

ADDENDUM E: ALL CODE FAMILIES

HU: PhD Education policy Change

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

Edited by: Super

Date/Time: 1999/09/20 - 12:19:59

Code Families

Code Family: education policy change

Created: 99/08/05 14:13 (Super)

Comment:

Codes (65)

[change implementation in education depends on the role of the principal] [change implementation: in education: market and sell the new ideas] [change implementation: course facilitators were not competent and not knowledgeable] [change implementation: education policy change is dragging.] [change implementation: mismanagement] [change implementation: should be the other way round] [effect in the classroom discipline deteriorates] [effect: education in the past: white teachers were so protected in the past] [effect: education is snowballing] [effect: education policy change prevents stagnation] [effect: schools are seen in terms of markets and values] [emotional response: believe in the old approach] [emotional response: careful responses since it could cost my job] [emotional response: change has brought about great fear, since no jobs are secure anymore] [emotional response: Change is adopted but not felt yet] [emotional response: change is not as expected] [emotional response: change offers opportunity for growth] [emotional response: despondency in teaching] [emotional response: difficult to change if top-down approach; change is imposed] [emotional response: education has taken away the 'calling'] [emotional response: education policy change puts a lot of pressure on teachers] [emotional response: education: people are passionate about education] [emotional response: resistance to change; difficult to cope because we are used to the old ways] [emotional response: terminology is confusion] [emotional response: education policy change is hard to accept] [ft: continuous learning for teaching] [ft: courses do motivate] [morale is low; emotional response: demands are inhuman] [morale low: decline in teacher

morale due to abolishment of corporal punishment] [policy change is politically driven] [policy change is politically motivated=teacher perception] [policy change: 1996 SA schools Act; amendments to address the inequalities in providing education] [policy change: 1996 School Act: board must be representative] [policy change: 1996 South Africa School Act] [policy change: Abolishment of corporal punishment] [policy change: addressing problem: centralised problemsolving] [policy change: change in governing body] [policy change: change in governing structures: many parents in governing body] [policy change: change in the organisation of the school] [policy change: content based to outcomes based education] [policy change: continuous assessment] [policy change: curriculum changes covered by the schools act] [policy change: Developmental appraisal system] [policy change: education in South Africa: we are heading for very difficult times in education] [policy change: OBE good philosophy] [policy change: past: education should have been addressed in 1948] [policy change:education in the past was more traditional education in South Africa] [policy changes must be gradual] [teacher as a person: code of conduct is essential for unprofessional teachers] [teacher perception: can educate a population to have the same opportunities] [teacher perception: cannot change the system] [teacher perception: cannot change the world] [teacher perception: cannot legislate a population to love one another] [teacher perception: education changes society] [teacher perception: education thrives because teachers think they the best] [teacher: transition: teacher behaviour is scrutinised] [teaching practice effect: cosmetic changes] [teaching practice: classes are getting bigger] [teaching practice: delegate and authorise accountability] [tp effect: disciplines structure is breaking down] [tp: change should be spelt out clearly] [tp: code of conduct: all in writing] [tp: discipline is a problem] [tp: discipline problems:by law the teacher may not touch the child] [tp: effect: duck-and-divers will do even less]

Code Family: effect of policy change particularly in the classroom
Created: 99/08/12 05:33 (Super)

Comment:

Codes (36)

