrow {0-0}

Code: research {1-0}

P 7: PHDquestionaireatlas2.txt - 7:51 (125:125) (Super)

Media: ANSI

Codes: [research]

research

Code: resistance {1-0}

P 5: interviewatlas5.txt - 5:45 (864:869) (Super)

Media: ANSI

Codes: [resistance]

So die aanvanklike oordra van 'n nuwe ding is vir personeel, veral ouens wat lank skoolhou, is vir hulle 'n vreemde ervaring. Onmiddellik sê hulle dit is te veel werk, dit is te veel vorms, dit is te veel.

Code: resistance: old ways of teaching work {1-0}

P 5: interviewatlas5.txt - 5:21 (291:300) (Super)

Media: ANSI

Codes: [resistance: old ways of teaching work]

Dit is vir hulle, dit het gewerk in die verlede, hulle het sukses daarmee behaal en om hulle uit daardie patroon te kry van dit waaraan ek gewoon is, dit wat vir my goed gewerk het, om vir hulle daardie paradigma skuif te laat maak, want daar is tog 'n ander manier wat dalk kan beter kan werk vir die leerders, dink ek is vir party ouens is dit moeilik om te kan doen.

Code: resources: OBE: platteland do not have the resources {0-0}

Code: restrictiveness in rules {1-2}

P 1: INTerview1atlas.txt - 1:74 (379:380) (Super)

Media: ANSI

Codes: [restrictiveness in rules]

I mean it comes with mutual respect type of thing.

Code: right to quality education {0-0}

Code: rights of education {0-0}

Code: Rules and regulations, {1-0}

P 7: PHDquestionaireatlas2.txt - 7:18 (51:51) (Super)

Media: ANSI

Codes: [Rules and regulations,]

Rules and regulations,

Code: SACE {1-0}

P 7: PHDquestionaireatlas2.txt - 7:3 (24:24) (Super)

Media: ANSI

Codes: [SACE]

SACE

Code: SACE Code of conduct {1-0}

P 7: PHDquestionaireatlas2.txt - 7:5 (26:26) (Super)

Media: ANSI

Codes: [SACE Code of conduct]

SACE Code of conduct

Code: School circulars {1-0}

P 7: PHDquestionaireatlas2.txt - 7:13 (41:41) (Super)

Media: ANSI

Codes: [School circulars]

School circulars

Code: school management is difficult due to many stakeholders {1-0}

P 5: interviewatlas5.txt - 5:2 (28:31) (Super)

Media: ANSI

Codes: [school management is difficult due to many stakeholders]

Dit maak die taak van die bestuur van die skool maak dit redelik moeilik want daar is nou 'n klomp partye wat in ag geneem moet word.

Code: school management roles have changed {1-0}

P 5: interviewatlas5.txt - 5:3 (42:46) (Super)

Media: ANSI

Codes: [school management roles have changed]

So die rol van die bestuur van die skool dink ek het in 'n groot mate verander deurdat daar redelik baie behoeftes is waarin voorsien moet word.

Code: school to be handed over to government {1-3}

P 1: INTerview1atlas.txt - 1:62 (326:327) (Super)

Media: ANSI
Codes: [school to be handed over to government]

hat there were decisions discussed about maybe the school
being handed over to the government and then the

Code: seller must be selfconfident {1-0}

P 5: interviewatlas5.txt - 5:24 (336:338) (Super)
Media: ANSI
Codes: [seller must be selfconfident]

En hy moet soveel selfvertroue hê dat hy dit so kan oordra
dat die ouens dink:

Code: selling influence {0-0}

Code: selling is important {2-0}

P 5: interviewatlas5.txt - 5:25 (339:346) (Super)
Media: ANSI
Codes: [selling is important]

So dit is baie belangrik om die ding tipe van te verkoop
dat die ander ouens daarby kan in koop soort van, want as
jy dit nie so kan oordra nie dan gaan dit baie moeilik wees
om hulle ..., want die oomblik as hulle hoor dit is iets
anders, dit is baie meer werk dan is hulle onmiddellik op
hulle agterpote.

P 5: interviewatlas5.txt - 5:26 (346:350) (Super)
Media: ANSI
Codes: [selling is important]

So jy moet hom so kan verkoop dat hulle kan besef hoor hier
vir myself en vir my skool en vir my leerdere is hierdie
ding 'n goeie ding, dit gaan vir ons vooruitgang beteken

Code: selling policy: seller must be committed and take full ownership {1-0}

P 5: interviewatlas5.txt - 5:23 (334:336) (Super)
Media: ANSI
Codes: [selling policy: seller must be committed and take full
ownership]

moet self baie gecommit wees, met ander woorde hy moet tipe
van eienaarskap van hierdie hele konsep hê.

Code: standards: cannot be maintained {0-0}

Code: standards: OBE standards are questioned {0-0}

Code: still familiar with the old {1-0}

P 7: PHDquestionaireatlas2.txt - 7:44 (107:107) (Super)
Media: ANSI
Codes: [still familiar with the old]

still familiar with the old

Code: Studies {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:16 (44:44) (Super)

Media: ANSI

Codes: [Studies]

Studies

Code: supplying relevant info {1-0}

P 7: PHDquestionnaireatlas2.txt - 7:34 (82:82) (Super)

Media: ANSI

Codes: [supplying relevant info]

supplying relevant info

Code: teacher as a person {0-0}

Code: teacher as a person: code of conduct is essential for unprofessional teachers {1-3}

P 1: INTerview1atlas.txt - 1:78 (398:402) (Super)

Media: ANSI

Codes: [teacher as a person: code of conduct is essential for unprofessional teachers]

You see that is now what I understand why everything is going on black and white, but it makes it so difficult because you have got to cut into, where you have got to, look I understand you have got to cover yourself for the one who is not doing anything.

Code: teacher labelling: who can and who cannot {1-0}

P 5: interviewatlas5.txt - 5:18 (225:230) (Super)

Media: ANSI

Codes: [teacher labelling: who can and who cannot]

Dit gaan baie oor ja, etikettering. Dit gaan baie vir hulle oor in hierdie graad is hierdie vyf onderwyseresse en 'n mens het nog steeds daardie ding van wie lewer, wie "perform" die beste.

Code: teacher participation in policy production: their input is important {1-1}

P 2: interview2atlas.txt - 2:39 (213:215) (Super)

Media: ANSI

Codes: [teacher participation in policy production: their input is important] [teacher perception: they think they are better than evrybody else]

And they are better than everybody else and that is why they continue to have their input because they are so much better.

Code: teacher perception and belief: I do not believe in corporal punishment {1-0}

P 2: interview2atlas.txt - 2:117 (718:719) (Super)

Media: ANSI

Codes: [teacher perception and belief: I do not believe in corporal punishment]

I do not believe in corporal punishment

Code: teacher perception: can educate a population to have the same opportunities {1-0}

P2: interview2atlas.txt - 2:32 (180:183) (Super)

Media: ANSI

Codes: [teacher perception: can educate a population to have the same opportunities] [teacher perception: cannot legislate a population to love one another]

And you cannot legislate for people to love each other, you cannot legislate for anything, you can only educate the population to have the same opportunities, nothing more.

Code: teacher perception: cannot change the system {1-0}

P4: interview4atlas.txt - 4:50 (687:688) (Super)

Media: ANSI

Codes: [teacher perception: cannot change the system]

I have given up on the system to try and change that.

Code: teacher perception: cannot change the world {1-0}

P4: interview4atlas.txt - 4:53 (746:755) (Super)

Media: ANSI

Codes: [emotional response: full commitment to change and her pupils] [teacher perception: cannot change the world]

I think previously I wanted to change the whole world, to change the whole system. I have given up on that. I am concerning myself with individuals and every year when I get a new set of pupils I really try and do the best that I can do for them and that is about the best that I can do at this point in time.

Code: teacher perception: cannot legislate a population to love one another {1-0}

P2: interview2atlas.txt - 2:32 (180:183) (Super)

Media: ANSI

Codes: [teacher perception: can educate a population to have the same opportunities] [teacher perception: cannot legislate a population to love one another]

And you cannot legislate for people to love each other, you cannot legislate for anything, you can only educate the population to have the same opportunities, nothing more.

Code: teacher perception: education changes society {1-0}

P2: interview2atlas.txt - 2:31 (179:180) (Super)

Media: ANSI

Codes: [teacher perception: education changes society]

It is the only way you can alter a society.

Code: teacher perception: education thrives because teachers think they the best {1-0}

P2: interview2atlas.txt - 2:38 (210:213) (Super)

Media: ANSI

Codes: [teacher perception: education thrives because teachers think they the best]

Look everybody is prepared to listen, but I think that education thrives on the fact that 99,9% of teachers think they are the best.

Code: teacher perception: I am a good teacher, {1-0}

P 2: interview2atlas.txt - 2:108 (687:687) (Super)

Media: ANSI

Codes: [teacher perception: I am a good teacher,]

I am a good teacher,

Code: teacher perception: I am going to loose my job {1-0}

P 1: INTerview1atlas.txt - 1:55 (305:305) (Super)

Media: ANSI

Codes: [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]

I am going to loose my job i

Code: teacher perception: I am going to loose my job if I don't do what I am told {1-0}

P 1: INTerview1atlas.txt - 1:55 (305:305) (Super)

Media: ANSI

Codes: [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]

I am going to loose my job i

Code: teacher perception: I am going to loose my job irrespective of how good I teach {1-0}

P 1: INTerview1atlas.txt - 1:57 (306:308) (Super)

Media: ANSI

Codes: [teacher perception: I am going to loose my job irrespective of
how good I teach]

I am going to loose my job no matter how good a teacher I
am or no matter how much I do. So I might as well do less
because either way I cannot win.