[effect and emotional response: personal gain facilitates

change] [effect in classromm; discipline problem; family structure used to support the disciplined structure] [effect in the classroom discipline deteriorates] [effect of change implementation: too much red tape] [effect of change in the classroom; standards: cannot be maintained] [effect of change; standards: OBE standards are questioned] [effect of education policy change: children will through the education system and have learnt nothing] [effect of policy change: lowering educational standards] [effect there are loopholes] [effect: (discipline) loopholes for the lazy teacher] [effect: advertising creates awareness of policy change] [effect: all associated with the old regime is disgarded and thrown out] [effect: all will pass irrespective of knowledge levels] [effect: antidressants] [effect: education in the past: white teachers were so protected in the past] [effect: education is snowballing] [effect: education policy change prevents stagnation] [effect: in 10 years shortage of teachers] [effect: loopholes for lazyness] [effect: no personal time left to do much more] [effect: OBE: effects for the future will be even more illiterate people] [effect: OBE: lazy teacher can get away with being lazier] [effect: OBE: our school has not done much] [effect: redeployment: teacher with family can not start teaching in Hammanskraal tomorrow] [effect: Retrenchment and right sizing] [effect: school act does not really impact wealthy schools] [effect: schools are becoming more like business] [effect: schools are seen in terms of markets and values] [effect: slack attitude] [effect: small core of committed teachers stay behind] [effect: teacher can get away with a lot] [effect: teachers' impact on policy] [effect: there is room for flounders; where very little gets done] [effect: violence enters the schools] [effect: we are throwing out the baby with the bathwater] [effect: we do not know what is expected]

Code Family: emotions and feelings of change
Created: 99/08/05 13:38 (Super)

Comment:

Codes (141)

[emotional resonse: artificial defence] [emotional resonse: I make change work] [emotional resonse: I participated in an implementation survey and felt terror, because we had not implemented the changes] [emotional resonse: I sacraficed a

lot of my time for nothing] [emotional response: Some do not adapt at all] [emotional response: Some fear the changes] [emotional response: some see change as opening up new worlds] [emotional response: Stressful; it's hard to cope] [emotional response: teacher is under pressure.] [emotional response: teachers are overloaded] [emotional response: teachers are uptight] [emotional response and teaching practice effect: most teachers will not implement change] [emotional response and tp window dressing] [emotional response apathetic] [emotional response of disempowerment: pupils now have more power than teachers] [emotional response of threat: discipline; the day a child sue me, I am out] [emotional response: acceptance of change] [emotional response: adapt very slowly] [emotional response: always something new and teachers cannot keep up] [emotional response: anxiety] [emotional response: apathetic] [emotional response: artificial defense] [emotional response: believe in the old approach] [emotional response: breaks down the relationship between teachers and children] [emotional response: careful responses since it could cost my job] [emotional response: change has brought about great fear, since no jobs are secure anymore] [emotional response: Change is adopted but not felt yet] [emotional response: change is not as expected] [emotional response: change offers opportunity for growth] [emotional response: classroom is a nightmare] [emotional response: confusion] [emotional response: despondency] [emotional response: despondency in teaching] [emotional response: despondency: do less, because I cannot win] [emotional response: difficult to change if top-down approach; chnage is imposed] [emotional response: discouraged] [emotional response: dissatisfaction] [emotional response: do not know if I can cope] [emotional response: doubt] [emotional response: education has taken away the 'calling'] [emotional response: education policy change puts a lot of pressure on teachers] [emotional response: education: people are passionate about education] [emotional response: emotional outbreaks at meeting] [emotional response: encourages competitiveness] [emotional response: experiencing problems with policy change] [emotional response: false beliefs that change happens overnight] [emotional response: fear] [emotional response: frustration] [emotional response: full commitment to change and her pupils] [emotional response: gets your back up a little bit] [emotional response: I find the change exciting] [emotional response: I have a definite problem with it] [emotional response: I have never felt this before] [emotional response: I make change my own] [emotional response: imposing] [emotional response: insecure of what will

happen to our jobs] [emotional response: insecurity] [emotional response: it makes me uncomfortable] [emotional response: job: will I have one next year] [emotional response: lack of enthusiasm] [emotional response: little information is coming through] [emotional response: Lot of skepticism and doubt;] [emotional response: lots of stress] [emotional response: most teachers resist it.] [emotional response: most teachers will resist change] [emotional response: my rebellion, don't impose the structure at the cost of teacher uniqueness] [emotional response: negative attitude] [emotional response: no job satisfaction] [emotional response: non-participation in the planning of change have problem implementing them] [emotional response: not enough time to adapt to change] [emotional response: older staff feel threatened] [emotional response: older teachers especially find to difficult] [emotional response: outstanding and highly experienced teachers are threatened by change] [emotional response: passion for teaching and learning] [emotional response: Perplexed and confused] [emotional response: policy change requires a positive attitude] [emotional response: resist change because it involves too much work] [emotional response: resistance of change] [emotional response: resistance to change] [emotional response: resistance to change because it is politically driven] [emotional response: resistance to change; difficult to cope because we are used to the old ways] [emotional response: retrenchment causes threat] [emotional response: secured jobs] [emotional response: sense of achievement or accomplishment, after completing some work is gone] [emotional response: so exciting] [emotional response: some feel very unsafe to try out new things] [emotional response: some older staff are keen to get new ideas] [emotional response: some people are gullible/deceived by their expectations] [emotional response: some teachers will never be open to policy change] [emotional response: strange] [emotional response: stress and anxiety due to lack of knowledge] [emotional response: stress becomes visible through lack of enthusiasm] [emotional response: teach for the love of it] [emotional response: teacher do not feel professional] [emotional response: teacher lack security] [emotional response: teacher uncommitted] [emotional response: teacher uniqueness is ignored] [emotional response: teachers are under pressure] [emotional response: teachers do not feel respected] [emotional response: teachers feel secluded.] [emotional response: teachers feel threatened] [emotional response: teachers get thrown into the deep end of change] [emotional response: tension and pressure] [emotional response:

terminology is confusion] [emotional response: the greater the threat, the more anxious, the more some kind of protection and support is need] [emotional response: The whole OBE thing worries me,] [emotional response: threat: because they will not know how to do it] [emotional response: to change the way of teaching for 25 years causes fear] [emotional response: told not to worry; yet still fear] [emotional response: tp: do not more than I have to] [emotional response: uncertain] [emotional response: Uncertainty] [emotional response: unsure of what is to happen to their school] [emotional response: very aware of how changes impact the school's policy changes] [emotional response: wall building in order to keep the change out] [emotional response: we are not very sure about our situation] [emotional response: we try not to get too emotional about it (denial)] [emotional response: what does the future hold for us in 5 years] [emotional response: will I be able to cope?] [emotional response: willingness to learn new things] [emotional response: willingness to teach in the best way] [emotional response: education policy change is hard to accept] [emotional responses screaming and shouting at OBE meetings] [emotional responses: positive and passive] [emotional responses: too many expectations] [emotions and feelings are attached to change] [feeling financially depressed] [feeling frustrated] [feeling incompetent] [feeling insecure] [feeling insufficient] [feelings and understandings of policy change over time] [feelings of threat and personality of the teacher are related] [feelings: fear of failure] [feelings: fears of retrenchment,] [feelings: Feel doubtful of the future.] [feelings: insecurity due to redeployment] [feelings: insecurity i.t.o. redeployment] [feelings: insecurity in employment] [feelings: insecurity in the sense of funding] [feelings: It's a challenge]

Code Family: further training and development for change
Created: 99/08/12 05:35 (Super)

Comment:

Codes (57)

[ft: after one course of training we do not know it all] [ft: all teachers should do facilitation training] [ft: continuous learning for teaching] [ft: courses do motivate] [ft: effect of training of teachers: own interpretations of interpretations] [ft: facilitation is a skill] [ft: further