Code: teacher perception: I am good for the teaching profession {1-0}

P 2: interview2atlas.txt - 2:112 (690:690) (Super)

Media: ANSI

Codes: [teacher perception: I am good for the teaching profession]

I am good for the teaching profession

Code: teacher perception: I am highly efficient, {1-0}

P 2: interview2atlas.txt - 2:110 (688:689) (Super)

Media: ANSI

Codes: [teacher perception: I am highly efficient,]

I am highly efficient,

Code: teacher perception: I am too busy {1-0}

P 1: INTerview1atlas.txt - 1:36 (200:200) (Super)

Media: ANSI

Codes: [teacher perception: I am too busy]

I am too busy

Code: teacher perception: I am very efficient {1-0}

P 2: interview2atlas.txt - 2:111 (689:689) (Super)

Media: ANSI

Codes: [teacher perception: I am very efficient]

I am very efficient

Code: teacher perception: I see myself primarily as an academic {1-1}

P 2: interview2atlas.txt - 2:136 (835:836) (Super)

Media: ANSI

Codes: [teacher perception: I see myself primarily as an academic]

I see myself primarily as an academic

Code: teacher perception: low sense of self {1-0}

P 2: interview2atlas.txt - 2:116 (714:717) (Super)

Media: ANSI

Codes: [morale: it has broken down teachers] [teacher perception: low sense of self] [tp: children can query the teacher]

So from there I think that is really, it has broken teachers down a lot, you know their sense of self respect that a child can query them.

Code: teacher perception: many people see themselves as experts of education {1-0}

P 2: interview2atlas.txt - 2:159 (1007:1010) (Super)

Media: ANSI

Codes: [teacher perception: many people see themselves as experts of education]

I am a parent, therefore I am an expert. So what are we doing that the rest of the world cannot do type of thing. So that also lowers the tone ...

Code: teacher perception: OBE I thought it was a gimmick {1-0}

P 4: interview4atlas.txt - 4:1 (16:26) (Super)

Media: ANSI

Codes: [teacher perception: OBE I thought it was a gimmick]

I must admit that in the beginning when I first heard about the 2005 and the OBE situation, I was not very partial to that, because I just thought that it was just a new gimmick, that they were, you know they had to do something different just to get away from old political sort of habits and stuff like that, so I was not very partial to that.

Code: teacher perception: OBE is better implemented in government schools since we missed out on meetings {1-0}

P 3: interview3atlas.txt - 3:31 (199:202) (Super)

Media: ANSI

Codes: [teacher perception: OBE is better implemented in government schools since we missed out on meetings]

I think the government schools are a lot more jacked up than what we are because we missed so many meetings and workshops and things like that.

Code: teacher perception: OBE is too wishy washy {1-0}

P 1: INTerview1atlas.txt - 1:93 (498:504) (Super)

Media: ANSI

Codes: [teacher perception: OBE is too wishy washy] [tp: professionalism and freedom to choose]

Each thing is going to be handled in a different way and I think that one must be allowed your professionalism as a right to make that form of decision as to how you are going to, and don't get me wrong, I believe in structure because again when I am saying the OBE is falling, it is too wishy washy (MECHANICAL INTERRUPTION - END OF SIDE 1A)

Code: teacher perception: OBE: experienced teachers know where to hold on the syllabi and when not to {1-0}

P 2: interview2atlas.txt - 2:45 (252:259) (Super)

Media: ANSI

Codes: [policy change: OBE good philosophy] [teacher perception: OBE: experienced teachers know where to hold on the syllabi and when not to] [teaching practice: OBE widens the gap] [tp: OBE: better teachers can have a ball]

Ja the philosophy behind it, but I actually believe that it widens the gap, because your better teachers, you know your superior teachers can have an absolute ball, which means your independent school teachers, your teachers that are better qualified, that have better experience, know about lateral thinking, can actually, they know where to hold on to syllabus, when to.

Code: teacher perception: older teachers are set in their ways {2-0}

P 2: interview2atlas.txt - 2:66 (392:394) (Super)

Media: ANSI

Codes: [teacher perception: older teachers are set in their ways]

You know and somebody to get your older teachers and your teachers that do think that certain ways.

P 3: interview3atlas.txt - 3:21 (135:136) (Super)

Media: ANSI

Codes: [ft: older teachers are maybe not trained properly] [teacher perception: older teachers are set in their ways]

I think it is set in their ways and maybe not been trained properly.

Code: teacher perception: perspectives differ on the perception regarding experience in education {1-0}

P 2: interview2atlas.txt - 2:67 (394:397) (Super)

Media: ANSI

Codes: [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]

You know some teachers will use it as a compliment to themselves that they are doing exactly the same thing as they did 20 years ago.

Code: teacher perception: some teachers see it as a compliment for doing things in the same way they did it 20 years ago {1-0}

P 2: interview2atlas.txt - 2:67 (394:397) (Super)

Media: ANSI

Codes: [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]

You know some teachers will use it as a compliment to themselves that they are doing exactly the same thing as they did 20 years ago.

Code: teacher perception: teacher think they are the body of knowledge {1-0}

P 2: interview2atlas.txt - 2:88 (515:520) (Super)

Media: ANSI

Codes: [fit: teachers need to be re-educated] [teacher perception: teacher think they are the body of knowledge] [teaching practice: children's potential is discounted]

You know you teach children and you are the body of knowledge and there is no such thing as a child having the potential to actually feed the educational primate and all that is in a classroom, so it is a total re-education of your teachers.

Code: teacher perception: teaching used to be fun {1-0}

P 3: interview3atlas.txt - 3:68 (768:770) (Super)

Media: ANSI

Codes: [emotional response: education policy change puts a lot of pressure on teachers] [teacher perception: teaching used to be fun]

I think a lot of pressure has been put onto teachers. It is not as much fun as it was ten years ago.

Code: teacher perception: Teaching: no basic respect as a profession {1-0}

P 2: interview2atlas.txt - 2:135 (826:827) (Super)

Media: ANSI

Codes: [teacher perception: Teaching: no basic respect as a profession]

we also do not get basic respect as a profession.

Code: teacher perception: they think they are better than everybody else {1-1}

P 2: interview2atlas.txt - 2:39 (213:215) (Super)

Media: ANSI

Codes: [teacher participation in policy production: their input is important] [teacher perception: they think they are better than everybody else]

And they are better than everybody else and that is why they continue to have their input because they are so much better.

Code: teacher perception: think I am very committed. {1-0}

P 2: interview2atlas.txt - 2:109 (688:688) (Super)

Media: ANSI

Codes: [teacher perception: think I am very committed.]

think I am very committed.

Code: teacher perception: value is placed on window dressing {2-1}

P 4: interview4atlas.txt - 4:22 (319:324) (Super)

Media: ANSI

Codes: [teacher perception: value is placed on window dressing]

One thing that I found, especially if we do case studies with the black teachers, they put quite a lot of, place a lot of value on the window dressing side of their teaching skills.

P 4: interview4atlas.txt - 4:23 (324:335) (Super)

Media: ANSI

Codes: [teacher perception: value is placed on window dressing] [teacher perception: window dressing: files should look good to show they are competent] [teaching practice: lack of basic teaching skills]

As long as they have got files that in a way show that they are competent, so they are always very eager to lay their hands on teaching material and in a way might show that they are competent, but I think when it gets down to the very basic teaching of trying to convey certain skills and competencies to the children I think there is a lack all over, regardless of colour, training, whatever.

Code: teacher perception: window dressing leads to safety {1-0}

P 4: interview4atlas.txt - 4:43 (605:613) (Super)

Media: ANSI

Codes: [emotional response and tp window dressing] [teacher perception: window dressing leads to safety] [tp: shocking classroom activities]

Ja and I am coming back to the window dressing. As long as the file and what is in the file and that can be shown on paper, as long as that is in order then the teacher is fairly safe. But what goes on a daily, minute to minute basis in that classroom is sometimes shocking, it is shocking really.

Code: teacher perception: window dressing: files should look good to show they are competent {1-1}

P 4: interview4atlas.txt - 4:23 (324:335) (Super)

Media: ANSI

Codes: [teacher perception: value is placed on window dressing] [teacher perception: window dressing: files should look good to show they are competent] [teaching practice: lack of basic teaching skills]

As long as they have got files that in a way show that they are competent, so they are always very eager to lay their hands on teaching material and in a way might show that they are competent, but I think when it gets down to the very basic teaching of trying to convey certain skills and competencies to the children I think there is a lack all over, regardless of colour, training, whatever.

Code: teacher perception: you are not entitled to be your person, {1-0}

P 1: INTerview1atlas.txt - 1:83 (445:446) (Super)

Media: ANSI

Codes: [teacher perception: you are not entitled to be your person,]

you are not entitled to be your person,

Code: teacher perceptions: inadequate salaries {1-0}

P 6: PHDquestionnaireatlas.txt - 6:66 (204:204) (Super)

Media: ANSI

Codes: [teacher perceptions: inadequate salaries]

inadequate salaries

Code: teacher personality: impacts to go the extra mile {1-1}

P 4: interview4atlas.txt - 4:24 (357:364) (Super)

Media: ANSI

Codes: [emotional response: some feel very unsafe to try out new things]
[teacher personality: impacts to go the extra mile]

there are some of them that are really committed to the job, but their personalities do not allow them to go that extra mile, it is just too much and they, I think in a way they will feel very unsafe with trying out new things and new stuff.

Code: teacher: professionalism comes from the individual {1-0}

P 2: interview2atlas.txt - 2:150 (938:941) (Super)

Media: ANSI

Codes: [teacher: professionalism comes from the individual] [teacher: professionalism is difficult]

Ja I will say to you professionalism is a difficult thing, but then professionalism also comes down to the individual, you know the way you ...

Code: teacher: professionalism is difficult {1-0}

P 2: interview2atlas.txt - 2:150 (938:941) (Super)

Media: ANSI

Codes: [teacher: professionalism comes from the individual] [teacher: professionalism is difficult]

Ja I will say to you professionalism is a difficult thing, but then professionalism also comes down to the individual, you know the way you ...

Code: teacher: transition personal {0-0}

Code: teacher: transition: teacher as person during the process of change {1-0}

P 4: interview4atlas.txt - 4:57 (844:845) (Super)

Media: ANSI

Codes: [teacher: transition: teacher as person during the process of change]

person of the teacher during the process of change?

Code: teacher: transition: teacher behaviour is scrutinised {1-1}

P 1: INTerview1atlas.txt - 1:81 (425:431) (Super)

Media: ANSI

Codes: [emotional response: I have never felt this before] [teacher: transition: teacher behaviour is scrutinised] [tp: school life regulates personal life]

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

know you do have a responsibility in your private life
towards the children.