training] [ft: knowledge about policy facilitates policy change] [ft: knowledge: policy change needs thorough understanding] [ft: knowlegde: some teachers cannot make change work, because they do not know how] [ft: OBE workshops too late] [ft: OBE: invitations to meetings are too late] [ft: OBE: some teachers have attended courses] [ft: OBE: teachers may attend the workshops but will still continue in their old ways of of teaching] [ft: OBE: we have missed out due to late invitations to workshops] [ft: older teachers are maybe not trained properly] [ft: people have to be programmed] [ft: relief teaching program during traning] [ft: representative to workshop] [ft: some teachers make great efforts in staying informed through further training] [ft: structure is needed in teaching] [ft: teachers are not seen as professionals] [ft: teachers are not well equipped] [ft: teachers need to be re-educated] [ft: the facilitation process consists of steps which we do not know] [ft: the representative workshops with staff] [ft: trainers: insufficient skills to convey the information] [ft: training courses cannot be attended in our own time since there is reallly little time left in the demanding job] [ft: training should take place for week, not only an afternoon] [ft: we should learn from others' experiences] [ft: workshop had some good ideas] [ft: workshop on 2005 is only information] [ft: workshop on 2005 was attended] [ft: workshop was brief] [ft: workshop was one day only] [ft: workshopped the workshop with staff] [further training and comfortable response towards change are interlinked or connected] [further training: few teachers are really willing to learn new things] [further training: I had good training in group work] [further training: in-service training needs to be advertised] [further training: inadequate skills] [further training: learning listening skills] [further training: less qualified teachers have no guidance] [further training: less qualified teachers should have more step by step guidance] [further training: little feedback is given to teachers for personal growth and learning] [further training: lots of training is needed] [further training: many teachers regress] [further training: most teachers do not seek further education] [further training: no communication after the workshop] [further training: no facilitation training is given] [further training: not enough additional training and prof. growth] [further training: OBE courses attended were of poor standard] [further training: OBE meeting: we were told no drill work] [further training: OBE some teachers do not have enough experience] [further training: OBE training is not aligned] [further training: OBE workshop barrier: English]

[mismanagement of change: workshop information received after the actual meeting]

Code Family: group work

Created: 99/08/12 05:37 (Super)

Comment:

Codes (26)

[group work effect: children feel they are dominated by others] [group work is okay] [group work: before or after something new] [group work: brainstorming] [group work: bright children are copied] [group work: bright children set the pace] [group work: children merely copy] [group work: difficult] [group work: independent work in different groups] [group work: individual is still important] [group work: is the group strong enough to pull in weaker children] [group work: leaves little room for individual 'correction'] [group work: never in the middle of something] [group work: noisy] [group work: OBE danger of group work: the weak child does nothing] [group work: OBE group work is problematic particularly because it is noisy] [group work: older staff perceive this as play] [group work: people do not automatically share and do teamwork] [group work: research activities] [group work: sharing] [group work: teachers do not have enough training] [group work: teachers have to be very organised] [group work: team not always so good, because they do not want to borrow others' ideas] [group work: the group structure is important] [group work: we see brainstorming in our groups,] [group work:OBE groupwork is important for children to learn on their own]

Code Family: information process and sources of information

Created: 99/08/12 05:40 (Super)

Comment:

Codes (20)

[information comes via other schools] [information from Gauteng Department of Education] [information from media] [information from other schools cause unconscious forms of stress] [information from the University] [information

insufficient] [information is little from the department]
[information late: frustrating] [information none]
[information on OBE: all need to be informed; management and
parents too] [information: from newsletters] [information: not
properly disseminated] [information: OBE most info comes via
the media] [information: OBE: everybody must know what is
going on] [information: source of policy information:
Government Gazette] [information: teachers are uninformed]
[information: Through circular] [information: Through courses]
[information: warped messages] [information: OBE no holistic
understanding]

Code Family: limited resources: funding
Created: 99/08/12 05:36 (Super)

Comment:

Codes (7)

[funding more equitable] [funding: future: insecure future
ito. funding] [funding: no policy] [funding: resources: OBE:
platteland do not have the resources] [funding: same
allocation to schools] [funding: wealthier schools make their
own arrangements] [teacher: transition: teacher behaviour is
scrutinised]

Code Family: morale
Created: 99/08/12 05:41 (Super)

Comment:

Codes (15)

[morale has declined due to fear of change] [morale is low
:Declined due to frustration of teachers] [morale is low also
in private education where jobs are secure] [morale is low due
to fear of the unknown] [morale is low in education] [morale
is low: decreased morale due to uncertainties] [morale is low;
emotional response: demands are inhuman] [morale low: decline
in teacher morale due to abolishment of corporal punishment]
[morale low: feeling disempowered: learner who have more
freedom then they.] [morale: good planning of policy change
boosts the morale] [morale: it has broken down teachers]
[morale: Low due to lack of discipline] [morale: low morale]

[morale: teaching morale is very low] [morale: very low]

Code Family: policy change implementation

Created: 99/08/05 14:19 (Super)

Comment:

Codes (31)

[change implementation in education depends on the role of the principal] [change implementation: in education: market and sell the new ideas] [change implementation: clear objectives are important] [change implementation: course facilitators were not competent and not knowledgeable] [change implementation: education policy change is dragging.] [change implementation: mismanagement] [change implementation: not enough resources] [change implementation: OBE phasing in is silly and uncondusive] [change implementation: OBE should only NOW be implemented] [change implementation: OBE we only heard of and little implementation is seen] [change implementation: OBE: lots of work ito implementation] [change implementation: research prior to implementation] [change implementation: resistance to change: drill work is still important] [change implementation: should be the other way round] [change implementation: something new has replaced the old ways but soon it was realised that this was not working] [change implementation: sway heart and minds of teachers] [change implementation: teachers are thrown in the deep end of change] [effect: advertising creates awareness of policy change] [effect: all associated with the old regime is disgarded and thrown out] [emotional response: believe in the old approach] [emotional response: breaks down the relationship between teachers and children] [emotional response: careful responses since it could cost my job] [emotional response: change has brought about great fear, since no jobs are secure anymore] [policy change: Abolishment of corporal punishment] [teacher perception: can educate a popoulation to have the same opportunities] [teacher perception: cannot change the system] [teacher perception: cannot change the world] [teacher perception: cannot legislate a population to love one another] [tp: bright children are copied] [tp: bright children set the pace] [tp: problems are not visible]

Code Family: policy change: context

Created: 99/08/14 17:45 (Super)

Comment:

Codes (40)

[policy change is politically driven] [policy change and expectations] [policy change appears ambiguous;] [policy change from department that schools must implement] [policy change is politically motivated=teacher perception] [policy change was necessary since so many were excluded] [policy change: 1996 SA schools Act; amendments to address the inequalities in providing education] [policy change: 1996 School Act: board must be representative] [policy change: 1996 South Africa School Act] [policy change: Abolishment of corporal punishment] [policy change: addressing problem: centralised problemsolving] [policy change: change in governing body] [policy change: change in governing structures: many parents in governing body] [policy change: change in the organisation of the school] [policy change: content based to outcomes based education] [policy change: continuous assessment] [policy change: curriculum changes covered by the schools act] [policy change: Developmental appraisal system] [policy change: does cause a lot of dissatisfaction,] [policy change: education in South Africa: we are heading for very difficult times in education] [policy change: employment act and redeployment] [policy change: knowledge: no clear understanding] [policy change: OBE good philosophy] [policy change: OBE is the biggest change] [policy change: past: education should have been addressed in 1948] [policy change: questioning structures] [policy change: redeployment in paper fine but not realistic] [policy change: selling a policy change needs to be done with enthusiasm] [policy change: selling education to a resistant market; due to lack of discipline] [policy change: education in the past was more traditional education in South Africa] [policy changes must be gradual] [policy does nothing.] [policy has to be in writing ready for inspection by government] [policy implementation: political changes in education has little impact of what happens in the classroom] [policy implementation: the fact that we had not implemented the change helped the investigation as to why not and establishing where the pitfall are] [policy influences in the classroom] [policy production: documents had been written, although we were made to believe that we were part of that process] [policy production: the qualifications framework had been

written already although we were told that we were going to have some input] [policy production: we were led to believe we would influence policy change with the view to curriculum] [politics: what happens in education is politically motivated]

Code Family: teachers' thinking and perceptions

Created: 99/08/14 17:49 (Super)

Comment:

Codes (76)