Code: teacher: view of person influences response to policy change {1-0}

P 5: interviewatlas5.txt - 5:41 (761:774) (Super)

Media: ANSI

Codes: [teacher: view of person influences response to policy change]

Okay as jy net 'n onderwyser is dan gaan jy die
beleidsverandering gaan jy hoor en jy gaan basies net
volgens die rigiede ding gaan jy hom net so doen. Maar as
jy onderwys leef dan gaan jy op verskillende maniere al
hierdie goed kreatief meedoen, jy gaan die beste vir jou
leerders kry, jy gaan hulle ook motiveer, op die ou end
gaan jy kreatiewe onderwysers en kreatiewe leerders kry.
Dit is die verskil, dit is 'n besielende onderwyser met
besielende groepwerk, besielende kinders en ek dink dit kan
goeie resultate gee.

Code: teacher: view of the person {1-0}

P 5: interviewatlas5.txt - 5:40 (749:756) (Super)

Media: ANSI

Codes: [teacher: view of the person]

Daar is een wat net 'n onderwyser is en daar is die ander
groep wat onderwys leef, hulle leef, hulle beleef onderwys,
die ander een is net 'n onderwyser. En daar is 'n groot
verskil tussen die twee. Of jy net 'n onderwyser is en of
jy onderwys uitleef, of jou onderwys beleef.

Code: teachers' thinking and perceptions {0-3}

Code: teachers all have something to give {1-0}

P 2: interview2atlas.txt - 2:68 (403:407) (Super)

Media: ANSI

Codes: [emotional response: retrenchment causes threat] [teachers all
have something to give]

But you see they also, I think that every teacher has
something to give and there is a lot to be said for the
enforcement and retrenchment and the three R's and all
that, but you know as there is for lateral thinking and all
that.

Code: teachers are giving it the best {1-0}

P 4: interview4atlas.txt - 4:51 (693:699) (Super)

Media: ANSI

Codes: [teachers are giving it the best]

And I think I have resigned myself to the fact now that up
until the day that I am not teaching any more I am still
going to do my best, I am still going to give my best,
whatever is possible for me to do I will do.

Code: teachers are trained in the more conservative institutions {1-0}

P 2: interview2atlas.txt - 2:86 (498:504) (Super)

Media: ANSI

Codes: [effect there are loopholes] [teachers are trained in the more
conservative institutions]

So for me it is great, but I do know what I want of them at the end. And to suddenly ask a teacher who was, you see your teachers, that is where it comes into - the loopholes. Teachers were trained in a certain way and from certain institutions and your more conservative institutions, I was trained at more ...

Code: teachers are uncommitted {1-0}

P 4: interview4atlas.txt - 4:18 (288:295) (Super)

Media: ANSI

Codes: [teachers are uncommitted]

if your heart is not in teaching then you are definitely not going to walk that extra mile to get yourself knowledgeable and to bring the knowledge to the classroom and to try and equip your children with the necessary skills.

Code: teachers as facilitators need to know exactly where they going with the children {1-0}

P 2: interview2atlas.txt - 2:78 (451:455) (Super)

Media: ANSI

Codes: [teachers as facilitators need to know exactly where they going with the children] [tp: teachers are now facilitators] [tp: the more freedom children have, the more the teacher facilitates]

The more freedom children have, the more you as the facilitator of it, because you are now not the educator (inaudible) you as the facilitator have to know exactly where you are going.

Code: teachers believe in their own ideas {1-0}

P 2: interview2atlas.txt - 2:40 (215:219) (Super)

Media: ANSI

Codes: [group work: team not always so good, because they do not want to borrow others' ideas] [teachers believe in their own ideas]

So often that is why you do not bring about teamwork in schools and things like that, because teachers do not want to borrow other people's methods because they believe in their own.

Code: teachers cannot move out their protected circle {1-0}

P 4: interview4atlas.txt - 4:30 (407:415) (Super)

Media: ANSI

Codes: [teachers cannot move out their protected circle]

I find it a pity, a great pity that teachers that work with children, with these eager minds, that they in themselves are very very confined in their own thinking, in their own way of teaching and not being able to move out of that very protected little circle.

Code: teachers do not have enough time {1-0}

P 1: INTerview1atlas.txt - 1:31 (188:190) (Super)

Media: ANSI

Codes: [emotional response: teachers are overloaded] [teachers do not have enough time]

You cannot be, you know loading them so much that they do not have the time to attend something if you have got it.

Code: teachers do not hold an exclusive body of knowledge {1-0}

P 2: interview2atlas.txt - 2:157 (998:1001) (Super)

Media: ANSI

Codes: [teachers do not hold an exclusive body of knowledge]

I also feel that one of your basic problems with professionalism with teaching is that we do not hold an exclusive body of knowledge.

Code: teachers do not know {1-0}

P 2: interview2atlas.txt - 2:85 (496:498) (Super)

Media: ANSI

Codes: [teachers do not know]

No people do not know, you know I have used those methods and I developed them myself, because I have always believed in them.

Code: teachers do not want to sacrifice their whole weekend for preparation {1-0}

P 2: interview2atlas.txt - 2:106 (668:675) (Super)

Media: ANSI

Codes: [teachers do not want to sacrifice their whole weekend for preparation] [tp: workload increase]

It is a lot more work, properly and your average teacher does not really want to spend his/her whole weekend, but it also calls for team preps I would say works very well, which we have got, you know very good in a junior primary, they all do team preps and then you get you know, new ideas coming in and then that comes down (inaudible) as well.

Code: teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp' {1-0}

P 3: interview3atlas.txt - 3:55 (574:583) (Super)

Media: ANSI

Codes: [emotional response and teaching practice effect: most teachers will not implement change] [emotional response: doubt] [emotional response: most teachers will resist change] [emotional response: resist change because it involves too much work] [teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp']

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

Code: teachers feel they are not the right thing {1-0}

P 2: interview2atlas.txt - 2:92 (536:539) (Super)

Media: ANSI

Codes: [effect: loopholes for lazyness] [emotional response: teacher lack security] [teachers feel they are not the right

thing]

But that is a loophole. What are the other loopholes, laziness, it is really a lack of security for many teachers that they do not feel they are doing things.

Code: teachers give not information {1-0}

P 1: INTerview1atlas.txt - 1:13 (89:90) (Super)

Media: ANSI

Codes: [teachers give not information] [tp: children bring information]

you do not give information, the children must give it to you and then the notes are made one what the level of the children are

Code: teachers have less rights than the children {1-1}

P 2: interview2atlas.txt - 2:128 (794:802) (Super)

Media: ANSI

Codes: [parents do threaten the school] [teachers have less rights than the children]

But you see parents, well I mean we have had parents at our school threatening to sue, you know coming in with a doctor's letter that a teacher had you know and I mean the teacher may have, so you know that type of thing and I do not believe that you should hit children and things, but it just makes you feel that you are emasculated, you have got no rights a child has more rights than you, that type of thing.

Code: teachers lack communication ans problemsolving skills {1-0}~

P 4: interview4atlas.txt - 4:36 (482:489) (Super)

Media: ANSI

Codes: [teachers lack communication ans problemsolving skills]

Yes to work with feedback, even to communicate in adverse circumstances when everything is not always perfect. And I mean if the teacher is not even skilled in that, how can you possibly teach a child to be skilled in that?

Code: teachers loose their individuality {1-0}

P 3: interview3atlas.txt - 3:54 (562:565) (Super)

Media: ANSI

Codes: [teachers loose their individuality]

You know where do teachers' individuality come in? We have to do things that work for us. You know you have to something that works for you.

Code: teachers must also learn to work in groups {1-0}

P 5: interviewatlas5.txt - 5:32 (495:504) (Super)

Media: ANSI

Codes: [teachers must also learn to work in groups]

En dan met die personeel ook. Hulle moet in 'n groep saamwerk. So hulle moet leer om mekaar se behoeftes, hulle leer mekaar beter ken waar hulle miskien met vakonderwys het elkeen sy eie vakkie gehad, hy opereer op sy eie manier, nou moet hulle noodwendig bymekaar kom. So ek dink dit gaan vir personeel ondersteuning gee, kan die personeel

mekaar leer ken.

Code: teachers must deliver a service irrespective of their political views {1-0}

P 5: interviewatlas5.txt - 5:34 (533:541) (Super)

Media: ANSI

Codes: [teachers must deliver a service irrespective of their political views]

Met ander woorde jy kan nie in jou eie politieke oortuiging kan jy nie in jou onderwys situasie waarin jy is kan jy dit nie op die voorgrond plaas nie. Jy moet heeltemal op die agtergrond omdat jy 'n diens lewer. Ja en jy moet in jou gemeenskap diens lewer en dit is mense met verskillende politieke oortuigings.

Code: teachers need all the support {1-0}

P 2: interview2atlas.txt - 2:73 (439:440) (Super)

Media: ANSI

Codes: [teachers need all the support]

So that you will have to have all the support.

Code: teachers need to learn to guide, prompt and probe without taking over {1-0}

P 2: interview2atlas.txt - 2:91 (533:536) (Super)

Media: ANSI

Codes: [teachers need to learn to guide, prompt and probe without taking over]

And you have got to learn to actually guide and prompt and probe without taking over, you know I am the adult, you know that type of thing.

Code: teachers perception: no privacy {2-0}

P 1: INTerview1atlas.txt - 1:71 (360:365) (Super)

Media: ANSI

Codes: [teachers perception: no privacy] [tp: code of conduct: all in writing]

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

P 1: INTerview1atlas.txt - 1:79 (404:405) (Super)

Media: ANSI

Codes: [teachers perception: no privacy] [teaching practice: invading privacy]

I cannot go to a party any more?

Code: teachers perception: no respect as a female {1-0}

P 2: interview2atlas.txt - 2:143 (872:873) (Super)

Media: ANSI

Codes: [teachers perception: no respect as a female]

no respect as a female

Code: teachers refuse to cooperate {1-0}

P 1: INTerview1atlas.txt - 1:30 (183:186) (Super)

Media: ANSI

Codes: [teachers refuse to cooperate] [tp: too much preparation]

I know for a fact at some government schools where the teachers have refused to cooperate because of the classes and the preparation involved in differentiation

Code: teachers should be held responsible and accountable {1-0}

P 4: interview4atlas.txt - 4:35 (471:477) (Super)

Media: ANSI

Codes: [teachers should be held responsible and accountable]

To me it is totally wrong because I feel where do you ever get that experience because I mean those are the skills that we are supposed to teach children how to be able in a way to defend themselves, to have the skills to communicate.

Code: teachers suffer from inertia {1-0}

P 2: interview2atlas.txt - 2:151 (946:950) (Super)

Media: ANSI

Codes: [further training: not enough additional training and prof. growth] [teachers suffer from inertia]

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

Code: teachers teach merely to keep their post {1-0}

P 1: INTerview1atlas.txt - 1:51 (281:285) (Super)

Media: ANSI

Codes: [teachers teach merely to keep their post]

You know that type of thing. Again with the perception instead of teaching the way you would like to teach you rather teach according to how you think, shoot from the top. They expect you to teach so that you maintain your job, which is (inaudible).

Code: teachers themselves do not understand {1-0}

P 4: interview4atlas.txt - 4:17 (274:295) (Super)

Media: ANSI

Codes: [further training: inadequate skills] [teachers themselves do not understand]

I would say that my experience that I have with black teachers when I go on these teaching lectures and stuff like that, is that they themselves do not understand and they themselves have such inadequate skills and I cannot see, I mean even and I am almost weighing up black and white against each other, but even in our own schools which I am talking about a white school now, that some teachers and this is perhaps something that I should mention, is that I have noticed that teachers, if your heart is not in teaching then you are definitely not going to walk that extra mile to get yourself knowledgeable and to bring the knowledge to the classroom and to try and equip your children with the necessary skills.

Code: teachers try to stay away from any discomfort {1-0}

P 4: interview4atlas.txt - 4:31 (428:437) (Super)

Media: ANSI

Codes: [emotional response: resistance to change] [teachers try to stay away from any discomfort]

Unfortunately I have to say no, because I have just made a rather disturbing discovery today that teachers try and get away, they really try most of them try and get away with as little as possible and with as little discomfort to themselves and this little system that they have created for themselves.

Code: teachers who did do training do not necessarily train their colleagues {1-0}

P 3: interview3atlas.txt - 3:62 (697:701) (Super)

Media: ANSI

Codes: [teachers who did do training do not necessarily train their colleagues]

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

Code: teachers who have methods that work for them are not likely to change those ways {1-1}

Code: teachers: need a lot more support {1-0}

P 5: interviewatlas5.txt - 5:16 (189:192) (Super)

Media: ANSI

Codes: [teachers: need a lot more support]

Ek sou sê my, hoe ek gesien het, ek sou gesê het op hierdie stadium behoort hulle meer ondersteuning te kan gee.

Code: teaching has lost some very good teachers due to low salaries and the pressure {1-0}

P 3: interview3atlas.txt - 3:69 (774:789) (Super)

Media: ANSI

Codes: [effect of change implementation: too much red tape] [effect: antidepressants] [emotional response: teach for the love of it] [morale is low; emotional response: demands are inhuman] [teaching has lost some very good teachers due to low salaries and the pressure] [teaching practice: classes are getting bigger] [teaching practice: time constraints: incredible long hours]

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

and I think that they ...

Code: teaching is about giving to humanity {1-0}

P2: interview2atlas.txt - 2:137 (841:844) (Super)

Media: ANSI

Codes: [teaching is about giving to humanity] [teaching is altruistic]

I decided to be a teacher I did it because you know that is all altruistic, you know giving to humanity, all that sort of thing.

Code: teaching is altruistic {1-0}

P2: interview2atlas.txt - 2:137 (841:844) (Super)

Media: ANSI

Codes: [teaching is about giving to humanity] [teaching is altruistic]

I decided to be a teacher I did it because you know that is all altruistic, you know giving to humanity, all that sort of thing.

Code: teaching is in an protected environment {1-0}

P4: interview4atlas.txt - 4:28 (392:399) (Super)

Media: ANSI

Codes: [teaching is in an protected environment] [tp: only few teachers take responsibility for their mistakes]

I am saying this coming from a background where I worked in the private sector for many years, teachers work in such a protected environment and I see very little, if any, taking responsibility for mistakes that they might make

Code: teaching morale is very low {0-0}

Code: teaching practice {0-1}

Code: teaching practice effect: cosmetic changes {1-0}

P4: interview4atlas.txt - 4:21 (316:318) (Super)

Media: ANSI

Codes: [emotional response apathetic] [teaching practice effect: cosmetic changes]

I think they will make a few cosmetic changes and for the rest they could not be bothered.

Code: teaching practice lack of clear understanding {1-0}

P6: PHDquestionnaireatlas.txt - 6:51 (160:160) (Super)

Media: ANSI

Codes: [teaching practice lack of clear understanding]

lack of clear understanding

Code: teaching practice: {1-0}

P2: interview2atlas.txt - 2:72 (437:439) (Super)

Media: ANSI

Codes: [teaching practice:]

Now the teacher is actually trying to implement, you know much more, well it is a totally different system, you know far less structured.

Code: teaching practice: OBE loopholes for lazy teachers {1-0}

P 2: interview2atlas.txt - 2:49 (277:280) (Super)

Media: ANSI

Codes: [teaching practice: OBE loopholes for lazy teachers] [tp: OBE: insecure teachers can get away with doing nothing]

Ja, because there are loopholes with, you know your lazy teacher, your insecure teacher can get away with doing nothing, you know that sort of thing.

Code: teaching practice: children's potential is discounted {1-0}

P 2: interview2atlas.txt - 2:88 (515:520) (Super)

Media: ANSI

Codes: [ft: teachers need to be re-educated] [teacher perception: teacher think they are the body of knowledge] [teaching practice: children's potential is discounted]

You know you teach children and you are the body of knowledge and there is no such thing as a child having the potential to actually feed the educational primate and all that is in a classroom, so it is a total re-education of your teachers.

Code: teaching practice: classes are getting bigger {2-0}

P 1: INTerview1atlas.txt - 1:28 (182:182) (Super)

Media: ANSI

Codes: [teaching practice: classes are getting bigger]

lasses are getting bigger

P 3: interview3atlas.txt - 3:69 (774:789) (Super)

Media: ANSI

Codes: [effect of change implementation: too much red tape] [effect: antidepressants] [emotional response: teach for the love of it] [morale is low; emotional response: demands are inhuman] [teaching has lost some very good teachers due to low salaries and the pressure] [teaching practice: classes are getting bigger] [teaching practice: time constraints: incredible long hours]

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Code: teaching practice: delegate and authorise accountability {1-0}~

P 4: interview4atlas.txt - 4:38 (514:523) (Super)

Media: ANSI

Codes: [teaching practice: delegate and authorise accountability]

Exactly, and if a teacher knows that she has to come face to face with parents and still be able to stand her ground and to say but this is why I am doing it like this and to be able to come up with some sort of, not an excuse, but with a reason, method in her madness or call it whatever you want.

Code: teaching practice: invading privacy {1-0}

P 1: INTerview1atlas.txt - 1:79 (404:405) (Super)

Media: ANSI

Codes: [teachers perception: no privacy] [teaching practice: invading privacy]

I cannot go to a party any more?

Code: teaching practice: it's a pity that we do not learn from the past {1-0}

P 2: interview2atlas.txt - 2:56 (316:320) (Super)

Media: ANSI

Codes: [change past: world wide people are moving back to more conservative and traditional education] [ft: we should learn from others' experiences] [teaching practice: it's a pity that we do not learn from the past]

Also I do feel that it is a pity that we do not learn from the past and other people's experience, because you know worldwide people are going back to conservative and traditional education.

Code: teaching practice: lack of basic teaching skills {1-0}

P 4: interview4atlas.txt - 4:23 (324:335) (Super)

Media: ANSI

Codes: [teacher perception: value is placed on window dressing] [teacher perception: window dressing: files should look good to show they are competent] [teaching practice: lack of basic teaching skills]

As long as they have got files that in a way show that they are competent, so they are always very eager to lay their hands on teaching material and in a way might show that they are competent, but I think when it gets down to the very basic teaching of trying to convey certain skills and competencies to the children I think there is a lack all over, regardless of colour, training, whatever.

Code: teaching practice: lack of change facilitation leads to harm {1-0}

P 6: PHDquestionnaireatlas.txt - 6:37 (131:132) (Super)

Media: ANSI

Codes: [teaching practice: lack of change facilitation leads to harm]

Harm can be done if the process is not handled properly.

Code: teaching practice: little parental support for the teachers {1-0}

P 3: interview3atlas.txt - 3:74 (847:852) (Super)

Media: ANSI

Codes: [teaching practice: little parental support for the teachers]

Or just, yes. Or just accepting what you have decided, you know a child will come to you and say I do not have to come

to the gala because my mother says it is a waste of time.
Okay now the gala, what educational value, that is a whole
new issue, but it is just the attitude you know.

Code: teaching practice: lots of energy and you get little back {1-0}

P 3: interview3atlas.txt - 3:29 (168:172) (Super)

Media: ANSI

Codes: [teaching practice: lots of energy and you get little back]

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

Code: teaching practice: maths needs to learnt in a practical and concrete way {1-0}

P 3: interview3atlas.txt - 3:25 (144:147) (Super)

Media: ANSI

Codes: [teaching practice: maths needs to learnt in a practical and
concrete way]

You have got to work with it practically, you have got to
work with it semi concrete, you have got to work with it
abstract.

Code: teaching practice: need criteria for lessons {1-0}

P 1: INTerview1atlas.txt - 1:11 (77:79) (Super)

Media: ANSI

Codes: [teaching practice: need criteria for lessons]

Criteria that you are, they say before you start a lesson
you say this is going to be communication skills.

Code: teaching practice: need watchdogs {1-0}

P 2: interview2atlas.txt - 2:54 (302:305) (Super)

Media: ANSI

Codes: [ft: OBE workshops too late] [teaching practice: need watchdogs]
[tp: support is needed at grassroot levels]

Ja you have got to have watchdogs, you have got to have
support systems at grassroots and what they did was then
try and run the workshop, it was too late.

Code: teaching practice: needs a lot of hard work {1-0}

P 6: PHDquestionnaireatlas.txt - 6:35 (127:127) (Super)

Media: ANSI

Codes: [teaching practice: needs a lot of hard work]

Needs a lot of hard work

Code: teaching practice: needs are in the rural areas {1-0}

P 2: interview2atlas.txt - 2:24 (140:140) (Super)

Media: ANSI

Codes: [teaching practice: needs are in the rural areas]

needs are in the rural areas

Code: teaching practice: new homework policy in writing {1-0}

P 1: INTerview1atlas.txt - 1:72 (371:372) (Super)

Media: ANSI

Codes: [teaching practice: new homework policy in writing]

You know you have to have a homework policy detention one, everything has got to be in black and white

Code: teaching practice: new maths does not work {1-0}

P 1: INTerview1atlas.txt - 1:26 (165:168) (Super)

Media: ANSI

Codes: [emotional response: some older staff are keen to get new ideas]
[teaching practice: new maths does not work]

Some older staff are always keen to get new ideas, but I would say in general people are always say especially when its given and then this is what will be done, I know when that new math's

Code: teaching practice: no drilling of maths in the OBE way {1-0}

P 3: interview3atlas.txt - 3:52 (526:531) (Super)

Media: ANSI

Codes: [teaching practice: no drilling of maths in the OBE way]

Another thing that really worries me, I mean we have been, was a product of where they threw the drilling of maths out and we had to experiment and I know that a whole lot of my generation could not spell, we do not know our tables because of the system that we had.

Code: teaching practice: no more teaching only facilitating {1-0}

P 3: interview3atlas.txt - 3:53 (554:557) (Super)

Media: ANSI

Codes: [teaching practice: no more teaching only facilitating]

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

Code: teaching practice: not only academic performance is assessed {1-0}

P 4: interview4atlas.txt - 4:3 (35:46) (Super)

Media: ANSI

Codes: [teaching practice: not only academic performance is assessed]
[teaching practice:OBE other forms of assessment are incorporated]

And the other thing that I regarded as a very positive thing was that they are going to do in OBE, that they are going to do away with just assessing a child on his academic performance, that other variants of skills and of achievements are also going to be included in assessment and also in teaching subjects that they are going to extend in some way or another.

Code: teaching practice: OBE assessment is still on an individual basis {1-0}

P 3: interview3atlas.txt - 3:44 (382:383) (Super)

Media: ANSI

Codes: [teaching practice: OBE assessment is still on an individual basis]

Finally to really assess a child you have to do that individually.

Code: teaching practice: OBE children seen as individuals {1-0}

P 3: interview3atlas.txt - 3:8 (32:36) (Super)

Media: ANSI

Codes: [teaching practice: OBE children seen as individuals]

I think our children have sat too long too quiet trying to absorb knowledge. I also think what the good thing about it is that it actually takes children and sees them as individuals, as the one child cannot learn like that so he can learn like that.

Code: teaching practice: OBE groupwork: assessment is different {1-0}

P 3: interview3atlas.txt - 3:43 (364:370) (Super)

Media: ANSI

Codes: [group work:OBE groupwork is important for children to learn on their own] [teaching practice: OBE groupwork: assessment is different]

You see you are supposed to use different assessments. Now once again the group work is nice, I think that is an incredibly important part of the OBE because we have trained children to work on their own and then they go out in the labour force where they have to work in groups and they have never been taught to do t

Code: teaching practice: OBE in our school we have done that type of teaching {1-0}

P 3: interview3atlas.txt - 3:41 (334:339) (Super)

Media: ANSI

Codes: [teaching practice: OBE in our school we have done that type of teaching]

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

Code: teaching practice: OBE is the way that I have been teaching {1-0}

P 4: interview4atlas.txt - 4:2 (29:35) (Super)

Media: ANSI

Codes: [teaching practice: OBE is the way that I have been teaching]

One of them was that I personally have been very close to teaching in the OBE way, because I think I have always tried to make my lessons different and to steer away from sort of very archaic ways of teaching.

Code: teaching practice: OBE learners are exposed to teachers' confusion {1-0}

P 3: interview3atlas.txt - 3:36 (255:264) (Super)

Media: ANSI

Codes: [teaching practice: OBE learners are exposed to teachers' confusion]

RESPONDENT: No. I just feel we get thrown into the deep end, you know there are these kids that are coming up that have been exposed to this. It is now March, almost April. In April they are going to start training the grade 3

teachers. Now what has happened between January and April?
I mean by the time they feel comfortable with it then you
are looking at June, July, August already. So every year
these kids have had these teachers trying to ...

Code: teaching practice: OBE need equipment {1-0}

P 3: interview3atlas.txt - 3:42 (344:359) (Super)

Media: ANSI

Codes: [effect: OBE: effects for the future will be even more illiterate
people] [funding: resources: OBE: platteland do not have
the resources] [teaching practice: OBE need equipment]

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

Code: teaching practice: OBE resisting: we still drill maths {1-0}

P 3: interview3atlas.txt - 3:67 (759:762) (Super)

Media: ANSI

Codes: [teaching practice: OBE resisting: we still drill maths]

I mean the OBE can say what it wants, but it gets drilled,
because, and it is not written anywhere, but maths well we
drill you know. So there are hidden ...

Code: teaching practice: OBE strong children should not always be the leaders {1-0}

P 3: interview3atlas.txt - 3:13 (62:65) (Super)

Media: ANSI

Codes: [teaching practice: OBE strong children should not always be the
leaders] [tp: OBE: bossy boot can be overpowering]

And your bossy boots can often be totally overpowering, but
you make sure that your strong children are not always the
leaders.

Code: teaching practice: OBE widens the gap {1-0}

P 2: interview2atlas.txt - 2:45 (252:259) (Super)

Media: ANSI

Codes: [policy change: OBE good philosophy] [teacher perception: OBE:
experienced teachers know where to hold on the syllabi
and when not to] [teaching practice: OBE widens the gap]
[tp: OBE: better teachers can have a ball]

Ja the philosophy behind it, but I actually believe that it
widens the gap, because your better teachers, you know your
superior teachers can have an absolute ball, which means
your independent school teachers, your teachers that are
better qualified, that have better experience, know about
lateral thinking, can actually, they know where to hold on
to syllabus, when to.

Code: teaching practice: old recipes work {1-0}

P 1: INTerview1atlas.txt - 1:22 (144:151) (Super)

Media: ANSI

Codes: [emotional response: older staff feel threatened] [teaching practice: old recipes work] [tp: effect: duck-and-divers will do even less] [tp: younger staff are quite keen]

Different people, I must say your older a very staff feel very threatened always. They feel that they have a recipe that works and so on. A lot of your younger staff are quite keen. They do not mind but again I have picked in my own experience the teacher who you always know who is always ducking and diving, they are always the ones to grab first on something that means less work, that means you know I do not have a specific, you know preparing questions there on, ho

Code: teaching practice: teachers need to be very organised {1-0}

P 2: interview2atlas.txt - 2:80 (462:470) (Super)

Media: ANSI

Codes: [teaching practice: teachers need to be very organised]

And boy, you know to get it on the ground I was so very organised that I actually had, I had leave out forms that every boy signed as to where they were, which I could check up at any time because they were allowed to be off the campus, they were allowed to be at the local library, they were allowed to be videoing and photographing, they were allowed to be with their tutor.

Code: teaching practice: time constraints: incredible long hours {1-0}

P 3: interview3atlas.txt - 3:69 (774:789) (Super)

Media: ANSI

Codes: [effect of change implementation: too much red tape] [effect: antidepressants] [emotional response: teach for the love of it] [morale is low; emotional response: demands are inhuman] [teaching has lost some very good teachers due to low salaries and the pressure] [teaching practice: classes are getting bigger] [teaching practice: time constraints: incredible long hours]

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Code: teaching practice:OBE other forms of assessment are incorporated {1-0}

P 4: interview4atlas.txt - 4:3 (35:46) (Super)

Media: ANSI

Codes: [teaching practice: not only academic performance is assessed] [teaching practice:OBE other forms of assessment are incorporated]

And the other thing that I regarded as a very positive

thing was that they are going to do in OBE, that they are going to do away with just assessing a child on his academic performance, that other variants of skills and of achievements are also going to be included in assessment and also in teaching subjects that they are going to extend in some way or another.

Code: they are not sure {1-0}

P 7: PHDquestionaireatlas2.txt - 7:58 (140:140) (Super)
Media: ANSI
Codes: [they are not sure]

they are not sure

Code: thorough planning {1-0}

P 7: PHDquestionaireatlas2.txt - 7:32 (74:74) (Super)
Media: ANSI
Codes: [thorough planning]

thorough planning

Code: Through follow-ups {1-0}

P 7: PHDquestionaireatlas2.txt - 7:55 (129:129) (Super)
Media: ANSI
Codes: [Through follow-ups]

Through follow-ups

Code: Through the principal {1-0}

P 7: PHDquestionaireatlas2.txt - 7:17 (45:45) (Super)
Media: ANSI
Codes: [Through the principal]

Through the principal

Code: time constraints: incredible long hours {0-0}

Code: time is problematic {0-0}

Code: to explain to other {1-0}

P 7: PHDquestionaireatlas2.txt - 7:66 (156:156) (Super)
Media: ANSI
Codes: [to explain to other]

to explain to other

Code: to learn 'how to' {1-0}

P 7: PHDquestionaireatlas2.txt - 7:39 (94:94) (Super)
Media: ANSI
Codes: [to learn 'how to']

to learn 'how to'

Code: too many teachers stagnate {1-0}

P 5: interviewatlas5.txt - 5:36 (606:611) (Super)

Media: ANSI

Codes: [too many teachers stagnate]

o. Wat my natuurlik baie pla is baie ouens wat baie, daar is te veel ouens vir my wat stagneer, wat net eenvoudig sê: ek stel nie belang nie, en dit maak my bekommerd voel

Code: tp effect: disciplines structure is breaking down {1-0}

P 2: interview2atlas.txt - 2:114 (692:702) (Super)

Media: ANSI

Codes: [policy change: selling education to a resistant market; due to lack of discipline] [tp effect: disciplines structure is breaking down] [tp: discipline and right to quality education] [tp: emphasis is on the rights of children] [tp: rights of education]

I think from the point of view, you know the whole sort of discipline structure, the breaking down of the discipline structure and the emphasis on rights of individuals, you know and the rights of children, you know it is actually impacting on the rights of education and in fact I think ultimately the child's primary right is the right to good education and if you take away the discipline structure, because as I have said before, at school meetings you know we are actually selling a product to a resistant market.

Code: tp: {1-2}

P 1: INTerview1atlas.txt - 1:33 (195:195) (Super)

Media: ANSI

Codes: [tp:]

Always an excuse.

Code: tp: =teaching practice {0-0}

Code: tp: bright children are copied {1-2}

P 2: interview2atlas.txt - 2:103 (642:647) (Super)

Media: ANSI

Codes: [group work: children merely copy] [tp: bright children are copied] [tp: problems are not visible]

You also find, my sister said her biggest worry is that many of the children, you know problems do not emerge as easily because a lot of the children, because of everything being group work they copy, people that do not know themselves, actually copy the bright ones.

Code: tp: bright children set the pace {1-2}

P 2: interview2atlas.txt - 2:104 (647:650) (Super)

Media: ANSI

Codes: [tp: bright children set the pace]

So then the bright are setting the pace and you are not picking up remedial problems and things like that or you may not be picking it up.

Code: tp: change should be spelt out clearly {1-0}

P 4: interview4atlas.txt - 4:27 (378:390) (Super)

Media: ANSI

Codes: [further training: few teachers are really willing to learn new things] [tp: change should be spelt out clearly]

And I think that makes up a very small group of people, basically people who want to find out very quickly how to do the job and they are perfectly happy to stick to it. They will change, permitted that the new set of rules is spelt out very clearly, but if there is any input from their side that they have to go and explore and look for new ways and come up with new ideas and even challenge themselves

Code: tp: children become confused {1-2}

P 1: INTerview1atlas.txt - 1:27 (174:176) (Super)

Media: ANSI

Codes: [ft: teachers are not well equipped] [tp: children become confused]

But the kids are being so confused because the teachers are not, you know experienced they do not know it well enough to pass it on.

Code: tp: children bring information {1-0}

P 1: INTerview1atlas.txt - 1:13 (89:90) (Super)

Media: ANSI

Codes: [teachers give not information] [tp: children bring information]

you do not give information, the children must give it to you and then the notes are made one what the level of the children are

Code: tp: children can query the teacher {1-0}

P 2: interview2atlas.txt - 2:116 (714:717) (Super)

Media: ANSI

Codes: [morale: it has broken down teachers] [teacher perception: low sense of self] [tp: children can query the teacher]

So from there I think that is really, it has broken teachers down a lot, you know their sense of self respect that a child can query them.

Code: tp: children: confusion amongst pupils {1-1}

P 1: INTerview1atlas.txt - 1:54 (290:296) (Super)

Media: ANSI

Codes: [emotional response: teachers are uptight] [emotional response: breaks down the relationship between teachers and children] [tp: children: confusion amongst pupils]

The teacher also then tends to be not nasty, but you know a little bit more uptight with the group and then they do not understand, you know they cannot understand why this one is so rude today, you know normally or whatever. So it causes a bit of confusion there as well and it also breaks down on the relationship between the teacher and the children.

Code: tp: clear objectives for group work {1-0}

P 2: interview2atlas.txt - 2:105 (657:661) (Super)

Media: ANSI

Codes: [group work: the group structure is important] [tp: clear

objectives for group work]

But you have got to mix, you know you must have homogenous group, you must have heterogeneous groups, you know and you must have a clear objective as to what you are grouping for, you know that is something else.

Code: tp: code of conduct: all in writing {1-1}

P 1: INTerview1atlas.txt - 1:71 (360:365) (Super)

Media: ANSI

Codes: [teachers perception: no privacy] [tp: code of conduct: all in writing]

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

Code: tp: creative teachers find is easier to change {1-0}

P 5: interviewatlas5.txt - 5:30 (456:461) (Super)

Media: ANSI

Codes: [tp: creative teachers find is easier to change]

Die ouens wat, en daar sien ek ook ouens wat 'n bietjie meer kreatief is, wat gewoon is om dinge nie net op een manier te doen nie, hulle het 'n verskeidenheid fasette wat hulle byvoorbeeld 'n les aanpak.

Code: tp: discipline and right to quality education {1-0}

P 2: interview2atlas.txt - 2:114 (692:702) (Super)

Media: ANSI

Codes: [policy change: selling education to a resistant market; due to lack of discipline] [tp effect: disciplines structure is breaking down] [tp: discipline and right to quality education] [tp: emphasis is on the rights of children] [tp: rights of education]

I think from the point of view, you know the whole sort of discipline structure, the breaking down of the discipline structure and the emphasis on rights of individuals, you know and the rights of children, you know it is actually impacting on the rights of education and in fact I think ultimately the child's primary right is the right to good education and if you take away the discipline structure, because as I have said before, at school meetings you know we are actually selling a product to a resistant market.

Code: tp: discipline is a problem {1-0}

P 3: interview3atlas.txt - 3:57 (610:614) (Super)

Media: ANSI

Codes: [group work: OBE group work is problematic particularly because it is noisy] [tp: discipline is a problem]

I have spoken to some of the government school teachers you know and their biggest problem with this whole thing is the discipline, the incredible amount of noise, because it is group work.

Code: tp: discipline problem {1-0}

P 5: interviewatlas5.txt - 5:14 (141:147) (Super)

Media: ANSI

Codes: [tp: discipline problem]

Daar is nog maar dissipline probleme ook, met die gevolg hulle kom nie altyd by al die afdelingtjies uit nie en dan gebeur dit partykeer dat hulle sit en sê hoor ek kon nou nie by daardie ding uitgekome het nie, en hierdie een skat ek dit en dit en dit.

Code: tp: discipline problems:by law the teacher may not touch the child {1-0}

P 2: interview2atlas.txt - 2:127 (787:789) (Super)

Media: ANSI

Codes: [tp: discipline problems:by law the teacher may not touch the child]

In terms of the law there is nothing I can do to protect you, you touched that child.

Code: tp: effect in group work; stronger child carries weaker child {1-0}

P 1: INTerview1atlas.txt - 1:7 (50:53) (Super)

Media: ANSI

Codes: [group work is okay] [group work: individual is still important] [tp: effect in group work; stronger child carries weaker child]

here are certain things that group work should be involved and all that, but the individual is still important and they have moved away totally from individuals so that your stronger child is now carrying your weaker child.

Code: tp: effect: children flourish with the freedom {1-0}

P 2: interview2atlas.txt - 2:82 (473:476) (Super)

Media: ANSI

Codes: [tp: effect: children flourish with the freedom] [tp:freedom is not licensed]

You know I mean that was, and you have to and the children flourished with the freedom, but the teacher has, you know freedom is not licensed.

Code: tp: effect: duck-and-divers will do even less {1-1}

P 1: INTerview1atlas.txt - 1:22 (144:151) (Super)

Media: ANSI

Codes: [emotional response: older staff feel threatened] [teaching practice: old recipes work] [tp: effect: duck-and-divers will do even less] [tp: younger staff are quite keen]

Different people, I must say your older a very staff feel very threatened always. They feel that they have a recipe that works and so on. A lot of your younger staff are quite keen. They do not mind but again I have picked in my own experience the teacher who you always know who is always ducking and diving, they are always the ones to grab first on something that means less work, that means you know I do not have a specific, you know preparing questions there on, ho

Code: tp: emphasis is on the rights of children {1-0}

P 2: interview2atlas.txt - 2:114 (692:702) (Super)

Media: ANSI

Codes: [policy change: selling education to a resistant market; due to lack of discipline] [tp effect: disciplines structure is breaking down] [tp: discipline and right to quality education] [tp: emphasis is on the rights of children] [tp: rights of education]

I think from the point of view, you know the whole sort of discipline structure, the breaking down of the discipline structure and the emphasis on rights of individuals, you know and the rights of children, you know it is actually impacting on the rights of education and in fact I think ultimately the child's primary right is the right to good education and if you take away the discipline structure, because as I have said before, at school meetings you know we are actually selling a product to a resistant market.

Code: tp: everything in teaching is predetermined {1-0}

P 1: INTerview1atlas.txt - 1:88 (473:473) (Super)

Media: ANSI

Codes: [tp: everything in teaching is predetermined]

everything is predetermined

Code: tp: experienced teachers are forced to follow the code of conduct {1-1}

P 1: INTerview1atlas.txt - 1:75 (381:385) (Super)

Media: ANSI

Codes: [tp: experienced teachers are forced to follow the code of conduct]

So suddenly for somebody like me I mean I have been teaching for ten years, to suddenly be told you know ten years in private education that from now onwards you will behave according to this set piece of paper.

Code: tp: facilitating is an art {1-0}

P 2: interview2atlas.txt - 2:89 (524:524) (Super)

Media: ANSI

Codes: [tp: facilitating is an art]

Facilitating is an art

Code: tp: financial spending changes {1-0}~

P 2: interview2atlas.txt - 2:64 (380:387) (Super)

Media: ANSI

Codes: [tp: financial spending changes]

you know I was suggesting something to them which was an obvious thing, you know not spending R30,00 on a reading book for each child. You know take that amount of money and buy 20 different books and you know the look of shock on their faces was but if there is different books everybody will not be on the same page.

Code: tp: focus on the individual pupil and not the education system {1-0}

P 4: interview4atlas.txt - 4:52 (713:719) (Super)

Media: ANSI

Codes: [tp: focus on the individual pupil and not the education system]

I am still willing to do that, but to concern myself with the system and in a way I have given up on that. I am concerning myself with individuals that go through my hands and I always see it as a positive sign.

Code: tp: following protocol {1-1}

P 1: INTerview1atlas.txt - 1:84 (446:446) (Super)
Media: ANSI
Codes: [tp: following protocol]

you have to now follow and it is one of the maybe ...

Code: tp: groupwork: children felt they were not important in the group {1-0}

P 2: interview2atlas.txt - 2:97 (571:573) (Super)
Media: ANSI
Codes: [group work effect: children feel they are dominated by others]
[tp: groupwork: children felt they were not important in the group]

They had the feeling that people were dominating and that they were not important in the group.

Code: tp: heavy work load {1-0}

P 5: interviewatlas5.txt - 5:22 (304:314) (Super)
Media: ANSI
Codes: [tp: heavy work load]

want hierdie is 'n groot werkslading, dit is baie tyd, dit is baie ure wat daarin gesit moet word, dit is baie toewyding, ek moet gaan sit en beplan, ek moet my assessering doen, ek het baie tyd nodig om dit te doen en binne hulle sosiale storie wat hulle doen om by al daardie dinge by te hou, om by 'n buitemuurse program by te hou dink ek is dit partykeer moeilik ook. So dit is, dit veroorsaak ook 'n probleem.

Code: tp: hidden curriculum {2-0}

P 3: interview3atlas.txt - 3:65 (720:722) (Super)
Media: ANSI
Codes: [information insufficient] [tp: hidden curriculum]

Or no information. But I think there are things that you are doing that are not written down that ...

P 3: interview3atlas.txt - 3:78 (720:722) (Super)
Media: ANSI
Codes: [tp: hidden curriculum]

n. But I think there are things that you are doing that are not written down that ...

Code: tp: knowledge: need to know policy change but do not follow slavishly {1-0}

P 2: interview2atlas.txt - 2:2 (10:14) (Super)
Media: ANSI
Codes: [private school: must know what is going on out there] [tp: knowledge: need to know policy change but do not follow slavishly]

But being a private school there is also that awareness, you know one has to know what is going on in order to know

what one has to do and what one is entitled not to, because we do have follow slavishly.

Code: tp: less time to be with children {1-0}

P 5: interviewatlas5.txt - 5:15 (175:180) (Super)

Media: ANSI

Codes: [tp: less time to be with children]

Want wat die probleem daar is dat onderrig of bemoeienis met die kind gaan in die proses verlore. Want die een juffrou het byvoorbeeld vir my gesê: ek weet nie of ek so baie by die kinders uitkom soos in die verlede nie.

Code: tp: OBE workshops much earlier for awareness and advertisement {1-0}

P 2: interview2atlas.txt - 2:55 (305:313) (Super)

Media: ANSI

Codes: [change implementation: OBE should only NOW be implemented]

[change implementation: should be the other way round]

[effect: advertising creates awareness of policy change]

[tp: OBE workshops much earlier for awareness and advertisement]

You know it should have been the other way around. You know it should be getting implemented now, you know the work at the end of the ANC you know their, what was it 1994, their four year term of office, started, you know get the workshops going, get an awareness, advertise, you know advertising does a wonderful thing, because it has had so much ...

Code: tp: OBE: better teachers can have a ball {1-0}

P 2: interview2atlas.txt - 2:45 (252:259) (Super)

Media: ANSI

Codes: [policy change: OBE good philosophy] [teacher perception: OBE:

experienced teachers know where to hold on the syllabi and when not to] [teaching practice: OBE widens the gap]

[tp: OBE: better teachers can have a ball]

Ja the philosophy behind it, but I actually believe that it widens the gap, because your better teachers, you know your superior teachers can have an absolute ball, which means your independent school teachers, your teachers that are better qualified, that have better experience, know about lateral thinking, can actually, they know where to hold on to syllabus, when to.

Code: tp: OBE: bossy boot can be overpowering {1-0}

P 3: interview3atlas.txt - 3:13 (62:65) (Super)

Media: ANSI

Codes: [teaching practice: OBE strong children should not always be the

leaders] [tp: OBE: bossy boot can be overpowering]

And your bossy boots can often be totally overpowering, but you make sure that your strong children are not always the leaders.

Code: tp: OBE: can work if children are really disciplined {1-0}

P 2: interview2atlas.txt - 2:102 (637:640) (Super)

Media: ANSI

Codes: [tp: OBE: can work if children are really disciplined]

But you know you cannot expect anything like that to work without a disciplined group of children, children that will listen to others, that type of thing you know.

Code: tp: OBE: children cannot only experience maths {1-0}

P3: interview3atlas.txt - 3:24 (142:144) (Super)

Media: ANSI

Codes: [tp: OBE: children cannot only experience maths]

Children cannot experience maths, they can experience it but it cannot just be experience, it has got to be drill work as well.

Code: tp: OBE: entails an incredible lot of work {1-0}

P2: interview2atlas.txt - 2:69 (418:420) (Super)

Media: ANSI

Codes: [change implementation: OBE: lots of work into implementation] [tp: OBE: entails an incredible lot of work]

Well number 1 it entails an incredible amount of work to do it properly, you know the implementation of it.

Code: tp: OBE: hard working teachers works even harder {1-0}

P3: interview3atlas.txt - 3:16 (91:94) (Super)

Media: ANSI

Codes: [effect: OBE: lazy teacher can get away with being lazier] [tp: OBE: hard working teachers works even harder]

So you have got to, and that worries me, because your lazy teacher can get away with being lazier, your hard working teacher is going to work harder.

Code: tp: OBE: insecure teachers can get away with doing nothing {1-0}

P2: interview2atlas.txt - 2:49 (277:280) (Super)

Media: ANSI

Codes: [teaching practice: OBE loopholes for lazy teachers] [tp: OBE: insecure teachers can get away with doing nothing]

Ja, because there are loopholes with, you know your lazy teacher, your insecure teacher can get away with doing nothing, you know that sort of thing.

Code: tp: OBE: participation is very important {1-0}

P3: interview3atlas.txt - 3:7 (31:32) (Super)

Media: ANSI

Codes: [tp: OBE: participation is very important]

I think the participation is very, very important.

Code: tp: OBE: peer evaluation {1-0}

P3: interview3atlas.txt - 3:11 (47:51) (Super)

Media: ANSI

Codes: [tp: OBE: peer evaluation]

Now what I do is I also take the evaluation, I evaluate them, I let the group evaluate each other, each member and then I let the class evaluate each group because they have

got to present.

Code: tp: OBE: there is a lot of good in the ways of assessing {1-0}

P 2: interview2atlas.txt - 2:60 (353:354) (Super)

Media: ANSI

Codes: [tp: OBE: there is a lot of good in the ways of assessing]

ways of assessing, there is a lot of good in it. But you also ...

Code: tp: OBE: weak child will have learnt nothing after a cycle {1-0}

P 3: interview3atlas.txt - 3:10 (41:47) (Super)

Media: ANSI

Codes: [tp: OBE: weak child will have learnt nothing after a cycle]

Your weak one will sit back and let the whole lot do for him and I have noticed, I have done some things that some children actually walk out of a two week cycle or a three week cycle and they have learnt nothing, because they have allowed everybody else to do everything for them.

Code: tp: one must be allowed your professionalism {1-0}

P 1: INTerview1atlas.txt - 1:92 (499:500) (Super)

Media: ANSI

Codes: [tp: one must be allowed your professionalism]

one must be allowed your professionalism

Code: tp: only few teachers take responsibility for their mistakes {1-0}

P 4: interview4atlas.txt - 4:28 (392:399) (Super)

Media: ANSI

Codes: [teaching is in an protected environment] [tp: only few teachers take responsibility for their mistakes]

I am saying this coming from a background where I worked in the private sector for many years, teachers work in such a protected environment and I see very little, if any, taking responsibility for mistakes that they might make

Code: tp: people must really want to teach to {1-0}

P 4: interview4atlas.txt - 4:56 (836:836) (Super)

Media: ANSI

Codes: [tp: people must really want to teach to]

people must really want to teach to

Code: tp: prepared to take on extra work {1-0}

P 2: interview2atlas.txt - 2:8 (33:37) (Super)

Media: ANSI

Codes: [tp: prepared to take on extra work]

I was quite prepared to take on the extra work, it was a hell of a lot of work and it ended up actually being a session where we were feeding information to Afrikaans schools that were pretending to be offering first language.

Code: tp: problems are not visible {1-0}

P 2: interview2atlas.txt - 2:103 (642:647) (Super)

Media: ANSI

Codes: [group work: children merely copy] [tp: bright children are copied] [tp: problems are not visible]

You also find, my sister said her biggest worry is that many of the children, you know problems do not emerge as easily because a lot of the children, because of everything being group work they copy, people that do not know themselves, actually copy the bright ones.

Code: tp: professionalism and freedom to choose {1-1}

P 1: INTerview1atlas.txt - 1:93 (498:504) (Super)

Media: ANSI

Codes: [teacher perception: OBE is too wishy washy] [tp: professionalism and freedom to choose]

Each thing is going to be handled in a different way and I think that one must be allowed your professionalism as a right to make that form of decision as to how you are going to, and don't get me wrong, I believe in structure because again when I am saying the OBE is falling, it is too wishy washy (MECHANICAL INTERRUPTION - END OF SIDE 1A)

Code: tp: pupils feel the pressure {1-0}

P 1: INTerview1atlas.txt - 1:52 (290:290) (Super)

Media: ANSI

Codes: [tp: pupils feel the pressure]

pupils feel the pressure

Code: tp: resistance to change: groupwork not always good: children need peace and quiet to absorb {1-0}

P 3: interview3atlas.txt - 3:60 (633:638) (Super)

Media: ANSI

Codes: [tp: resistance to change: groupwork not always good: children need peace and quiet to absorb]

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

Code: tp: rights of education {1-0}

P 2: interview2atlas.txt - 2:114 (692:702) (Super)

Media: ANSI

Codes: [policy change: selling education to a resistant market; due to lack of discipline] [tp effect: disciplines structure is breaking down] [tp: discipline and right to quality education] [tp: emphasis is on the rights of children] [tp: rights of education]

I think from the point of view, you know the whole sort of discipline structure, the breaking down of the discipline structure and the emphasis on rights of individuals, you know and the rights of children, you know it is actually impacting on the rights of education and in fact I think ultimately the child's primary right is the right to good education and if you take away the discipline structure, because as I have said before, at school meetings you know we are actually selling a product to a resistant market.

Code: tp: school life regulates personal life {1-1}

P 1: INTerview1atlas.txt - 1:81 (425:431) (Super)

Media: ANSI

Codes: [emotional response: I have never felt this before] [teacher:
transition: teacher behaviour is scrutinised] [tp:
school life regulates personal life]

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

Code: tp: shocking classroom activities {1-0}

P 4: interview4atlas.txt - 4:43 (605:613) (Super)

Media: ANSI

Codes: [emotional response and tp window dressing] [teacher perception:
window dressing leads to safety] [tp: shocking classroom activities]

Ja and I am coming back to the window dressing. As long as the file and what is in the file and that can be shown on paper, as long as that is in order then the teacher is fairly safe. But what goes on a daily, minute to minute basis in that classroom is sometimes shocking, it is shocking really.

Code: tp: so much work is involved {1-0}

P 2: interview2atlas.txt - 2:79 (460:462) (Super)

Media: ANSI

Codes: [emotional response: so exciting] [tp: so much work is involved]

It is so much work, I know because I used to run a tutor system, at WHPS, and it was so exiting.

Code: tp: some children cannot work with a lot of noise {1-0}

P 3: interview3atlas.txt - 3:58 (618:623) (Super)

Media: ANSI

Codes: [effect in the classroom discipline deteriorates] [tp: some children cannot work with a lot of noise]

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

Code: tp: step by step guidance {1-0}~

P 4: interview4atlas.txt - 4:25 (364:369) (Super)

Media: ANSI

Codes: [tp: step by step guidance]
Memos: [step by step guidance->4:25 then they might try new things]

So they feel safe in that environment of, and they might be willing to try new things provided that they have been provided with the knowledge in an absolutely step by step

way.

Code: tp: structured support or policing system is needed {1-0}

P 2: interview2atlas.txt - 2:75 (443:444) (Super)

Media: ANSI

Codes: [tp: structured support or policing system is needed]

You would have to have a support system or policing system, a very structured one.

Code: tp: support is needed at grassroot levels {1-0}

P 2: interview2atlas.txt - 2:54 (302:305) (Super)

Media: ANSI

Codes: [ft: OBE workshops too late] [teaching practice: need watchdogs]
[tp: support is needed at grassroot levels]

Ja you have got to have watchdogs, you have got to have support systems at grassroots and what they did was then try and run the workshop, it was too late.

Code: tp: teacher has power in the classroom {1-0}

P 4: interview4atlas.txt - 4:42 (586:601) (Super)

Media: ANSI

Codes: [emotional response: wall building in order to keep the change out] [tp: teacher has power in the classroom]

They build a wall, there is a wall that goes up, that is a wall that goes up. Now the minute that the teacher puts up the wall, I mean the child in the classroom, that which should have been in the classroom or that which should have been able to come into the classroom - change, reform, call it what you want, that is kept away. Because that is one thing, the teacher has in the classroom, still has a fairly great amount of power to keep things out or to let things come in.

Code: tp: teachers are now facilitators {1-0}

P 2: interview2atlas.txt - 2:78 (451:455) (Super)

Media: ANSI

Codes: [teachers as facilitators need to know exactly where they going with the children] [tp: teachers are now facilitators]
[tp: the more freedom children have, the more the teacher facilitates]

The more freedom children have, the more you as the facilitator of it, because you are now not the educator (inaudible) you as the facilitator have to know exactly where you are going.

Code: tp: teachers are striving to give their best {1-0}

P 4: interview4atlas.txt - 4:48 (661:673) (Super)

Media: ANSI

Codes: [emotional response: acceptance of change] [tp: teachers are striving to give their best]

At this point in time I have sort of, I have come to terms with certain things. I know what I want in life and I know that in my classroom I am going to bring in the necessary changes and if it is not for the children then even it is for myself, just to know that I still want to do, I still

want to participate and then one thing that I feel strongly about, I want to give a child that has been sitting in my classroom the very best.

Code: tp: teachers are told what to do: you will do as we say {1-0}

P 3: interview3atlas.txt - 3:22 (137:139) (Super)

Media: ANSI

Codes: [tp: teachers are told what to do: you will do as we say]

Well I think all through the years it has been very much you will do as we say.

Code: tp: teachers need structures to hold on to {1-0}

P 5: interviewatlas5.txt - 5:27 (357:359) (Super)

Media: ANSI

Codes: [tp: teachers need structures to hold on to]

Die onderwysers is nog maar lief om vas te hou aan 'n struktuur.

Code: tp: teaching takes a lot of energy {1-0}

P 3: interview3atlas.txt - 3:15 (81:85) (Super)

Media: ANSI

Codes: [further training: OBE some teachers do not have enough experience] [tp: teaching takes a lot of energy]

What concerns me is that some teachers might not have the experience or the drive, you know because teaching takes an incredible amount of energy and you actually, there is a drive behind it.

Code: tp: the more freedom children have, the more the teacher facilitates {1-0}

P 2: interview2atlas.txt - 2:78 (451:455) (Super)

Media: ANSI

Codes: [teachers as facilitators need to know exactly where they going with the children] [tp: teachers are now facilitators] [tp: the more freedom children have, the more the teacher facilitates]

The more freedom children have, the more you as the facilitator of it, because you are now not the educator (inaudible) you as the facilitator have to know exactly where you are going.

Code: tp: time is problematic {1-0}

P 1: INTerview1atlas.txt - 1:35 (199:199) (Super)

Media: ANSI

Codes: [tp: time is problematic]

And it is always time

Code: tp: to differentiate the teachers may not always know exactly where very child is in progress {1-0}

P 2: interview2atlas.txt - 2:65 (387:392) (Super)

Media: ANSI

Codes: [tp: to differentiate the teachers may not always know exactly where very child is in progress]

Memos: [to differentiate the teachers may not always know exactly where very child is in progress->3:65]

You know they will not be able to follow and I suddenly realised, gee you know I mean I am so far beyond the (inaudible) cat has its own mat and everybody is doing it together, that you know you cannot just walk in, you have got to know exactly at what level everybody is.

Code: tp: too much freedom: children get lost {1-0}

P 3: interview3atlas.txt - 3:27 (180:185) (Super)

Media: ANSI

Codes: [tp: too much freedom: children get lost]

Okay, but this whole freedom, you know let us discuss, and you have got two children on the carpet that cannot discuss, they are at 10 000 places but they are not there. So you know that child will go to his desk in his group work, he does not know what is going on.

Code: tp: too much preparation {1-0}

P 1: INTerview1atlas.txt - 1:30 (183:186) (Super)

Media: ANSI

Codes: [teachers refuse to cooperate] [tp: too much preparation]

I know for a fact at some government schools where the teachers have refused to cooperate because of the classes and the preparation involved in differentiation

Code: tp: very aware of the detail of specific changes {1-0}

P 2: interview2atlas.txt - 2:1 (8:10) (Super)

Media: ANSI

Codes: [emotional response: very aware of how changes impact the school's policy changes] [tp: very aware of the detail of specific changes]

No obviously at my level I am very aware of detail that is specific changes and how they would impact on our policy changes.

Code: tp: we are doing our own thing {1-0}

P 3: interview3atlas.txt - 3:66 (732:739) (Super)

Media: ANSI

Codes: [tp: we are doing our own thing]

Yes I think it is a definite, it is definitely in our schools you know. I think we do especially at our school and the further the subsidy goes the more we are going to do our own thing any way. You know you have got to stay within what is expected more or less because the children leave to go to other schools, otherwise you ...

Code: tp: we develop our own methods {1-0}

P 2: interview2atlas.txt - 2:37 (209:210) (Super)

Media: ANSI

Codes: [tp: we develop our own methods]

You know we develop our own methods.

Code: tp: workload increase {1-0}

P 2: interview2atlas.txt - 2:106 (668:675) (Super)

Media: ANSI

Codes: [teachers do not want to sacrifice their whole weekend for preparation] [tp: workload increase]

It is a lot more work, properly and your average teacher does not really want to spend his/her whole weekend, but it also calls for team preps I would say works very well, which we have got, you know very good in a junior primary, they all do team preps and then you get you know, new ideas coming in and then that comes down (inaudible) as well.

Code: tp: younger staff are quite keen {1-0}

P 1: INTerview1atlas.txt - 1:22 (144:151) (Super)

Media: ANSI

Codes: [emotional response: older staff feel threatened] [teaching practice: old recipes work] [tp: effect: duck-and-divers will do even less] [tp: younger staff are quite keen]

Different people, I must say your older a very staff feel very threatened always. They feel that they have a recipe that works and so on. A lot of your younger staff are quite keen. They do not mind but again I have picked in my own experience the teacher who you always know who is always ducking and diving, they are always the ones to grab first on something that means less work, that means you know I do not have a specific, you know preparing questions there on, ho

Code: tp:evaluation becomes easy {1-2}

P 1: INTerview1atlas.txt - 1:9 (63:66) (Super)

Media: ANSI

Codes: [effect: teacher can get away with a lot] [tp:evaluation becomes easy] [tp:evaluation may be biased]

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

Code: tp:evaluation is too wishy-washy {1-1}

P 1: INTerview1atlas.txt - 1:10 (70:73) (Super)

Media: ANSI

Codes: [policy change: knowledge: no clear understanding] [tp:evaluation is too wishy-washy]

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

Code: tp:evaluation may be biased {1-1}

P 1: INTerview1atlas.txt - 1:9 (63:66) (Super)

Media: ANSI

Codes: [effect: teacher can get away with a lot] [tp:evaluation becomes easy] [tp:evaluation may be biased]

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

Code: tp:freedom is not licensed {1-0}

P 2: interview2atlas.txt - 2:82 (473:476) (Super)

Media: ANSI

Codes: [tp: effect: children flourish with the freedom] [tp:freedom is not licensed]

You know I mean that was, and you have to and the children flourished with the freedom, but the teacher has, you know freedom is not licensed.

Code: tP; some teachers are too rigid {1-0}

P 5: interviewatlas5.txt - 5:31 (472:481) (Super)

Media: ANSI

Codes: [tP; some teachers are too rigid]

Ja hulle is baie rigied, hulle probeer nie verskillende tendense en dinge en eintlik as 'n mens mooi daaroor dink maak dit vir jousef ook die lewe baie makliker en ek dink dit maak die saak vir die onderwys baie meer bevredigend dat jy kan sê hoor hier ek kan dit op hierdie manier, maar daardie manier werk ook. Vir myself is dit verrykend, dit word nie vervelig.

Code: training for 2005 {1-0}

P 7: PHDquestionaireatlas2.txt - 7:2 (12:12) (Super)

Media: ANSI

Codes: [training for 2005]

Teachers must be trained for Curriculum 2005

Code: transition personal {0-0}

Code: transition: teacher as person during the process of change {0-0}

Code: transition: teacher behaviour is scrutinised {0-1}

Code: unclear understanding {0-0}

Code: workshops {1-0}

P 7: PHDquestionaireatlas2.txt - 7:52 (126:126) (Super)

Media: ANSI

Codes: [workshops]

workshops

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