[teacher as a person: code of conduct is essential for unprofessional teachers] [teacher participation in policy production: their input is important] [teacher perception and belief: I do not believe in corporal punishment] [teacher perception: can educate a population to have the same opportunities] [teacher perception: cannot change the system] [teacher perception: cannot change the world] [teacher perception: cannot legislate a population to love one another] [teacher perception: education changes society] [teacher perception: education thrives because teachers think they the best] [teacher perception: I am a good teacher,] [teacher perception: I am going to loose my job] [teacher perception: I am going to loose my job if I don't do what I am told] [teacher perception: I am going to loose my job irrespective of how good I teach] [teacher perception: I am good for the teaching profession] [teacher perception: I am highly efficient,] [teacher perception: I am too busy] [teacher perception: I am very efficient] [teacher perception: I see myself primarily as an academic] [teacher perception: low sense of self] [teacher perception: many people see themselves as experts of education] [teacher perception: OBE I thought it was a gimmik] [teacher perception: OBE is better implemented in government schools since we missed out on meetings] [teacher perception: OBE is too wishy washy] [teacher perception: OBE: experienced teachers know where to hold on the syllabi and when not to] [teacher perception: older teachers are set in their ways] [teacher perception: perspectives differ on the perception regarding experience in education] [teacher perception: some teachers see it as a compliment for doing things in the same way they did it 20 years ago] [teacher perception: teacher think they are the body of knolwedge] [teacher perception: teaching used to be fun] [teacher perception: Teaching: no basic respect as a

profession] [teacher perception: they think they are better than everybody else] [teacher perception: think I am very committed.] [teacher perception: value is placed on window dressing] [teacher perception: window dressing leads to safety] [teacher perception: window dressing: files should look good to show they are competent] [teacher perception: you are not entitled to be your person,] [teacher perceptions: inadequate salaries] [teacher personality: impacts to go the extra mile] [teacher: professionalism comes from the individual] [teacher: professionalism is difficult] [teacher: transition personal] [teacher: transition: teacher as person during the process of change] [teacher: transition: teacher behaviour is scrutinised] [teachers all have something to give] [teachers are giving it the best] [teachers are trained in the more conservative institutions] [teachers are uncommitted] [teachers as facilitators need to know exactly where they going with the children] [teachers believe in their own ideas] [teachers cannot move out their protected circle] [teachers do not have enough time] [teachers do not hold an exclusive body of knowledge] [teachers do not know] [teachers do not want to sacrifice their whole weekend for preparation] [teachers doubt if the change is really intended and assume that the authorities hope that they will put on their own 'stamp'] [teachers feel they are not the right thing] [teachers give not information] [teachers have less rights than the children] [teachers lack communication and problemsolving skills] [teachers lose their individuality] [teachers need all the support] [teachers need to learn to guide, prompt and probe without taking over] [teachers perception: no privacy] [teachers perception: no respect as a female] [teachers refuse to cooperate] [teachers should be held responsible and accountable] [teachers suffer from inertia] [teachers teach merely to keep their post] [teachers themselves do not understand] [teachers try to stay away from any discomfort] [teachers who did do training do not necessarily train their colleagues] [teachers who have methods that work for them are not likely to change those ways] [teaching has lost some very good teachers due to low salaries and the pressure] [teaching is about giving to humanity] [teaching is altruistic] [teaching is in an protected environment]

Code Family: teaching practice
Created: 99/08/14 17:43 (Super)

Comment:

Codes (112)

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

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

wishy-washy] [tp:evaluation may be biased] [tp:freedom is not licensed]

Code Family: Themes: CONTEXT OF EDUCATION POLICY CHANGE
Created: 99/08/16 15:17 (Super)

Comment:

Codes (18)

[challenge] [CONTEXT OF INFLUENCE] [CONTEXT OF PRACTICE]
[education policy change] [effect of policy change in the classroom] [emotional responses and feelings of policy change] [excitement] [further training and development] [group work] [implementation of policy change] [information process and sources of information] [limited resources: funding] [low morale] [politically driving force and influence] [selling influence] [teachers' thinking and perceptions] [teaching practice] [unclear understanding]

Code Family: transition phase: the beginning
Created: 99/08/14 17:46 (Super)

Comment:

Codes (0)

Code Family: transition phase: the ending
Created: 99/08/14 17:46 (Super)

Comment:

Codes (0)

Code Family: transition phase: the neutral zone
Created: 99/08/14 17:46 (Super)

Comment: