

**PRIMARY SCHOOL TEACHERS' EXPERIENCES
OF EDUCATION POLICY CHANGE
IN SOUTH AFRICA**

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by

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Abstract

South Africa has been in a process of far-reaching restructuring and currently is still experiencing a bombardment of many educational change policies. Education policy for educational change only becomes reality once it is implemented at the micro (classroom) level. Teachers indeed are the key role-players in this implementation phase and are unfortunately, more often than not, the silent voices in this process, ignored and discounted in this stage of educational change. How they experience and understand the policy change, or how the human side of policy change is contextualised, remains a mystery to be explored and explained. Furthermore, despite the growing literature on educational change and policy change, relatively little has been done on the experiences of primary school teachers and policy change in the context of developing countries such as South Africa. Available international literature on teachers' experiences of policy change relates mostly to educational practices that are well-resourced, where teachers are highly qualified, and teacher-student ratios are low. It appears reasonable to assume that teachers' experiences of education policy change in developing South African circumstances would be influenced and constructed by the contexts in which they work.

The broad purpose of this inquiry is to describe and explain primary school teachers' experiences of education policy change in South Africa. The immediate objective is to obtain new, deeper and more complex understandings of the less obvious issues that influence teachers' roles as implementors of education policy change. This study was conducted in an interpretive or qualitative mode. The following key question guided this investigation. *How do primary school teachers experience education policy change?* Semi-structured interviews, focus group discussions, and open-ended questionnaires were utilised in this study. This data was transcribed, and analysed using computer-aided qualitative data software, Atlas.ti. The data was analysed inductively, using open coding and a grounded theory approach. This approach

facilitated the coding process of the data. The data was interpreted on the basis of the literature, and presented in the last two chapters of this report.

The findings from this inquiry revealed four significant and interdependent themes, with a variety of sub-themes, which appear meaningful in understanding education policy change from the perspectives of teachers. These include the affective domain, emotional responses and contestations, issues relating to discipline and control, outcomes-based education, and lastly matters of values, teacher roles and their view of professionalism. While the contributions of this inquiry are not original in the sense of a prototype, the findings could add to the knowledge base of the complexities of education policy change. Some further questions are raised, which emerged during the inquiry and which might contribute to additional investigations on a wider spectrum and launch some critical debates on education policy change. The inquiry yields some concluding thoughts, which may inform policy change and its implementation.

Keywords:

1. Education policy change
2. Educational change in South Africa
3. Policy implementation
4. Emotions and education policy change
5. Teachers' experiences of policy change
6. Qualitative inquiry
7. Interpretive perspective
8. Computer aided qualitative data analysis software (CAQDAS)
9. Atlas.ti
10. Interviews and focus groups

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Addenda – See Volume 2

List of Abbreviations

ANC	African National Congress
C2005	Curriculum 2005
CAQDAS	Computer Aided Qualitative Data Analysis Software
COTEP	Committee on Teacher Education Policy
DoE	Department of Education
ELRC	Education Labour Relations Council
HTML	Hypertext Markup Language
HU	Hermeneutic Unit
NQF	National Qualifications Framework
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
WISE	Visualisation, Integration, Serendipity and Exploration [Atlas.ti software]

Chapter One

INTRODUCTION

Background to the Inquiry

1.1 Teachers and education policy change

1.1.1 Purpose of the research

The purpose of this inquiry is to describe and explain selected primary school teachers' experiences and understandings of education policy change in South Africa. This introduction contextualises the inquiry, states the broad problem of interest, formulates the key research questions, and identifies the limitations of the study. Lastly, it presents an outline for this dissertation.

The general context for this inquiry relates to ways in which education policy is understood, experienced, and put into practice by teachers. According to Darling-Hammond (1998:647-648),

In devising new policies for educational change, (we) need to understand that policy is not so much implemented as it is reinvented at each level of the system. What ultimately happens in schools and classrooms is less related to the intentions of policy makers than it is to the knowledge, beliefs, resources, leadership, and motivations that operate in local contexts.... In addition, policy makers need to understand that their intentions will land in an environment already constrained by geological layers of prior policies and local conditions that may be hostile to the desired changes.

The specific context shows teachers' experiences and understandings of education policy change – an understanding of both the macro education structure and context, and the micro dynamics of education policy change processes. Thus, in this study, education policy change is located in a wider social context as well as in a particular educational context which is constructed and shaped by teachers. This study places the teacher at the center, recognising that the processes in which the education system, education policy, and the roles and relations they encompass are implicated in education policy change and in educational reform efforts. The focus is on teachers' perspectives, experiences and understandings of education policy change. The importance of their experiences, I propose, cannot be underestimated. It is, after all, at the level of school and classroom practice that policy comes to life.

1.1.2 The context of education policy change

Inasmuch as the focus is on education policy change from the perspective of primary school teachers, the broader picture needs to be described and discussed in some detail, explicating the context of policy making and the integration of policy text into policy practice. Education policy is contextualised within the structures and boundaries of the education system, manifesting in collective and personal, individualised contexts. The latter are revealed in teachers' experiences and understandings, neither of which are usually articulated publicly. Such experiences and understandings may also inform the education policy process. Bowe and Ball (1992:22) argue that policy text is contested and interpreted by teachers in "relation to [their] own understanding, desires, values and purposes." Education policy initiatives inherently imply internal contradictions and tensions, which opposes the view that policy "gets done to people by a chain of implementors whose roles are clearly defined by legislation" (Bowe & Ball, 1992:7).

Education policy change signals educational change, and neither exist in a vacuum. For this inquiry I refer to "policy contexts" as developed by Bowe and Ball (1992:19-23) to explain the complexities of policy in terms of its influence,

production and implementation. Firstly, the *context of influence* refers to the context where public policy is generally instituted or conceived. Here policy discourses and discussions take place among interested groups of people who struggle to influence, ascertain and define the aims of social purposes of education. These struggles also involve debates concerning political issues from wider perspectives, which impact the dialogue for policy initiation and induction.

Secondly, the *context of policy text production* is related to the context of influence, in a complex and intricate manner. Policy texts are usually pronounced in a language of the general public good, which may relate to values of the future, appealing to political reason or symbolism (cf. Fullan, 1991:28). Hence, policy texts are often presented as official legal documents. These texts, however, may be intrinsically incoherent and unclear, sometimes leading to misunderstandings, generalisations, or even contradictions. Such texts need to be read in context – what Bowe and Ball (1992:21) refer to as intertextuality. In addition, Bowe and Ball (1992) contend that texts are outcomes of conflicts and negotiated compromises. Policies thus become textual interferences that bear substantial constraints, but also offer several possibilities or opportunities for educational practice.

Thirdly, the *context of practice* – where the particular focus of this study lies – is where reactions to the policy texts have genuine repercussions. If we concur with the notion of a contested terrain (Ozga, 2000:1), then education policy change is not simply delivered, received and employed; instead the policy text is interpreted, “re-created” and contested by various actors in the policy chain, the most important of which are teachers. This occurs from personal points of view, frames of reference, or personal value systems.

Participants in educational practice have vested interests in the meaning of policy, and certain parts may be rejected, disregarded or intentionally misunderstood. Ozga (2000:3) believes that teachers “have a strong influence on the interpretation of

policy, and they engage with policy at a number of levels, from the national level of formal policy making through to the informal arena of pupil-teacher relations.” Interpretations of policy text and the constructed meaning may be a process of struggle, since interpretations too are contested. The process of contestation does, however, have a productive element in the sense that creative and innovative ideas can come to the fore.

My view on this is that policy is often composed without teachers’ voices. This may contribute to teachers experiencing policy as a prescriptive device that is based on rules of conduct and implementation decided by “the others”. Teachers elucidate or interpret education policy into educational practice and implementation. According to Fullan (1992:vii), this may often fail in the implementation phase, because adequate implementation depends on how policy changes are perceived, particularly by the teachers who translate educational policy change into educational practice. Kerr (1976:iii) correspondingly argues that “the quality of our making and implementing of educational policies (as initiatives to educational change) depends, in large measure, upon the quality of our individual maps”, which encompass experiences, understandings and constructs of their meaning. These individual maps evolve through the human perceptions, meaning, understanding, experience, and values which co-create human behaviour.

In this study, I claim that teachers view themselves as cogs in a large bureaucratic machine. Teacher training occurred mostly in a non-critical manner – they were literally trained not to question, but to be obedient rote-learners and practitioners of a centrally-decided curriculum. It is very optimistic to expect teachers who were educated to believe that they are recipients of information rather than innovative thinkers, to see new policy as anything more than procedures to be memorised and reproduced in practice. This inquiry seeks to explore and explain how a group of teachers engaged with policy, and aims to capture the dynamic of the policy change

process – either submissive copying and reproduction at one end of the continuum, or critical interaction at the other end.

In the past decade, extensive research has been conducted on the subject of education policy change – for example, Ball and Bowe (1992), Berkhout and Wielemans (1999), Bowe and Ball with Gold (1992), Corson (1995), Fullan (1982, 1991, 1992, 1993, 1997), Hargreaves (1991, 1994a, 1994b, 1997), Harley *et al.* (2000), Jansen and Christie (1999), Nolan and Meister (2000), Ozga (2000). In the main, this body of research seeks to understand the sources, processes, and outcomes of education policy change.

Despite the growing literature on education and policy change, relatively little research has been done on the experiences of primary school teachers and policy change in the context of developing countries. Literature on teachers' experiences of policy change relates mostly to Western educational practices that are usually well-resourced, where teachers are highly qualified, and teacher-pupil ratios are low. It appears reasonable to assume that teachers' experiences and understandings of policy change in a changing South African would be influenced and constructed by the contexts in which they work.

1.1.3 Teachers' roles in education policy change

From the previous section, there is little doubt that it is a complex task to put into operation education policy initiatives which aim at effective implementation and practice through programmes, processes and human participation. This inevitably implies a long-term commitment from teachers to education policy change in order to complement and enhance educational practice. Teachers are counted upon to contribute to sound policy practice by being committed to executing the policy change in order to facilitate the educational process and to improve their students' capacity to learn. Fullan (1991:xiii) suggests that

... if a healthy respect for and mastery of the change process does not become a priority, even well-intentioned change initiatives [i.e. policy] will continue to create havoc among those who are in the firing line. Careful attention to a small number of key details during the change process can result in the experience of success, new commitments, and the excitement and self-satisfaction of accomplishing something that is important.

One such important detail, which appears to be missing, relates to the teachers' worlds, their perspectives of this complex process of education policy change and the consequences thereof. This signifies a need for a conception of their understandings and perceptions, an appreciation of their experiences, feelings and emotions, and how these in turn may influence educational practice. Fullan (1991:4) emphasises that the meaning of educational change is a central issue, because "... people do not have a clear, coherent sense of meaning about what educational change is for, what it is, and how it proceeds". He elaborates:

... the problem of meaning is central to making sense of educational change. In order to achieve greater meaning, we must come to understand both the small and the big picture. The small picture concerns the subjective meaning or lack of meaning for individuals at all levels of the educational system. Neglect of the phenomenology of change – that is, how people actually experience [education policy] change as distinct from how it might have been intended – is at the heart of the spectacular lack of success of most social reforms (Fullan, 1991:4).

However, within developing countries – including South Africa – not many attempts have been made to inquire into the teacher's world in the educational and transformational contexts, which we have witnessed in the past few years. Qualitative inquiries could disclose teachers' responses, subjective meanings (Fullan, 1991:32-36), and their experiences of the processes of policy change. Such knowledge might inform policy makers, administrators, and school managers towards more efficient and effective implementation.

With reference to the “contested terrain” and the context of practice (cf. Bowe & Ball, 1992) of education policy change, values also play an important role. Unless new values are adopted, no visible change will take place. In simpler terms, education policy change does not take place only in what teachers *do* but also in what they primarily *value*. Put differently, valuing without doing will not bring about change. This assumes a change in values which, according to Fullan (1991:8), is difficult to assess in education due to differences between rhetoric and reality. Such rhetoric is important considering that education policy constitutes a process that strives to impose values and to allocate values for the future (cf. Berkhout & Wielemans, 1999). The imposition and allocation of values for the future are evidently part of the process of education policy development and change, which are clearly interwoven and interdependent.

I have decided to employ qualitative research into education policy change from the perspective of teachers and their subjective realities. Such an inquiry into experiences and understandings embodies these contestations, the vested interests in the meaning of policy, the interpretations, the emotional processes (cf. Fullan, 1997:216-233), and sometimes the unconscious dynamics (cf. Halton, 1994:11-18).

These insights may inform the dynamics of education policy change and new understandings may foster more meaningful and constructive educational change. On the macro level such insights may be helpful particularly in the planning phase of education policy making. On the micro level, findings may inform school management and human (teacher) resource development programmes including change management programmes.

Understanding the micro perspective of policy change cannot be complete without mentioning the context of the macro or national level, which is imperative for studies in comparative education and education management (cf. Crossley & Vulliamy, 1997:8-9). A holistic contemplation of a national education system,

particularly in the context of policy change, and an attempt to understand this process from the local perspective is also relevant. Furthermore, the context at the micro level is significant, for precisely at this level direct linkages between qualitative research and comparative education have become increasingly evident in recent years. Comparative education can make important contributions to understanding schooling through qualitative research, which can bring together macro and micro level analyses by recognising the interrelationships between the different levels. According to Crossley and Burns (1983),

such combinations of macro- and micro-level studies, both being contextually grounded, accord well with both the traditions and the emerging trends of comparative and international education; and offer ways of more effectively linking policy and practice (cited by Crossley & Vulliamy, 1997:10).

Furthermore, Crossley and Vulliamy (1997:7-8) argue that the issue of constructing meaning appears to be a preoccupation of the postmodern era. The infinite variety in how people interpret the world and choose to engage with its challenges is recognised and seen as legitimate and also as inevitable. They quote Kandel (1993:XIX), who says:

In order to understand, appreciate and evaluate the real meaning of the education system of a nation, it is essential to know something of its history and traditions, of the forces and attitudes governing its social organisations, of the political and economic conditions that determine its development.

This section has provided the background for the inquiry, and a brief introduction to the investigation of teachers' experiences and understandings of education policy change. The choice for a qualitative inquiry is positioned in the field of comparative education; feasible macro-micro linking within the policy practice debate is presented. I will now narrow down the inquiry and situate the problem in its particular South African context.

1.2 Refining the context of education policy change

1.2.1 Locating the problem

It is widely accepted that the South African education system is still in a process of far-reaching restructuring and comprehensive transformation and reform (cf. Hartshorne 1999, Sayed & Paterson, 1997). In the *South African Schools Act* (Act 84 of 1996) the constitutional rights of learners were defined, an admissions policy was determined and the rights and powers of governing bodies were stated. In addition, a process was launched to restructure the curriculum, which resulted in the report, *A Curriculum Framework for General and Further Education and Training*. This document delineates the broad implications of the National Qualifications Framework (NQF) and an outcome-based approach for the different phases of the General and Further Education and Training Bands (*Government Gazette*, 6 June 1997). In 1998, Curriculum 2005 – based on the tenets of outcomes-based education (OBE) – was inaugurated in South African schools at Grade 1 level. This I discuss in more detail in Chapter Two.

More specifically, it is important to note that in order to creatively reorient the education system through the education policy process, it is necessary to involve formal structures and teachers. The often-neglected teachers in the education system are precisely the ones who must meet the demands of the transforming education system. More often than not, policy makers expect co-operation and changed attitudes and demand effective implementation of policy, ignoring the human dimensions and the individual interpretations of the meaning of policy. In terms of personal meaning, the co-creating, and the re-creating of cognition plays an important role in the actual implementation of policy text into policy practice. This construction of meaning and the renegotiation of meaning requires an inquiry into teachers' experiences and understandings of education policy change, as well as an exposition of the context in which the interactive (social) and individual (human) constructs of meaning take place.

While education policies may be intended for implementation, Eisner (1998a:117) offers a word of discretion:

... policies are guidelines intended to enhance organizational effectiveness by setting limits, providing direction and incentives ... But policies, like intentions, do not always lead to the desired ends, and their formulation is not always based upon adequate understanding of the problems they intended to address.

This is of course one point of view of what education policy is about. Jansen (2000) argues that policy has symbolic value, often at the cost of practical implementation and delivery. Worthy of note, he argues, is that “the over-investment in political symbolism at the expense of practical considerations largely explained the lack of change in South African education six years after legal apartheid” (Jansen, 2000:94).

On the one hand, there is this lack of attention to the implementation of policy and, on the other hand, teachers are “policy illiterate” in the sense that the symbolism of education policy change is not part of their discourse. Although teachers’ thinking, their beliefs, and their assumptions have serious implications for the implementation of policy change (cf. Sparkes, 1991:4ff), they do lack the skills to decode policy or to engage critically and dialectically in policy discussion. This exclusion and non-invitational policy language yields difficulties in translating policy into practice.

Education policy change in South Africa, particularly after 1994, was introduced and enforced through new laws and structures utilising a top-down, centralised approach. From this position, teachers’ participatory roles appear rather vague, evidently as mere passive recipients in the process of educational change. We need to recognise that teachers are the ultimate implementors and their participation and commitment in education policy change processes is a prerequisite for effective educational practice. In addition, it needs to be considered – particularly on the personal level – that teachers interpret, act as filters, influence, affect, mediate and

relate to educational change, individually and collectively. Notably, it would appear that sustainable education policy change partly depends on the input and contributions of teachers. This suggests that the human experiences and meanings of the implementors of education policy change necessitate awareness, deeper understanding, and prior recognition thereof in order to facilitate a more effective policy change process.

This being the case, a qualitative inquiry into personal experiences and understandings provides a basis from which to begin to explore why teachers hold particular beliefs and values and why they do things in certain ways in given contexts. For the most part, however, pertinent research (Wells, 1994:1ff) indicates that

... traditionally, decisions about curriculum, pedagogy, and school organization have been made by theorists, researchers, and policy-makers, based in universities or ministry offices. Plans for putting these decisions into effect are then drawn up by senior administrators in each jurisdiction, who transmit them to the school administrators who are responsible, in turn, for ensuring that they implemented.

This clearly sets the parameters for additional inquiries into education policy change. In light of Jansen's (2000:102) argument, "it is unlikely that the widespread, sweeping changes predicted by policy will happen at all, and certainly not in the next 5-10 years."

1.2.2 Some hidden dimensions

In addition to the political symbolism, education policy change also embraces covert dimensions. Furthermore, emotions assuredly are at play in the implementation process. One usually does not equate emotional dimensions with education policy change. That is why this dimension is hidden from policy debates, despite that fact

emotions do play an integral role in organisations and institutions such as schools. Fineman (1993:1) contributes appropriately in this context:

Emotions are central to the constitution of the realities that we so readily take for granted in our working and organizing. Once we strip the façade of rationality from organisational goals, purposes, tasks and objectives [policy], a veritable explosion of emotional tones are revealed.

This emotional revelation is significant in that teachers' experiences of education policy change may be comprehended more fully once they are recognised and identified in relation to the feelings that drive and shape them. Fullan (in Wells, 1994:viii) argues that effective policy implementation depends on what teachers think and do and on their personal disposition and feelings with regard to educational change or policies proposing educational change. Fineman (1993:3) argues that emotional labour is unavoidable, because the very nature of organisational life, which includes educational life, marginalises personal feelings. In short, feelings get in the way of organisational effectiveness, which would include effective policy change implementation. Also, the manner in which teachers mediate and act on educational change proposals has an impact on the eventual effects. Fullan (1982:120) sees cognition or comprehension and change to "understand the subjective world – the phenomenology – of the role incumbents, as a necessary precondition for engaging in any change effort with them." Teachers are simultaneously subject and object of policy change in terms of the role they play as implementors (cf. Nolan & Meister, 2000:ix, who cite Fullan, 1991).

In brief, teachers' roles in terms of their participation in education policy change processes, their experiences, and understandings impact ultimately on what transpires in the classroom. It is significantly relevant that their voices should be heard, inasmuch as they offer some valuable insights into the contested policy terrain and debate and contribute to the nuanced sensibilities of the often-sensitive educational context.

1.2.3 A political perspective of education policy change in South Africa

Education policy change in South Africa is no anomaly in the global educational context. Internationally, education policy changes are frequent and research extensive. The particular interest in the South African situation is closely linked to the major political changes; inevitably, our education system was inundated with an incredible amount of educational policy change. According to Hartshorne (1999:10), however, “until very recently the domain of education policy has received very little attention in South Africa.” Also, “the concern of the majority of South Africans was not to ‘improve’ or ‘reform’ the apartheid education system, but to achieve a transformation of that system so that it served the interests of all South Africans in a democratic and equitable manner” (Hartshorne, 1999:11). Changing an education system does however not begin with a “clean slate”. On the contrary, it is a slow, messy and time-consuming process, “punctuated by key policy moves that become the ‘markers’ of change” (Hartshorne, 1999:12). He proceeds and cites Lee (1990):

Changes in education policy come about, not because of any ‘logical necessity’, but because of pressures from outside government – the power struggles between social groupings and the actions taken by individual people within a particular political, economic, and social structure and environment.

In sum, “most of the forms that education takes are the political products of power struggles” (Hartshorne, 1999:12), and therefore the process of mediation becomes an imperative process of educational change.

1.2.4 Some international research on education policy change

Research conducted in England and France on teachers and change compared the responses of British and French primary school teachers to educational policy changes (Broadfoot, Osborn, Planel & Pollard, 1994:1-13). Broadfoot *et al.*

established that regardless of the nature of the desired change, effective implementation inevitably depended on the ability of governments to influence what goes on in the classroom – that is to say, the micro level.

Research closer to home, conducted in Zimbabwe (Rowland, 1997), investigated teachers' views and understanding of schooling issues. This inquiry upholds the notion that teachers impact and influence the policy change process. The way in which teachers construct meaning and act with regard to education policy impacts on realising educational ideals, represented by policy change as a precursor to educational changes:

... if students (and teachers) can see the areas of similarity between their personal view of education and the views of policy-makers, they will have a better basis for understanding the role of policy in shaping education systems. Instead of simply viewing policy as something distant and irrelevant to their own practice, they can become mentally connected to policy and thus begin critically (but as a critical friend) to examine policy and become involved in its generation (Rowland, 1997:1-10).

Education policy change and its constructed diverse meanings require an accurate positioning within conflicting and complex agendas before making useful proposals within the field of education. As stated earlier, in the education system teachers are the most prominent persons mediating education policy change, as they become part of an interactive process of reflection and action with regard to the contexts of intentions, inputs, processes and outcomes, as well as their personal responses within a particular context. This constitutes an important link for understanding the eventual effect of policy change. Unless teachers' perceptions and experiences are captured, one cannot fully understand their interpreted meaning of policy. In this context Fullan (1982:ix) argues that for attempts at education policy change to be successful, cognisance must be taken of what education policy change looks like from the point of view of the individual teacher, student, parent, administrator and the actions, reactions and responses of each.

Describing primary school teachers' experiences and understandings of educational policy change is, in broad terms, encompassing their perceptions, interpretations, emotions and understandings, both individually and collectively. The diverse layers of meaning of education policy change are complex and intricate, and feature on a variety of levels and stages within the education system. In the ensuing section these issues will be narrowed down into a statement of the problem.

1.3 Problem statement

As stated earlier, education policy change and the role of teachers are two important facets of the change process. Sound educational practice during times of transition depends on teachers to effectively implement policy. I have also referred to international research, which reveals that teachers respond in diverse ways to policy change, particularly to curriculum reform. There appear to be some limitations in the knowledge base with regard to the discernment of the experiences and understandings of education policy change, which could jeopardise effective educational performance and practice. It is likely that greater knowledge of the experiences and understandings of those who are expected to adopt and implement education policy change may provide some added insight into the complexities of putting education policy into practice. In South Africa, and in particular in Gauteng Province, limited qualitative research has been conducted to explore and describe how primary school teachers experience educational policy change (cf. Harley, Bertram & Mattson, 1999; Jansen, 1999; Chisholm, 2000).

Accordingly, the following key research question guided the identification and collection of data for this inquiry:

How do primary school teachers experience education policy change?

The subsidiary questions guiding this study included the following:

- To what extent are teachers conscious or aware of the policy changes facing them?
- How do teachers understand policy in the contexts of their classrooms?
- How do teachers experience policy change in their classroom practice?
- How do teachers feel about and respond to education policy change?

1.4 Research objectives

The broad purpose of this inquiry is to describe and explain the experiences of primary school teachers concerning education policy change. The immediate objective of the inquiry is to obtain new, deeper and more complex understandings of the less obvious issues that influence their roles as implementors of education policy change. Such an understanding is a matter of comprehending origins, relevance, and consequences of feelings and perceptions that may impact their educational practice. From the previous discussion I argue, therefore, that education policy change has corresponding human dimensions and perceptions, such as teachers' experiences and understandings, notably constructed, created, and modified meaning within an interactive and contested education policy process.

1.5 Some concepts

- *teacher versus educator*

I have opted for the traditional concept "teacher", which is more specific and relevant to this particular inquiry than the newer version of "educator". According to the *South African Council for Educators Act* (RSA, 2000), educator refers to any person "who teaches, educates or trains other persons or who provides professional

educational services, including professional therapy and educational psychological services, at an institution, ... any school, further education and training institution or adult learning centre”. I interviewed primary school teachers only, but refer to ‘teacher/s’ throughout the text.

- *education policy and education policy change*

According to Hartshorne (1999:5), “Education policy, like any other state policy, may be defined as a course of action adopted by government, through legislation, ordinances, and regulations, and pursued through administration and control, finance and inspection, with the general assumption that it should be beneficial to the country and its citizens. In practice, however, it is often more advantageous to the government which establishes the policy”. This assumes that government has authority and the power to carry out the policy, which may be exercised through financial provision (Hartshorne, 1999:7). Hartshorne explains also that education policies are continually influenced by political and economic policies which exert pressures for change. Thus, it is important to realise that education does not and cannot function or operate in a vacuum (Hartshorne, 1999:8), but is contextualised in a particular political, economic, social and constitutional surround.

Therefore, it is important for the inquiry to keep in mind that, notwithstanding the power that a state may have or exert, it cannot completely control teachers or learners or what happens daily in classrooms. “Policy on paper as in political statements or even legislation is not always the same as ‘policy in practice’, for example the practices of teachers who are not in sympathy with government intention” (Hartshorne, 1999:8).

Hartshorne’s reasoning is refined by Meighan (1996:401-2):

Educational policy sounds like something administrators do in education offices and government departments but the concept of layers of meaning suggests that this is too limited in view, and that policy making (and policy change), implementation and review take

place at all layers of meaning, from classrooms to staffrooms to education offices.... The recent stress on action, interactionist, interpretive, micro-phenomenological approaches has illustrated how educational policy is the concern of all educationalists at all layers of meaning.

There is a trend towards the exploration of micro-perspectives, focusing on the daily experiences and activities in schools and classrooms. This contrasts the structural-conflict and functionalist approaches, which tend to focus more on macro-sociological and educational issues (cf. Meighan, 1996:261-277 and Ozga, 1987:138-149).

I need to record that for the purposes of this study, teachers themselves selected the particular policy change that they experienced as relevant or otherwise. Addendum K offers a comprehensive list of policy documents dating from January 1996 to August 2000.

- *policy experience*

The concept “experience” is used more widely than was anticipated initially. Experiences embody abstractions such as meaning, perspectives, frames of thinking, emotions, and feelings. This takes place in different realms of educational contexts, and on diverse layers where meaning is created and constructed. While it is not the intent of this study to explore the search for meaning of self *per se*, teachers’ experiences and understandings will impact on the search for meaning through the realm of work, particularly when the *status quo* feels threatening. Issues of worth, sense of belonging, contribution, and connectedness will influence how they relate to educational practice. Education work is an imperative realm for firstly deriving meanings about teachers’ presence and belonging and secondly for deriving meaning through relationships with their colleagues. It is precisely here in the organisational-educational context where teachers’ capacities for connectedness and relatedness to peers enables them to construct shared meanings (cf. Guevara & Ord, 1996:709-722). Such evidence is presented in Chapter Four.

1.6 Epistemology and methodology: qualitative inquiry, an emergent design

This inquiry is designed to explore, describe, and explain the experiences and understandings of education policy change of a small number of primary school teachers in Pretoria, South Africa. Since little is known in this specific and particular context, the elements of a qualitative design type are relevant since the research will be conducted in an unfamiliar field, where experiences and understandings are explored inductively. Put differently, teachers' voices may "offer various levels of knowing and thinking" through which readers can make their own sense (Lather & Smithies, 1997:xiv-xv). Furthermore, I do not claim to be a disembodied objective knower; on the contrary, I am very much part of the inquiry, and sometimes "getting in the way, and out the way" (Lather & Smithies, 1997:xiv-xv). "[G]iving voice" and presenting data through my "filter" is in itself a representation of a representation. Flick (1998:225) invites some provocative questions in this context. "Is the researcher's version grounded in the versions of the field?" I cannot claim an objective account *per se*, but I do intend to present the experiences and understandings of the participants in this study as accurately and truthfully as possible, while the validity of knowledge cannot be assessed with certainty. For this reason, "the validity of qualitative research turns into the question of how far the researcher's constructions are grounded in the constructions of those whom he or she studied and how far this grounding is transparent for others. Thus the production of the data becomes one starting point for judging the validity, and the presentation of phenomena and the inferences drawn from them becomes another (Flick, 1998).

Data – that is to say, information relating to the inquiry – are sought from teachers, using semi-structured and open-ended individual interviews, focus group discussions, and open-ended questionnaires. I posit that these selected teacher-respondents are the *primary* informants of this inquiry. I as the researcher am in a position of "not knowing", which is described in more detail in the methodology chapter.

The literature review presents a framework to locate the focus of the inquiry, situating foreshadowed issues by identifying gaps or limitations in the knowledge base. This particular literature review serves to contextualise the problem of teachers and education policy change. The discussion of the empirical data offers a more complete inductive literary interpretation of the raw data, notably in an emerging and iterative design.

The choice for a qualitative study and the methodological design for this inquiry are presented in more detail in Chapter Three. There I have argued the case for my preferential choice, and stated baseline assumptions with regard to the epistemological and ontological issues, for often here lies the critique of non-qualitative researchers (Friese, 1999:4). Crossley and Vulliamy (1995:13) and Wolcott (1990:25-36) argue that there is a “growing emphasis upon the importance of qualitative researchers revealing the processes by which they have analysed their data.” I have attempted to make the data analysis more visible in order to provide an audit trail (cf. Schwandt, 1997:6) of how the findings were derived from the raw data, and inductively interpreted from related literature. For this purpose, the attached CD-ROM contains all the data, either in an HTML document or within the same software package that was used for the analysis process. A variety of analytical steps is detailed in Addendum F.

I worked from a constructivist/interpretive perspective, aspiring towards grasping and interpreting teachers’ experiences and understandings of the contested terrain of education policy change (Ozga, 2000:1), assuming multiple realities. According to Myers (1997:4), access to reality from an interpretive perspective is through social constructions such as language, consciousness, and meanings. Ozga (2000:3) in this context indicates that teachers “have a strong influence on the interpretation of policy, and they engage with policy at a number of levels, from the national level of formal policy making through to the informal arena of pupil-teacher relations.” This implies that from an ontological point of view as researcher I do not assume from

my perceptions that there is a single reality. On the contrary, I believe each teacher experiences and understands education policy change from his or her own point of view, and so encounters and conceives a different reality.

Finally, concerning the methodology, I will show that qualitative data, contrary to what often is believed, could add value to the “scientific” knowledge base. Some direct quotes from the interview data are presented in the hope that this may enhance our understanding of this topic, particularly from the perspectives and voices of teachers. Ozga (2000:xi) quite fittingly adds to my viewpoint:

There is a need for rigorous research which does not ignore, but rather addresses, the complexity of the various aspects of schools and schooling: for research explores and takes account of different objective experiences and subjective perspectives, and which acknowledges that qualitative information is essential...

1.7 Potential significance, limitations and delimitations

The potential significance of this study is to extend the knowledge base through a more complex and nuanced understanding of education policy change from teachers’ perspectives, by providing new empirical evidence. In addition, I wish to present a new methodological approach aided by technological developments. The final chapter deals in detail with a variety of potentially significant issues relating to this topic.

Limitations of this inquiry relate to the scope of the study – that is, the problem statement, the methodology, and the design. Methodological limitations refer to difficulties relating to the role of the researcher, interviewing processes and data analysis. There are several limitations relating to the generalisability, reliability, and internal and external validity of this study. Qualitative research designs are usually contextual, which implies that transferability is an important issue, rather than the generalisability of the findings as in quantitative research. Interviews were conducted until data was saturated as reflected in repeating themes. It is important to

note that the sample of primary school teacher participants in the inquiry is a purposive and self-selected sample in the Pretoria region.

Furthermore, the process of teachers' understanding also appears inadequate, particularly given the rapid and constant change and evolution not only in the educational realm, but also of the teachers themselves. Their understanding of meaning is seldom objective or finite, which also restricts the generalisability. Another limitation of teachers' understandings is that the process of understanding is either of present or of past realities and conditions. Understanding is not of tomorrow's reality or future conditions, which inhibits the predictive value of this study. Some directives or strategies, which may be derived from this descriptive inquiry, could be transferable to similar educational settings outside this particular study situation; this would be determined by the degree of similarity between the two contexts. This alone presents penetrating opportunities for extended qualitative and quantitative research. Such suggestions will be offered in Chapter Five.

In summary, limitations are those characteristics of design and methodology that set the parameters for the application of interpretations of the data. These are dealt with in Chapter Three. The most obvious limitation in this particular inquiry relates to the ability to draw descriptive or inferential conclusions from selected data about a larger group.

Delimitations of this inquiry are those characteristics that limit the scope or the boundary. I consciously made exclusionary and inclusionary decisions. For example, access to schools was rather complex; hence, I had a limited choice of interviewees. I also had to delimit this inquiry concerning the theoretical perspective that I adopted.

1.8 Outline and organisation of this report

In the remaining chapters I show how I have approached and addressed the research question that was posed in Chapter One. Chapter Two, the literature review of this

inquiry, contextualises education policy change process in general, and places it more specifically in the South African situation. In Chapter Three I outline the methodological strategies and the choice for a qualitative research design in order to complete this study. In Chapter Four I present the findings from the empirical data, and discuss and interpret four major themes of education policy change from the perspectives of the teachers. Contrary to a conclusion-oriented approach (cf. Wolcott, 1990:55), I wish to show in Chapter Five some significance as well as some limitations. I present how these findings may influence educational practice and then offer recommendations for the education policy-practice knowledge base. I offer some personal reflections, and invite scholars to participate in further investigations into this field of study. I have asked myself some hard questions about my research, and have long been interested in research *with* people instead of the more typical research *on* people. And finally, I am touched and moved by bell hooks'¹ (1994:90) writing:

I am troubled by the term 'authority of experience,' acutely aware of the way it is used to silence and to exclude. Yet, I want to have a phrase that affirms the specialness of those ways of knowing rooted in experience. I know that experience can be a way to know and can inform how we know what we know.

All Addenda are contained in a second, separate volume, and are available on request.

¹ bell hooks is correctly typed in lower case.

Chapter Two

LITERATURE REVIEW

Locating Macro Education Policy Change and Teachers' Experiences

2.1 Introduction

The literature review provides an overview of research on education policy change and teachers' experiences thereof. The purpose of this review is to present some perspective of current research and debate on the topic. It also intends to discover what has been done on this topic and what could possibly still be done, and it sets the context and rationalises the significance of the problem (cf. Hart, 1998:27).

This review sets the stage for the inquiry into the education policy debate, and provides a theoretical framework along with the context. In general terms, it serves to situate the findings relating to teachers' experiences of education policy change. More particularly, I have accessed literature that relates to teachers' roles as implementors of policy change, focusing on the South African situation which is swamped with a number of new education policies. The link between education policy change and teachers' experiences thereof forms the unit of analysis of this inquiry.

I have arranged this chapter around the unit of analysis – that is, education policy change and teachers' experiences. Between these two conceptions lies the tension between a variety of closely-linked issues relating to the analysis. Firstly, I introduce

the general background of the transformational setting in South Africa. I then locate education policy change using a heuristic model (Berkhout & Wielemans, 1999) which clearly shows the complexity and interactive process of policy. I found this model useful to illustrate the wider contexts and to locate my particular inquiry at the micro-practical level. Next, I examine the policy-practice interface from theoretical perspectives. Issues such as policy production-implementation, intended-rhetorical, text-practice, and policy-practice gaps are investigated. Following this, I look at the role of teachers as implementors of policy change, and their influence in terms of their thinking and emotional responses. I conclude this theoretical chapter with a brief summary and prompt the following chapter indicating the empirical approach used to answer the research questions.

2.2 Political and educational transformation in South Africa

2.2.1 Background

Policy change in South Africa since 1994 was in the main an attempt by the African National Congress (ANC) to build the future by looking into the past at the disparities and inequalities of apartheid education (Sayed and Paterson 1997). Before the first majority-rule election in April 1994, the apartheid government was responsible for setting and developing education policy. Once the ANC became the new government, it had to take over this duty. Samoff, Rensburg and Groener (1994:1) describe what was expected to be the new direction for education policy, which no doubt would be a contested and widely debated process.

It is important to recognize the widespread expectation that policy making authority would be transferred from the apartheid government to the African National Congress, which would then proceed to implement its education agenda. That transfer might be halting, spasmodic, and rocky, but its direction would be clear. In practice, the transition from critique to consultation to curriculum is far more contested than was commonly anticipated.

Most education policies and laws that have been introduced by the Minister of Education aimed to transform the national system of education and training to nine

provincial, non-racial departments within a single national system (cf. Bengu, 1999:1-40). For example, the *South African Schools Act* (RSA, 1996c) brought all children under “one school roof, in peace and freedom” (Bengu, 1999:6). Hartshorne (1999:113-114) contends that this act “pulled together proposals from the Hunter Report, the White Paper of February 1995, and the National Education Policy Act of 1996. It specifically repealed and replaced much of the education legislation instituted under apartheid.” Issues such as compulsory school attendance, the abolishment of corporal punishment, admission refusals, representative governing bodies, funding, school fees, and language policy in schools were clarified in this act.

The South African Qualifications Authority (SAQA) created a national learning system and developed a National Qualifications Framework, integrating education and training at all levels for the first time in South African history. Furthermore, the phasing in of the new Curriculum 2005 (C2005) – which encompasses a new approach to learning and teaching – started in January 1998 (Hartshorne, 1999:114). Bengu (1999:6) contended that this curriculum was designed to “break the shackles of the old South African pedagogy, and lift our learning system into the future”. While that may be so according to Bengu, Hartshorne (1999:115) asserts that the curriculum process has been criticised as being “bogged down in too much bureaucracy, academic rationality and theoretical logic, while teachers, who are directly involved in classroom practice, have become mere observers of the process driven by ‘outside specialists’ ”.

We can assume that education systems are bureaucratic “and are intended to be bastions of stability” (Samoff *et al.*, 1994:35). They change slowly, and are by their very nature and function “open to divisions, dissent, and protest in society” (cf. Hartshorne, 1999:8). Schools may become “sites of struggle” and centres of resistance, particularly when the authority of the state is questioned (Hartshorne, 1999:9). This may be perpetuated by the fact that teachers who have spent many years teaching the way they learned to do – “internalising the appropriateness of their pedagogical and professional strategies” – also change cautiously and

tentatively (cf. Samoff *et al.*, 1994:35).

By and large, education policy change cannot be separated from politics. On the contrary, politics put education in its place and education does not exist in a vacuum. That is why it was important to describe briefly the political and transformational educational context for this inquiry. Hartshorne (1999:10) in this regard cautions that “one cannot hope to understand crises in education except against the more immediate canvas of political ideologies and practices in South Africa.”

2.2.2 Policy developments since 1994

South Africa has experienced an educational “policy boom” (cf. Sayed & Paterson, 1997, and Addendum K), notably in extensive national legislation documentation – a “comprehensive and ambitious set of education policies” (cf. Harley *et al.*, 2000:287). Since an elaborate historic account of all policy developments would extend the scope of this inquiry unreasonably, a limited overview of education policy change is presented here. Relevant policy documents are briefly described, locating the policy change process in South Africa to contextualise the inquiry. The intended restructuring of the education system is extensive and encompassed in legislation being passed on a continuous basis. At the time when the interviews for this inquiry were being conducted, the following applicable legislation had already been passed:

- *Educators Employment Proclamation*, No. 138 of 1994
- *South African Qualifications Authority Act*, No. 58 of 1995
- *National Education Policy Act*, No.27 of 1996
- *South African Schools Act*, No. 84 of 1996
- *Constitution of the Republic of South Africa*, No.108 of 1996
- *Abolition of Corporal Punishment Act*, No. 33 of 1997
- South African Council for Educators (SACE): *Code of Conduct*, 1997
- Committee on Teacher Education Policy (COTEP): *Norms and Standards for Educators*, 1998
- *Further Education and Training Act*, No.98 of 1998

Hartshorne (1999:109) summarises the initial stage of policy change in South Africa:

The first major statement on post-apartheid education policy was the White Paper of February 1995, subtitled 'Education and Training in a Democratic South Africa: First Steps to Develop a New System'... Many had expected this document to be the blueprint for a new system, but instead it dealt with a framework of principles and was a statement of intent on the part of the government.

However, a number of specific proposals were submitted in this document, including a suggestion to link the new integrated approach to education and training to a National Qualifications Framework based on a system of "credits for learning outcomes achieved" (Hartshorne, 1999:110-111).

This was done by the South African Qualifications Authority, which was established in 1995 (RSA, 1995) to integrate education and training within a National Qualifications Framework. Bengu (1999:9) saw the NQF as a "powerful vehicle to promote wider access to learning, portability of learning credits and greater mobility of learners across the learning system." In brief, the government was given the mandate to plan development of the education and training system for the benefit of the whole country and its entire people (cf. also Manganyi, 1997).

Bengu (1999:6-7) commented on two reports that emerged from discussions between education and training stakeholders – *Structures for the Development of National Policy Regarding Curriculum and Related Issues and Curriculum Frameworks*, and *A Curriculum Framework for General and Further Education and Training* (SAQA, 1999). The first report dealt with the structures and processes concerning the establishment of National and Provincial Institutes for Lifelong Learning Development. The second report outlined the wider ramifications of the NQF and the outcomes-based approach, as in C2005, for the various levels of the General and Further Education and Training bands.

As was stated earlier, teachers in South Africa have been subjected to momentous education policy change in the form of many new documents, particularly those who had to implement Curriculum 2005. The following section locates education policy

in a heuristic model.

2.3 Education policy in a heuristic model

An integrative heuristic model (cf. Berkhout & Wielemans, 1999) of the process of education policy situates this inquiry, designating the wider societal contexts. Berkhout and Wielemans (1999: 416) assume the education process

... to be a dynamic, complex and interactive process. This dynamic interplay can be presented heuristically as ascendant 'cycles' reflecting a complex set of societal fields within which habituated people interact and which temporally manifests at various levels and to different extents within the public domain. We want to consider the role of education policy in a democratic society as part of an increasingly interdependent trend towards globalization. This requires a holistic approach that links the different dimensions of the education policy process instead of merely describing the particular skills, competencies, and behaviors conducive to improving the efficiency of education administrators and governors or the subordination of policy to the various power processes. Such a heuristic model would suggest the complexity of the domain, although it enables the interpretation of the education policy process (or the question regarding centralization/decentralization dynamics) within a more comprehensive interrelational interpretive framework (including the discursively developed and developing historical context).

Berkhout and Wielemans (1999) present a model which illustrates the interactive communicative patterns encircling policy development, legislation, implementation and comments (see Figure 1²). They maintain that "policy continuously shapes and reshapes within these complex, differentiated and dynamic contexts of interrelated societal fields enfolded in an increasingly interdependent tendency towards globalization."

² Permission to reproduce this figure has been received from the authors.

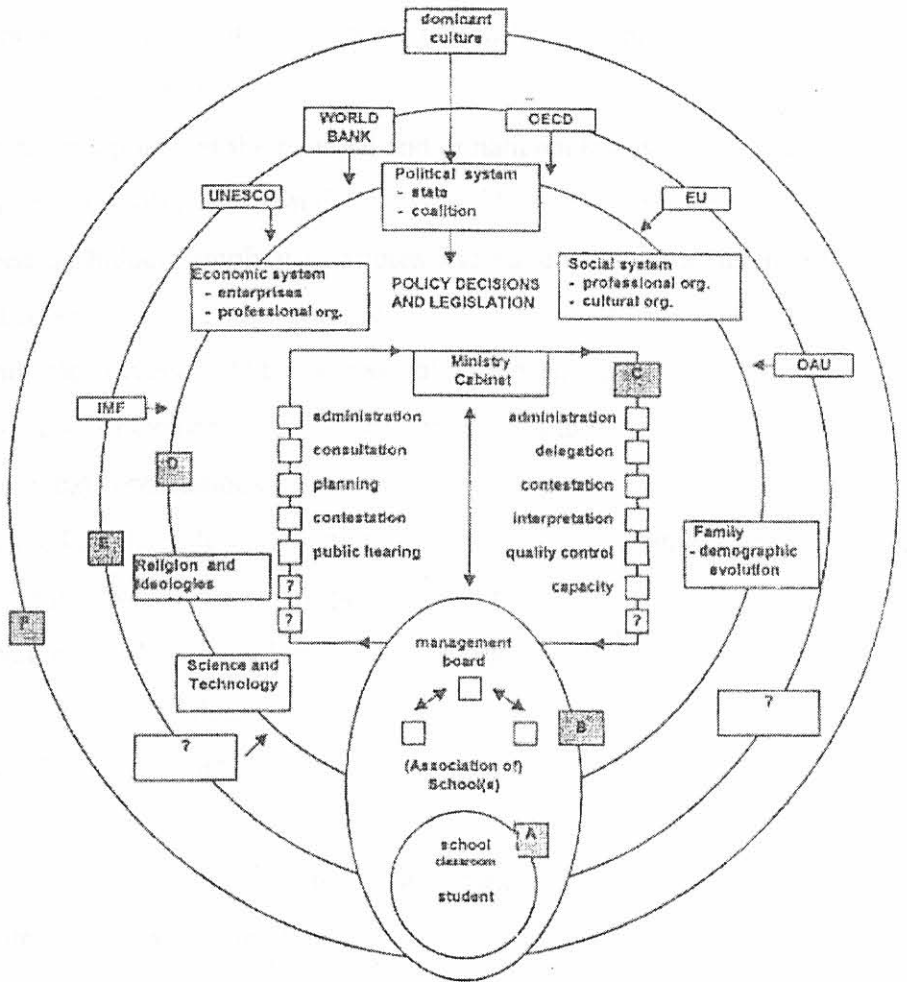


Figure 1

Source: Berkhout and Wielemans, 1999: 417

Figure 1 A heuristic model of policy development

The various circles within the model represent the complex realities influencing policy development:

- Context A is central to the policy process; it represents the interrelated and diverse nature of learning situations. The pedagogical imperative is reiterated to prevent education policy from becoming disproportionately influenced by

- economic needs or the political-ideological struggles between contesting groups.
- Context B represents the institutional patterns in which all learning situations are embedded in a specific community.
 - Context C represents policy at the regional and or national levels and focuses on formally constituting political institutions and juridical processes. In addition, focus is placed on hidden, implicit structures and patterns, such as interactive networks and contesting discursive practices.
 - Context D indicates diverse additional societal subsystems interacting with the education system – for example, economic changes, labour market conditions or political-ideological contestations.
 - Context E embodies the role and impact of supranational organisations – for example, the United Nations, the European Union, the Organisation for African Unity, the International Monetary Fund and the World Bank.
 - Context F portrays the dominant rationality of Western modernism or industrialisation-technocratisation.

Berkhout and Wielemans (1999) reason that “the context and circles should not be viewed as absolute, with power linearly or uni-dimensionally enforced,” but rather as interactive processes. Their presentation of the policy process does not imply that all policy processes follow a similar successive evolution; instead this representation ought to be considered as an attempt to incorporate and map various facets of the policy process to provide the means for a comprehensible focus.

This heuristic presentation might resemble an objectivist model, which could easily result in a set of overly-simplified indicators to be considered in the successful development, implementation or understanding of education policy. Nevertheless, Berkhout and Wielemans (1999) argue that the habituation and interactive fields of the people at the various levels would eventually be decisive in interpreting the policy process. These actors or groups of actors at the various levels of the policy process should rather be seen as filtering or mediating the process interactively in discursively developed historical contexts. This suggests that teachers, too, filter, mediate and interpret policy change at the micro level.

Any attempt to fully comprehend the complexity of education policy encompassing policy change necessitates an interactive contextual approach. This model provides a complex overview of the contextual perspectives of education policy processes. For the impending inquiry, teachers are the focal point, contextually inclusive, which implies interactive processes as described by Berkhout and Wielemans (1999).

In addition to this heuristic model, Bowe *et al.* (1992:19-23) conceive other policy contexts, which facilitate where this inquiry is located, particularly with regard to the role and positions of teachers in this complex process. In Chapter One, I alluded to some contexts which are now elaborated. Each context involves a variety of fields of responses, some of which are private and others public.

To begin with, the *context of influence* is where public policy is generally established. Here policy discourses and discussions take place among interested groups of people who attempt to define aims of human purposes of education. Political issues that could influence the discourse for policy initiation are also deliberated.

Then there is the *context of policy text production*, which relates to the context of influence in that texts are often rationalised for the public good. Policy texts represent policy in the form of official legal documents. Such texts may, however, be intrinsically incoherent or unclear; misunderstandings may occur, and texts may be generalised or even contradicted. Bowe *et al.* (1992:21) point to intertextuality – in other words, policy text needs to be read in context. They also infer that texts are consequences of conflicts and negotiated compromises.

Lastly, the *context of practice* (Bowe *et al.*, 1992:22) includes responses and reactions to the policy texts that have some kind of repercussion. For policy is not merely “received and employed”; instead the text is interpreted and “re-created”. From personal perspectives and value systems, the texts are contested (cf. also Ozga, 2000:1). Importantly for this inquiry, teachers in practice have vested interests in the

meaning of policy, and policy writers certainly cannot manipulate meaning of their texts as certain parts may simply be rejected, disregarded or intentionally misunderstood. In the following section, I allude briefly to curriculum policy change in South Africa since 1994.

2.4 Curriculum policy change

As mentioned earlier, the post-apartheid government adopted a variety of policies to restructure and transform the legacy of apartheid. OBE and C2005 are part of this. Chisholm (2000:10) explains that in 1998 provincial departments commenced phasing in Curriculum 2005, a new outcomes-based curriculum, which

arose out of coalition processes to ensure the integration of education and training through the NQF. As an assessment, qualifications, competency and skills-based framework, it encouraged the development of a curriculum model aligned to the NQF in theory and practice.

Christie (1996:415) maintains that this model was based on international notions, including OBE, which were reshaped for local circumstances.

However, Curriculum 2005 was not implemented “onto a blank slate”; rather, it was shaped in a context of multiple social disparities and various educational contexts. People expected and hoped that this national curriculum, which is at the core of the education process, would overthrow the legacy of apartheid. The idealistic and promising principles – such as co-operation, critical thinking, social responsibility and lifelong learning – were expected to empower most individuals to partake in all aspects of society. The reality of implementing C2005 has yet to be witnessed. Not only was C2005 imposed from the top, just like the apartheid curriculum (cf. Christie, 1999:283), but teacher support, development and outcomes based on pedagogical preparation were seriously lacking; only “emergency training and materials” were offered (Christie, 1999). Some academics expressed their deep concern and reservations (cf. Jansen 1997, 1999, 2000) and critiqued C2005 as being obscure, “jargon ridden and generally inaccessible in its discourse” (Christie,

1999:283).

It came as no surprise that on 8 February 2000 the Minister of Education announced a Review Committee to inquire into implementation aspects, structural issues and the level of understanding of outcomes-based education. This was indeed not a review of the outcomes-based philosophy, but of C2005.

The findings of the review team reiterated earlier critiques – for example, policy formulation should not be divorced from policy implementation and political vision alone could not realise educational transformation. In brief, the review team, headed by Professor Linda Chisholm, showed that levels of understanding of C2005 differed greatly, and caused quite some confusion amongst teachers. The curriculum document itself was obscure and loaded with complex language. Continuous assessment raised many questions, the training of teachers was inadequate, and follow-up support was lacking. More often than not learning materials were unavailable, hindering sound implementation. In the main, implementation was believed to be rushed, unrealistic and unmanageable (Chisholm, 2000). It is clear that any education policy change requires adequate teacher assistance as well as structural support in order to facilitate sound implementation.

2.5 Dimensions of the disjuncture between policy text and policy practice

As stated earlier (section 2.2.2), education policy change may be initiated through new policies and it may take place when new policies as text documents are implemented in education practice. For instance, new policies such as a new curriculum, new allocation of educational resources, or a new employment policy signal educational change.

2.5.1 Contested policy and practice connections

Policy tells us something about practice, because policy legitimates and initiates practice (Ball, 1990:22). This contradicts Christie (1999:286), who cites Heneveld (1994):

... Major policy reforms to improve the quality of primary education over the past fifteen years have not managed to change teaching and learning in classrooms.... Most of the national reform efforts seem to assume that a national policy and delivery of inputs to schools will be sufficient to change what teachers do with children in classrooms.

She also points out Fuhrman's (1995:4) argument:

Policy research has long demonstrated that reform is not simply a matter of getting the policy right; influences ranging from the political, social, and economic culture to the norms and knowledge structures of educators affect teaching and learning. Part of the challenge for reformers is understanding the limits of policy...

Jansen (2000:86) supports this view from a slightly different stance, and argues that policymaking in South Africa "hinged largely on the symbolism rather than the substance of change in education". Christie (1999:288) states that the

challenge for policy-makers is to start as close to the school levels as possible and to identify the key points of leverage to bring about the desired changes... Policy makers need to recognise that established patterns and dynamics in schools cannot simply be mandated by policy directives...

Be that as it may, and despite these limitations of government reform policies, they still have power to accomplish change and to serve as directives for change, although depicted as a "fairly blunt instrument in the improvement of educational quality" (Christie, 1999:287, citing Heneveld 1994:4). It is in this broader context of policy-practice connections that I place the focus of my inquiry. Malen and Knapp (1997:419) explain that:

policy analysts and actors often struggle to 'make sense' of perplexing policy developments such as the seemingly tenuous connections between policy and practice. The stark and stubborn disparities between policy's stated aims and the actual effects seem to defy explanations in part because the social conditions to be attended are tangled webs of problems with symptoms, sources and 'solutions' that are neither readily apparent nor reliably addressed by policy.

Sayed and Paterson (1997) in this context cite Dale (1989), who states that "there is an 'irreducible minimum' in education policy work, namely, that such work must have a bearing on classroom practice." The focus particularly in South Africa has been on the production of policy text, on initiating educational change, and often policy implementation strategies are ignored. Christie (1999:286) suggests that:

... the important lessons to be learned about policy processes are that policy-makers cannot avoid responsibility for strategic engagement to implement change at the point of delivery, and that a policy approach which separates formulation from implementation and does not recognise the importance of interactive processes in implementation cannot hope to achieve the change it envisages.

Policy implementation is thus not a linear process that can be neatly planned and executed (cf. also Walker & Barton, 1987:x). On the contrary, education policies are contested readings. Ball and Bowe (1992:18-19) acknowledge this:

... policies are textual interventions into practice ... it may be possible for some to 'hide' from policy but that is rarely a common option ... it is important because it consists of texts which are acted on.... Policies do not normally tell you what to do, they create a set of circumstances ... or particular goals or outcomes are set.

Notably, the production of policy texts does impact on educational practice although their meanings are certainly not fixed, as Ball and Bowe (1992) and Bowe *et al.* (1992) argue. Also, when we review texts on education policy change we need to realise that "policy texts outline possibilities for action and simultaneously suggest particular paths for implementation. They set discursive limits on what can be realised in educational practice. In this respect policy texts inter-relate with each

other” (Sayed & Paterson, 1997:15). Thus, while some policy texts place limits on the processes, others offer particular possibilities in that regard.

As stated earlier, various authors have investigated these policy-practice connections and their integrated and interdependent linkages (Cf. Huberman, 1973; Darling-Hammond, 1990, 1998; Hargreaves, 1991, 1994, 1997, 1998; Ball & Bowe, 1992; Bowe & Ball with Gold, 1992; Sikes in Fullan & Hargreaves, 1992; Spillane, Peterson & Prawat, 1996; Corbitt, 1997; de Clerq, 1997; Finkelstein, 1997; Malen & Knapp, 1997; Rousmaniere, 1997; Stokes, 1997; Reay, 1998; Harley, Bertram & Mattson, 1999; Mabry & Ettinger, 1999; MacGregor, 1999; Wallat & Steele, 1999; Harley *et al.*, 2000; Ozga, 2000). The policy-practice connection also comprises production and implementation issues, which I discuss in the following section.

2.5.2 Education policy production and implementation

According to Bowe *et al.* (1992:6) education policy studies have focused mainly on the generation or the production of policy and to a lesser extent on the implementation of policy, which are mainly seen as two separate processes. Policy makers at provincial level usually produce policy, and schools and teachers remain in the background. Although teacher unions may represent them at policy level, teachers’ voices are seldom heard. Research into the implementation phases of policy are mostly “detailed analyses (micro-based ethnographies for example) of how the ‘intentions’ behind policy texts become imbedded in schooling” (Bowe *et al.*, 1992:6).

However, little research is conducted that relates to the silent voices of the teachers, who are either overwhelmed “beyond their control” or “autonomous resisters or subverters of the status quo” (Bowe *et al.*, 1992). In this context, Reay (1998:194) cites Ball (1994), who says that “the teacher is increasingly an absent presence in the discourses of education policy, an object rather than a subject of discourse”. Sikes (1992:36ff) supports the view that teachers have to implement policies

even though in the current educational Zeitgeist they are unlikely to have been involved in their formulation. They are required to change themselves and what they do, to meet specifications laid down by policy makers who neither know them or the contexts in which they work.

Perhaps the time has come to involve teachers, who should participate fully in the education policy change process.

2.5.3 Intended, rhetorical and implemented policy

To unpack the meaning of teachers' experiences of education policy change requires some conceptual background on the education policy and practice debate. Some underlying processes characterise the policy-practice interface. These processes become visible, in that policy may be the intended policy or the rhetorical or the implemented policy (cf. Samoff, Rensburg & Groener, 1994:22). Samoff *et al.* reason that the intentions of policies may or may not translate into concrete actions. This again reflects disjuncture between policy text and policy practice.

The rhetorical policy is the official education policy statement, which focuses on the

wording of legislation, circulars and policy documents – the policy texts – that set out to lay down the ground rules for policy-in-use. These provide one form of intended policy. However, with all their 'spaces', 'silences' and contradictions, they remain a resource for practitioners (teachers) to develop policy-in-use" (Samoff, Rensburg & Groener, 1994:22).

These may or may not reflect what actually happens in education practice. To uncritically assume that policy is what officials say it is, is a gap in reasoning.

The implemented policy or policy-in-use, too, may or may not correspond with what is announced. This refers to "the institutional practices and discourses that emerge out of the responses of practitioners to both the intended and actual policies of their arena, the peculiarities and particularities of their context and the perceptions of the intended and actual policies of other arenas" (Samoff, Rensburg & Groener,

1994:22). Thus, the adoption of a policy document is not the end of the process.

On the contrary, policy documents initiating change may “remain partial, often ephemeral (short-lived/fleeting), and inherently vulnerable ... and they may be distorted, deflected, or simply ignored” (Samoff, Rensburg & Groener, 1994:23). In addition, they argue that education policy is a main arena for contestation, conflicts, and challenges. In this context, Ozga (2000:2) describes her view of policy, “as a *process* rather than a product, involving negotiation, contestations or struggle between different groups who may lie outside the formal machinery of official policy making.” It is important to notice that policy change is contested and debated from contrasting and opposing points of view, which in itself may impede the implementation process. Evidently this is no simple process and requires not only more tentative approaches to its understanding but also further investigation into its contexts.

2.5.4 The significance and complexity of putting policy into practice

Generally speaking, it appears that many countries experience difficulty putting policy into practice. De Clerq (1997:129) argues in this regard that “the evaluation of many World Bank policies has revealed a great discrepancy between their policies and what happens on the ground, especially in Africa.” Samoff (1999:417) also raises the question and argues:

What, then, is policy? From one perspective, the policy is what the ministry has promulgated, and what the teachers do is a deviation from official policy. From another perspective, the actual policy (i.e. the working rules that guide behavior) is what the teachers are doing. In this view, the ministry documents are just that: official statements that may or may not be implemented and certainly do not guide what people actually do. *Stated policy* may thus be very different from *policy in practice*.

This particular inquiry deals with issues pertaining to “what happens on the ground”, or “the educational dynamics on the ground” (Samoff, 1994:144). Such “on the ground” issues are revealed in this inquiry through in-depth, non-directive

interviews and open-ended questionnaires, to sensitise, inform, and stimulate education policy process debates. Also, policy debates and policy development processes that are removed or uninformed from such experiences of teachers may run the risk of unsuccessful or inadequate implementation. This is notably so if the inquiry is not grounded qualitatively in micro-level, school-based research – that is, research “on the ground”.

Finkelstein (1997:310) endorses this notion that there is “ample evidence to suggest that policy that proceeds from the ‘top down’ without consideration of the commitments and habits of education practitioners, is likely to fail or succeed only partially...”. In addition, “policy-practice connections are relatively unstudied by policy scholars, providing little systematic work that distinguishes the relative impact of policy from other kinds of influences on the behavioural repertoires of teachers...”.

In this context, Vulliamy *et al.* (1997:100-101) argue that comparative education is often “bedevilled by an overemphasis on policies and systems at the expense of the actual practice of such policies”. This implies that closer attention to education policy change – to what happens on the ground, to classroom practice – is essential (cf. Bowe *et al.*, 1992; Vulliamy *et al.*, 1997).

This potential gap between policy and practice reflects the distance that exists between education policy makers and the teachers who are the recipients of education policy. A national study conducted in South Africa (Holman, 1998) shows that national policy makers in South Africa are far removed from the realities of teaching. The study showed that policy decisions made by government are seen to have a major negative effect on teacher motivation.

In this context, Eisner (1998b: 163ff) expresses some reservation concerning the distance between educational reformers and teachers implementing policy change. He argues that reform efforts – for example, in American education – are mostly top-down, mandated through national or state reports and educational legislation,

sending messages of changed policies to the teachers “on the front line”. He explains further that the implied presupposition is that once new policies are formulated, a stream of expected and intended change will begin to flow.

I concur with Eisner’s views and concerns. Top-down policy imposition may have detrimental effects on policy implementation, and if educational structures do not support the policy change then certainly this is not only a call for caution in understanding, but also a cause for real concern. Empirical data from this inquiry reveals how such imposed and top-down policy processes are experienced and interpreted. We need to realise that despite new policy papers, curriculum guides and workshops – which may or could facilitate the policy change process – the structural conditions of schools usually stay the same.

Dyer (1999:45-61) offers yet another perspective of policy change implementation which, if not done properly, results in strong resistance and unexpected outcomes. In practice, *ad hoc* adjustments and short-term strategies for coping are made. This relates to a view that policy making is seen as more prestigious than policy implementation, which is often neglected. How policy change is viewed, understood and experienced, however, only becomes real once teachers attempt to implement policy. Mistakenly, it is thought that policy decisions to bring about education change will automatically result in changed education practice.

The implementation process is (or should be) an integral part of policy formulation, and is not an “add-on”. It is precisely in this translation of policy change into practice that the messages can be tested for appropriateness and feasibility. Needless to add that it is here that opportunities arise to adjust policy in the light of the experiences of those involved in the implementation process. Kahn (1989:864) eloquently argues that “implementation [of policy] is not a brief pause between a shiny idea and a smart delivery.”

The split between production and implementation of policy creates a direct top-down conception of the policy process, as if policy can “get done” to people.

Teachers and schools appear to be disconnected policy receivers (Bowe *et al.*, 1992:7), “absorbing implementors to deliver” the goods, excluded from the generation or the production of policy. Contrary to this perception, Bowe *et al.* (1992:9) have shown that education policy in the form of legislated texts is recontextualised through different kinds of interpretations. They maintain that “... it is not *simply* a matter of implementors following a fixed policy text and ‘putting the Act into practice’ ” (Bowe *et al.*, 1992:10). Instead, policy texts initiating educational change need to be understood within a variety of contexts. As such, policy is by no means a fixed or rigid text; “instead it is a constantly changing series of texts whose expression and interpretation vary according to the context in which the texts are being put into practice” (Bowe *et al.*, 1992:ix).

De Clerq (1997:129) also questions this policy/practice or text/practice relationship. “Is there a fracture between policy and practice?” she asks. She reveals research evidence from other countries that accentuates the complexity of putting policy into practice, particularly in Africa. Furthermore, Harley, Bertram and Mattson (1999:156) argue that what teachers believe “as educationists (‘the educationist context’) and what they actually do in practice (‘the teacher context’) alert(s) to the possibility of disjunction between policy and practice.” This view is also shared by Sparkes (1991:4) who cites Hargreaves (1989:54): “What the teacher thinks, what the teacher believes, what the teacher assumes – all these things have powerful implications for the change process, for the ways in which curriculum policy is translated into curriculum practice.”

Correspondingly, teachers experience education policy change differently (cf. Rousmaniere, 1997:355-367). According to Spillane *et al.* (1996:431), this notion differs from the

conventional notions of implementation [that] portrayed policy and practice relations as a matter of transmitting ideas from policy to practice: policy was something that was done to local educators. In the scheme of things, policy implementation involved putting into practice the plans of policy-makers.

Instead, it is argued that “local educators adopt an active stance towards policy and in doing so re-shape policy-makers’ proposals to fit with their local contexts and work. Local practice is the site where educators figure out what policy means for their work” (Spillane *et al.*, 1996:431). This implies that teachers

respond to the ideas they construe from policy, rather than some uniform, fixed vision of policy. In this view, relations between policy and practice are not uni-directional: while policy may shape practice, practice in turn may shape policy in that it influences what local teachers make of policy-makers’ proposals” (Spillane *et al.*, 1996:431).

Put differently, policies are recontextualised, reconstructed and reinterpreted at school level; they are not simply formulated and then implemented as if these processes were functioning along a continuum (cf. Corbitt, 1997:175). Likewise, education policy change can be viewed as reform acts, and/or “working documents” that are implemented, together with participants’ and/or actors’ changeable interpretations of policy texts within different contexts and environments, which impact the ways in which change is attained. How these texts are conceived and understood depends on the frame of reference, personal assumptions and presuppositions, along with prior knowledge construction within the different contexts. Texts connect differently in altered contexts, and meaning making becomes contextually personalised and value-driven. Policy texts are interpreted in order to make sense or meaning, to understand them, as they are “translated” to fit with prior knowledge. Bowe *et al.* (1992:13) indicate that policy texts may be “a set of claims about how the world should and might be, a matter of ‘authoritative allocation of values’, operational statements of values, statements of ‘prescriptive intent’.”

Contrary to such mandatory purpose, texts are “... contested in and between the arenas of formation and implementation”, as well as in “relation to [their] own understanding, desires, values and purposes” (Bowe *et al.*, 1992:22). Teachers’ perceptions and prior experiences within particular contexts will reinform and

reinterpret the texts. These reinterpretations influence policy texts as they are processed into policy practice. Hence the instrumental role of teachers as policy implementors cannot be disputed or rejected. This is discussed in the following section.

2.6 Teachers' roles and education policy change

According to Tedesco (1997:1) teachers can no longer be overlooked, for policy change will not have the desired effect if they are “not accompanied by an integrated policy intended to strengthen the role of teachers.”

2.6.1 Teachers' role as implementors of education policy change

This realisation that teachers are imperative as implementers of “new” policy in order to reform, restructure or transform³ schools and classrooms calls for a focus on teachers who are often seen as either impervious or unaffected, or as resistant to education policy change. This notion reflects certain reservations about stances that place teachers in the role of implementers of policy change, discounting what Bowe *et al.* (1992:119) call *different “interpretational stances”*, implying an active role on the part of the teacher.

Implementation of policy poses many demands on teachers in terms of knowledge, skills and attitudes. These demands cannot be met without interpretation or re-creation of policy. These interpreted versions of policy are created from personal, subjective frames of references. Bowe *et al.* (1992:22) elaborate on this, saying:

Practitioners do not confront policy texts as naïve readers; they come from histories, with experience, with values and purposes of their own, they have vested interests in the meaning of policy. Policies will be interpreted differently as the histories, experiences, values, purposes and interests which make up the arena differ. The simple

³ For the present study the terms educational change, reform and restructuring are used interchangeably. It is recognised, however, that all educational change does not necessarily generate reform, although reform cannot take place without change. Most planned educational change attempts to bring about reform. In turn, educational reform is largely dependent on individual teachers adapting, implementing and processing the changes and innovation to fit their circumstances.

point is that policy writers cannot control the meanings of their texts. Part of their texts will be rejected, selected out, ignored, deliberately misunderstood, responses may be frivolous, etc.

This implies that policy initiatives inherently contain internal contradictions and tensions. The underlying assumptions of policy, the social and historic context and the degree to which policy is or is not compatible with teachers' existing beliefs, commitments and practices may influence the policy process, both in the context of policy text production and the context of policy practice.

Teachers' experiences and understandings of educational policy change impact educational practice since they are the most prominent persons mediating and implementing change. They become part of the interactive process of reflection and action with regard to the intentions of educational change via the education policy and their personal response to change within a particular historical context. This constitutes an important link for understanding the eventual effect of policy change.

2.6.2 Teachers' influence on education policy change

I have worked in an interpretive paradigm, which implies that selected aims are to construct understanding epistemologically and ontologically in a trustworthy and authentic manner. To stay true to this approach I assume that realities are varied, and that there are great differences in how different individuals know reality. This inquiry into education policy change from the perspective of teachers' experiences and understanding assumes my acceptance of different assumptions, perceptions and multiple realities (cf. Mouton, 1996:3-4). These presuppositions about education policy change are powerful and often unconscious sources of behaviour. Put differently, educational policy is filtered and those parts that "fit" with teachers' personal perspectives and intuition are selected. This suggests that pre-existing knowledge, attitudes and behaviour impact the responses, the meaning and the implementation of education policy. It is not surprising, therefore, that the realities of education policy change will also be diversely constructed.

In addition to the contested terrain of education policy change, the rhetoric and the reality of education policy change do undermine the sources of teachers' emotional and intellectual stances, which are inseparable (cf. Hargreaves & Evans, 1997:4). Such sources include, for example, the *emotional politics* of policy change, which are expressed as fear, anguish, emotional breakdown, despair, depression, grief, loss of confidence and weakened commitment. Emotional responses cannot be divorced from intellectual stances (cf. Hargreaves, 1998; Beatty, 2000), such as contestations, debates and other cognitive constructions of knowledge.

These emotional responses are evident in the empirical materials, which are supported by my review of the literature, although "emotions are virtually absent from the literature and advocacy of educational change" (Hargreaves 1998:559). My empirical data recounts teachers as powerful mediators in view of their interpretations and emotional responses to education policy change, which ultimately affect policy implementation. What policy shapers see as ideal, teachers may see as unreasonable (cf. Rousmaniere, 1997:355), and voicing such concerns about new policies may be conceptualised as disloyalty (cf. Reay, 1998:181). That is why their voices may fall silent and be silenced. Hargreaves (1998:560) argues that "another misconception about emotions is that they are somehow separate from reasoning", and cautions, "consistently dispassionate educators are highly dysfunctional ones".

Fullan (1991:117) emphasises this point: "Educational change depends on what teachers do and think – it's as simple and as complex as that." This implies that there are complex, contextual influences – such as text interpretations or recontextualisations and re-creations (Bowe *et al.*, 1992:21-23) – and text contestations that impact the education policy change process. A change in thinking and understanding cannot be legislated (cf. Sarason, 1971:193 cited by Fullan, 1991). Of course, emotional reactions and responses cannot be mandated either. This links to my initial claim that teachers experience and understand education policy differently and, unlike the intended, top-down linear policy process, this is a far more complex and constructed, contested process, which requires in turn a more

complex and deeper understanding.

I admit that this inquiry into education policy change may offer no quick-fix solutions to education policy implementation processes, or education policy change *per se*. However, some comprehension of the vastness and complexity may facilitate a deeper, more sophisticated and more complex understanding, enabling and supporting the education policy change process (also cf. Heneveld, 1994). Put differently, people, processes, practices, and policies evoke interwoven and complex dynamics in education, which cannot be viewed in a linear approach that sees the expected implementation automatically following policy initiation. Unlike some preconceptions, education policy change is not primarily classroom change, such as one teacher, one classroom, or one innovation (cf. Stiegelbauer, 1994). On the contrary, education policy change cannot be fully captured or grasped without its heterogeneous contexts, processes, and dynamics.

Furthermore, policy writers cannot control or impose the meanings of their texts. On the contrary, texts or parts of them may be rejected, selected, ignored, misunderstood; in short, they are interpreted within a subjective frame of thinking. Teachers' "responses will be the outcome of contested interpretations" (Bowe *et al*, 1992:23), or reinvented, contrary to forceful (cf. Lewis & Tsuchida, 1997:324 and 313) and bullied (cf. Hargreaves, 1991:251) stances of policy change.

As mentioned earlier, over and above the public discourse, the legislation and communication of policies for educational change depends on what teachers "think" and do, their personal disposition and feelings concerning change or policies proposing change. The manner in which they act on policy for educational change proposals impacts the eventual effects. According to Fullan (1982:120) an understanding of the subjective world of those involved in a change process is a necessary precondition. The subjective way in which teachers mediate meaning through assumptions and perceptions, and act with regard to educational change has an impact on the possibilities of realising the educational ideals represented by policy as initiation to educational change. This implies that teachers play an active

role in the education policy change process. They construct their own frame of thinking and their meaning. In this context Bruner (1996:19ff) argues that “the ‘world’ we inhabit is a constructed one. As such, reality is made or created and not found.” And likewise, Fullan with Stiegelbauer (1991:43) cited by Corson (1995:158) clarifies this issue: “The real crunch comes in the relations between these new programs or policies and the thousands of subjective realities embedded in people’s individual and organizational contexts and their personal histories.”

2.6.3 Teachers’ thinking and education policy change

This inquiry into education policy change from the perspectives of teachers assumes that their experiences and their understandings are constructed into particular meaning. Teachers give meaning or interpretation in that they experience the education policy change as they try to make sense out of their working life. In addition, the way in which policy makers view teachers in the policy process also influences their meaning, making projective identification and countertransferences (cf. Horwitz, 1985:30-33). In sum, this means that the way teachers are seen by policy makers also impacts the change process.

Teachers can be seen either as being on the receiving end of something that administrators do, or as being encouraged to participate and co-create their meaning. They may be so used to a barrage of top-down policy directives that are often unconnected to meaningful instructional practice that they may consciously choose not to implement certain types of change. This is particularly so for those policy changes in which they have had no input and/or training, or those which they think do not serve the learners with whom they work everyday (cf. Sikes, 1992:37).

Winslow and Solomon (1993:77-79) clarify how people – in this case, teachers – perceive and approach the world of change. People usually make decisions in the present based on their perception of the implications for future outcomes. People spend much of their lives focusing on the future, and much of their present behaviour is comprehensible only if it is known how they view the future. To some

extent people live in the future; this has the potential for being a source of great hope, but it may also be a source of great anxiety. However, the future only exists in the mind. Despite this, people do plan for the future and act as if they know what will happen, even attempt to predict and control the outcomes.

In the context of change and planning for future outcomes, Winslow and Solomon (1993: 77) contend that there is no such thing as resistance to change *per se*. What people appear to resist is not the (policy) change itself, but the perceived outcomes of the (policy) change. In fact, Winslow and Solomon infer that “people resist their fantasies of punishment and/or danger”. Such responses are emotionally laden which makes change tough and risky, emotionally uncomfortable, dissonant and unsettling (this is evident in Chapter Four).

For reasons expressed in the previous section, it is meaningful to capture the thinking, the understanding, and the experiences of teachers about education policy change, because they act as filters for policy. They contest policy from various historical settings and contexts (cf. Raab, 1994:11-12 cited by Berkhout & Wielemans, 1999:413) and use the “inner eye” to reconstruct education policy (cf. Anderson, 1990:41). Marshall and Mitchell (1991:396-415) and Young and Mills (1980:27) use the term “assumptive worlds” – a perceptual screen consisting of beliefs, perceptions, and intentions to reality. Similarly, Hall and Hord (1987:53) state that “policymakers, administrators, and others have points of view that must be considered; but in the end, how teachers feel about and perceive [education policy] change will in large part determine whether or not change actually occurs in classrooms.”

As such, teachers are subjective filters and mediators who construct and shape their educational practice accordingly and do not receive policy as empty vessels. Education policy change ultimately takes place in the classroom, where it matters most. However, according to Broadfoot *et al.* (1988:264), teachers’ practice will not change unless their beliefs, ideas, and attitudes are taken into account. These beliefs and conceptions are rooted in national tradition as well as in the realities of the

classroom contexts in which they work. Broadfoot *et al.* (1988:265) hold that “if [policy] ... attempts to change teachers’ practice without regard to those conceptions ... it will result in a lowering of morale and decreased effectiveness”, a theme elicited from the empirical data. Still, a change in beliefs is not necessarily accompanied by change in instructional practices, such as a change in teaching practices which is imposed by policy change (cf. Mintrop, 1999:283).

The argument thus has two claims. One states that teachers’ beliefs influence educational practice. The other holds that a change in teachers’ beliefs does not necessarily change educational practice as intended by policy. The important assumption is simply that teachers are not naïve readers of policy; on the contrary, Bowe *et al.* (1992:22) maintain, “they bring their interpretative lenses, history, experience, values and purposes of their own, and a vested interest in meanings.” The following section deals with teachers’ emotional dimensions that are linked to their cognitive responses.

2.6.4 Teachers’ emotions and education policy change

Emotional responses and cognitive contestations are intrinsically linked, as Fineman (1993:1) explains: “When we look more closely at cognitions, they are not fully comprehensible without a recognition of the feelings that drive and shape them.” Unfortunately, though, “relatively few theoreticians dealing with the epistemological issues in education underscore the importance of feeling as a source of knowing” (cf. Eisner, 1998b:115). Beatty (2000:13) reminds us vividly: “Reason itself is not free of emotional foundation.”

Hargreaves (1998:559) confirms that “emotions are virtually absent from the literature and advocacy of educational change ... it is as if teachers think and act; but never really feel.” Put differently, a misconception about emotions appears to be “that they are somehow separate from reasoning.” On the contrary, “You can’t judge if you can’t feel! Consistently dispassionate teachers are therefore highly

dysfunctional ones” (Hargreaves, 1998:560). Fineman (1993:9-10) elaborates this point:

People presented are emotionally anorexic. They have ‘dissatisfactions’ and ‘satisfactions’, they may be ‘alienated’ or ‘stressed’. They will have ‘preferences’, ‘attitudes’ and ‘interests’. Often these are noted as variables for managerial control.... We find little or no mention of how feeling individuals worry, envy, brood, become bored, play, despair, plot, hate, hurt, and so forth.

These volatile, passionate emotions are kept off the educational agenda in favour of those that encourage support, trust, sincerity, involvement, responsibility, and commitment (cf. Hargreaves, 1998:559). Thus, it becomes clear that education policy change initiatives do not only affect teachers’ knowledge and skills, they influence relationships both at school and in the classroom which are emotionally driven. Also, such cognitive processes are emotionally driven, ranging from a variety of uncomfortable feelings such as fear and anxiety to apathy and indifference. There is amongst many academics “some suspicion that the presence of feelings, of passions, may not allow for objective consideration”, which assumes that “education is neutral” (cf. hooks,⁴ 1994:198). On the contrary, teachers live in an environment with innumerable emotions and “without attention to the emotions, educational reform efforts may ignore and even damage some of the most fundamental aspects of what teachers do” (Hargreaves, 1998:574).

The emotions that accompany change and the psychology of change (cf. McLagan & Nel, 1995:241) in terms of how people deal with loss as part of the change process has been researched extensively by Kübler-Ross (1969, 1995, 1997) and Bacal (1994). They suggest that experiencing change is similar to experiencing the death of someone close – through stages of denial, anger, blame, depression, acceptance and readjustment. Change does appear to elicit fear of the unknown, ambivalence, and anxiety (cf. Fullan in Hargreaves, 1997:226). More often than not, education policy change processes take fairly long and create hardened resistance, particularly

⁴ hooks is correctly typed in lower case.

if natural emotions such as fear and anxiety are suppressed, silenced and remain unexpressed (cf. McLagan & Nel, 1995:242ff). These reactions are informed using a psychoanalytic approach⁵ (Corey, 1995:139-155; Fineman, 1993:10), which suggests that humans are prisoners of personal histories and not as free in choices and behaviour as we would like to believe. Many feelings are repressed, pushed from the consciousness, due to anxiety, guilt, or shame arising from events with which they are associated. Importantly, repressed (restricted) feelings do not disappear from the psyche, but are held in check through a variety of defence mechanisms including rationalisation (elaborate justification of one's intentions), projections (attributing one's feelings which are uncomfortable) and regressions (adopting patterns of behaviour which were comforting in childhood).

It is important to note in this context that it is apparently not the nature of the education policy change but rather the recipient's concept of the policy change that impacts the educational practice. Whenever significant policy change is proposed, teachers are asked to "do things differently" with an immediate emphasis on changing attitudes and only later on changing education practices and procedures (cf. Huberman, 1973:3). These actions have an internal rationality which reflects their own personal hidden, emotional dramas. Some emotions may be in tension with the formal agenda, structure, and change process of the organisation (cf. Corey, 1995:145ff). Such tensions become visible through resistance to change, also evident from the empirical material. I sum up by citing Hargreaves (1997:108-109): "... if educational reformers ignore the emotional dimensions of educational change,

⁵ Cilliers (1997) comments that the assumptions underlying the psychodynamic and analytical paradigms as applied to the work done by the Tavistock Institute (UK) are as follows (cf. Colman & Geller, 1985:199; Obholzer, 1994:172):

- The quality of human behaviour is mixed – pessimistic and optimistic.
- The pessimistic represents the study of bad objects, the disturbing aspects of human nature.
- The optimistic represents the study of good objects, potential for growth and self-actualisation.
- Human behaviour is conscious and unconscious.
- Conscious behaviour is easily accessible to the mind.
- Unconscious behaviour consists of previously conscious material, which the individual stores in the unconscious.
- Painful experiences in the conscious are defended against by, for example, denying that it exists, repressing it to the unconscious, or projecting it onto other people and objects.
- The study of the unconscious information leads to deeper levels of understanding of

emotions and feelings will only re-enter the change process by the back door”.

2.7 Concluding comments

In this chapter I have explained the unit of analysis from a theoretical perspective and claim that education policy development in South Africa focuses mainly on policy production and not on policy implementation. Throughout the argument of a tenuous connection between policy and practice, a disparate context is apparent. Within the context of this study, the focus is specifically on the perspectives of teachers, who are seen as the silent yet cardinal players in the education policy change process. Relevant literature into education policy change suggests a disjuncture between policy and practice. An inquiry into the impact of teachers on education policy change requires a more complex, nuanced, maybe deeper understanding from their perspective. This is what the following chapters attempt to offer – an inquiry into education policy change from the perspectives of teachers within the context of the education policy-practice debate. This chapter dealt with the research question theoretically. In the next chapter I report and describe the methodological processes of the inquiry, and how I intend to deal with the research question empirically.

To sum up, from an ontological and epistemological perspective, realities are many, and knowledge is constructed also in education policy. These perspectives impact and inform the education “reality” and guide the inquiry into education policy change. Therefore, a qualitative inquiry into education policy change from the perspectives of teachers’ “varied reality”, which is contextual and contested, appears significant.

Theoretical evidence from the literature clearly reveals that education policy change is not a simple process, as texts are reconstructed and re-created based on interpretations of interpretations (double hermeneutics). The empirical evidence, described in Chapter Four, also shows that the meanings of texts are seldom

unequivocal or apparent, and for this reason it becomes difficult to predict the effects of policy. Interpretations are made through the inner dialogue, the inner voice within a particular context. Values and interests are captured in these interpreted understandings and meanings of policy texts, as they are translated into educational practices. If policy makers want successful education policy change, it is essential to elicit the underlying assumptions, the social and historic context, the degree to which these are congruent or not with teachers' beliefs, commitments and practices.

Chapter Three

METHODOLOGY

Qualitative Research Design for Understanding Policy Change

3.1 Introduction

*“Let’s slow down our perception
and invite our exploration.”*

Eisner, 1999

This chapter presents a description and analysis of the research design, the choice of a qualitative research design, the researcher as instrument, data collection and data processing procedures. I wish to present in this chapter the type of research, who were involved, and why I conducted this investigation.

Firstly, I present some thoughts pertaining to the continuing qualitative-quantitative debate in educational research and how this has influenced my choice for a qualitative research design. My rationale and justification for the methodology is described in addition to methodological criteria such as validity and reliability.

Secondly, I discuss sample selection and the unit of analysis, which links with the process of data gathering using focus group discussions, interviews, and questionnaires. Thirdly, I present the data analysis process, bringing together a configuration of findings, forming themes or categories, illustrated in some networks. I also describe the technology used for the analysis, Atlas.ti.

3.2 Qualitative and quantitative research: the continuing debate

Although not mutually exclusive, research methods are commonly divided into two streams of thought: quantitative research and qualitative research (cf. Denzin & Lincoln, 1994; Merriam, 1998). Quantitative methods are often associated with the positivist tradition, deductive and predictive in approach, which depends on experimental designs and statistical correlations. Qualitative methods are frequently inductive in approach, implying a naturalistic design and the emergence of important attributes through in-depth study of a few cases. Quantitative research frequently tests hypotheses while in qualitative research hypotheses are usually generated.

For many decades, positivism was the dominant research approach; it is characterised by an insistence that science can only deal with observable entities known directly to experience. This kind of approach is used where quantitative researchers seek causal determination, prediction, and generalisation of findings. Qualitative researchers seek instead illumination and understanding. McMillan and Schumacher (1993:14-15), as they focus on the assumptions, the purpose of the inquiry, the methods used, the role of the researcher and the context of the inquiry, classify the differences as follows:

- In quantitative research, the assumptions about the world are based on a logical positivist philosophy. This implies that social evidence is a single objective reality, which is separated from feelings and beliefs of individuals. Qualitative research is based on a naturalistic-phenomenological philosophy, assuming that multiple realities are

socially constructed by the individual and by society.

- The research purpose in quantitative research endeavours to establish relationships and to explain the causes of changes in measured social facts. This aim is in contrast with the purpose of understanding the social phenomenon from the respondents' and participants perspectives, as in qualitative research.
- Research methods and processes in quantitative research are set in procedures and steps that guide the researcher. Qualitative research methods and processes have greater flexibility. An emergent design (a constructivist design versus a positivistic design) is used which means that decisions about data collection strategies are made during the study. This type of design is in contrast to a pre-established design, which is applied, in quantitative research.
- The role of the researcher in qualitative research is of vital importance since s/he as a person is the research instrument. The researcher becomes immersed in the research project, whilst in quantitative research s/he remains detached.
- The context in the study is important in qualitative research, since it is believed that human actions are strongly influenced by the settings in which they occur. Human behaviour and responses can be better understood when the framework or the perspective within which the respondents interpret their thoughts, feelings, meanings and actions is known. The context or the framework is appropriate when collecting and analysing data. Qualitative research develops context-bound generalisations, contrary to universal context-free generalisations as in quantitative research.

Given the long debates with regard to the nature of qualitative and quantitative inquiry, it is difficult to find an unambiguous and definitive statement as to what qualitative research in education actually is. According to Lancy (1993:3), this is primarily because the "...topic, theory, and methodology are usually closely related in qualitative research." For instance, Bogdan and Biklen (1992:3) write that qualitative research in education draws from many sources, reflected by the use of terms such as "symbolic interactionist, inner perspective, the Chicago School,

phenomenology, case study, interpretive, ethno-methodological, ecological, and descriptive.”

Briefly then, qualitative research takes an interpretive approach to its subject matter – that is to say, things are studied in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings that people bring to them. Qualitative research begins by accepting that there is a range of different ways of making sense of the world. The approach is concerned with discovering and understanding the meanings seen by those who are being researched and with comprehending their views and perspectives of the world rather than that of the researchers.

Historically, according to Bogdan and Biklen (1992:9-29), qualitative methods were first brought into education via the use of anthropological and sociological methods for the study of educational settings and systems. Qualitative research in education involved importing non-experimental and observational procedures and field-oriented and data-driven theories from other disciplines in social research. What followed was an expansion of qualitative research to include contemporary interpretive methods, the creation of textbooks and guidelines for qualitative research, and the development of a philosophical foundation for qualitative research *per se*.

One area of change in qualitative research was the inclusion of interpretive approaches, including critical theory, feminism, action research, cultural studies and postmodernism in general. The movement in this research direction was clearly a move away from gathering data and building theory *per se*, and towards critical theory using empirical inquiry not only to verify theoretical claims but also to understand and critically reflect on ideological dimensions.

Another area of change relates to the establishment of a philosophical foundation to characterise the work and thinking of qualitative researchers in education. Lincoln and Guba (1985) argue that qualitative research assumes a different ontological position than traditional quantitative research. They write that quantitative research espouses the idea that reality is outside the control of the researcher and that inquiry is thus essentially a spectator activity, whereas qualitative research is characterised by the assumption that the researcher constructs the “reality” that s/he sees. This includes the notion that persons involved as participants or respondents in an inquiry construct their reality as well.

Lincoln and Guba (1985: 160-186) also argue that the epistemological foundations of qualitative research are based on values and value judgements and not on facts. The researcher’s values guide and shape the research conclusions because the researcher constructs the reality of the inquiry. At the same time, though, the researcher has to be sensitive to the realities created by the others involved and the consequent changes and differences in values. Therefore, findings and “truth” claims in a qualitative study are constructed.

In this context, Denzin and Lincoln (1994: ix) comment that

Over the past two decades, a quiet methodological revolution has been taking place in the social sciences. A blurring of disciplinary boundaries has occurred. The social sciences and humanities have drawn closer together in a mutual force on an interpretive, qualitative approach to research and theory. Although these trends are not new ones, the extent to which the ‘qualitative revolution’ has overtaken the social sciences and related professional fields has been nothing short of amazing. Where only statistics, experimental designs, and survey research once stood, researchers have opened up to ethnology, unstructured and open-ended interviews, textual analysis, and historical studies.

They go on to explain that scholars in the past were “doing science”, contrary to a

more recent approach by scholars who experiment with the boundaries of interpretation as they try to link research to social change and delve into characteristics of race, ethnicity, gender, age, and culture. This type of inquiry is critical and takes into account how people's lives are mediated by systems of inequity such as classism, racism and sexism (cf. Lather, 1991:3). My inquiry, however, asked questions for a deeper, nuanced understanding, and not for emancipatory purposes.

Worthy of note is Lathers' (1991:7) vivid presentation of what she calls "a dizzying and an exciting time in which to do social inquiry", a time of "openness and questioning of established paradigms in intellectual thought". Contrary to the qualitative-quantitative split, Lather uses Habermas' theses of three categories to offer a different and useful classification:

Orthodox consensus about what it means to do science has been displaced. A proliferation of contending paradigms is causing some diffusion of legitimacy and authority. Paradigms of disclosure rather than paradigms of prediction and/or prescription and advocacy paradigms versus 'neutral' paradigms are vying for attention. This proliferation of paradigms goes by many names ... which is grounded in Habermas' (1971) thesis of the three categories of human interest that underscore knowledge claims: prediction, understanding, emancipation (Lather 1991:7).

Based on these three categories, a common classification of research perspectives discerns positivist, interpretive and critical approaches. Lather ((1991:7) adds the "non-Habermasian" category of "deconstruct". Each represents a distinct inquiry paradigm, which offers a different approach to the generation and legitimation of knowledge. This tentative classification is important because my research is based on the underlying assumptions of the qualitative design, also named "constructivist-hermeneutic-interpretist-qualitative paradigm". This paradigm reflects the belief that humans individually and collectively construct reality, which implies the human

being as the primary research agency. It should be clear, though, that the word qualitative is not synonymous with interpretive.

Qualitative research may or may not be interpretive depending upon the underlying philosophical assumptions of the researcher. Interpretive researchers start out with the assumption that access to reality is through social constructions such as language, consciousness and shared meanings. Interpretive studies usually attempt to understand phenomena through the meanings that people assign to them and focus on the complexity of human sense making as the situation emerges.

In addition to Denzin and Lincoln (1994) and Lather (1991), various other authors – such as Carr and Kemmis (1983), Keeves (1988), Atkinson (1990), Cantrell (1995), Merriam (1998), Mertens (1998) and many more – have described different research approaches. This lively debate on quantitative and qualitative research warrants an explanation for my preference of a qualitative methodology. The classification of different approaches sets the boundaries and narrows the focus for my own philosophical orientation for this inquiry. I have chosen an interpretive or constructivist approach for this inquiry into teachers' experiences of education policy change.

Over and above the choice of a research perspective, I also had to grasp “the philosophical meaning of ontology, epistemology and the methodological meanings of validity, reliability and data.... Research originates from some view of reality, which means that there are different ways of gaining understanding of some aspect of the world and different ways of confirming our understanding (i.e. knowledge)” (Hart, 1998:51). I see reality as multiple and socially constructed. This implies that teachers' experiences and understandings of education policy change are varied and constructed in the educational realm. In this context, Eisner (1999) suggests how qualitative research can contribute to the field of education. I quote him at length:

In education, qualitative research has a great deal to offer, provided researchers seek a more complex understanding of education. There are multiple ways in which the world can be known, which is particularly relevant, since qualitative researchers pay attention to the nuanced quality of the particular, and not the general. Through the nuances and subtleties, qualitative researchers draw the attention to particulars and in so doing they slow down predisposed human perceptions, and invite human exploration. For good qualitative inquiry, the nuances, the particulars, the emotions, and the perceptual freshness of researchers are imperative. Assumptions of research are re-examined as scholars wish to get close to the practice and get a first hand experience of what really goes on in schools. This type of research does not offer to solve problems, it seeks only to cope with situations, which may be temporarily resolved, since conditions and contexts are in dynamic states. 'Reality' cannot be captured in a bag, and as such, research which is in some form of representation of 'reality', is always biased, through either omissions or commissions.

This explains another motivation for doing a qualitative inquiry – that which distinguishes humans from the natural world, the ability to talk (cf. Myers, 1997:2). My choice is thus appropriate because “qualitative inquiry focuses on meaning in context, and requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data” (Merriam, 1998:1). My role of researcher as primary instrument therefore plays an important part in terms of interacting with participants' backgrounds, values and biases that may affect the data, which I describe in the following section.

3.3 Researcher's rationale: justification for the methodology

My justification for a qualitative inquiry emerged from inner struggles with what constitute the parameters of personal scholarship, its boundaries and forms. From the many readings on qualitative inquiry, I was profoundly touched by the following quote by Abraham Maslow (1962:202-203):

We are still forced by academic custom to talk about our own experiences in about the same way as we might talk about bacteria, or the moon or about white rats, assuming the subject-object cleavage, assuming that we are detached, distant and uninvolved, assuming that we (and the object of perception) are unmoved and unchanged by the act of observation, assuming that we split off the 'I' from the 'Thou', assuming that all observation, thinking, expression and communication must be cool, never warm, assuming that cognition can only be contaminated or distorted by emotion, etc.... We must make explicit what we all accept implicitly that our kind of work is often felt deeply and comes out of deep personal grounds, that we sometimes fuse with the objects of the study rather than splitting from them, that we are usually profoundly involved, and that we must be if our work is not to be fake.... Impersonal science can sometimes be a flight or defence against inner disorder and chaos, against the fear of loss of control. Or to put ... it more generally, impersonal science can be ... flight from or defence against the personal within oneself and within other human beings, a distaste for emotion and impulse, even sometimes a disgust with humanness or a fear of it.

This rationale is closely linked to what Merriam (1998:20-21) describes as personality characteristics for this type of research. She refers to personal, people skills such as tolerance for ambiguity, sensitivity, sound communication skills, empathy and good listening skills as essential for qualitative research. I have participated in a variety of experiential workshops and courses, both locally and internationally, to refine these personal or human relationship skills to heighten my awareness of both the overt research processes as well as the covert, less obvious or hidden dynamics in research. (Refer to Appendix G for courses and workshops attended.) I pursued this qualitative research as a reasonably finely-tuned instrument of discovery, through which data was collected and interpreted. This inquiry was indeed personal in nature, inasmuch as I too was a teacher for many years. That is why I aimed to relate to teachers with respect, sensitivity and authenticity, creating a conducive rapport (cf. Sternberg, 1994:706), ensuring feelings of trust to establish ease of communication with the teacher, which Wolter-Gustafson (1990:221-232)

discusses as crucial principles in qualitative research.

Furthermore, I thought it meaningful that the method of research was congruent with my commitment to such a respectful and sensitive approach. My interactiveness involved my whole being, including my intellect, intuition, feelings and spirit. This interaction with teachers was not just an unaffected conversation; on the contrary, it was at times intricate and involved.

Such intricacy and complexity of human interaction and the desirability of maximising the qualitative inquiry when collecting data, requires a sensitive awareness of the process as well as a long look at the relationship and the communication with the respondents, which are inseparable. On this score Spielhofer (1996) explains that an inquiry is influenced by how respondents *see* researchers. In itself, the ability to meta-communicate appropriately is not only indispensable for successful communication, but it is intimately linked with the enormous problem of awareness of self and other. Truly, my interactive role as the teacher respondent involved a great deal of such awareness. Furthermore, I realised that I can know another only to the extent that I know myself. This self-awareness included my emotional reaction, physical sensation, thoughts, habitual responses and reactions. Thus, I needed to listen to more than just the thoughts or the intellectual and linguistic processes.

In this context, Morse (1994:225-226) illustrates that qualitative research is only as good as the researcher. It is the researcher who through skill, patience and wisdom obtains the information necessary during data collection and fieldwork to produce a rich qualitative study. Good qualitative researchers must learn to be trusted in the setting, to be patient and tolerant, and to wait until their respondents accept them. Flexibility and resilience on the part of the researcher is also required. I learnt from both the literature inquiries as well as from the empirical data gathering that I needed

to rely on the quality of the relationship between myself and the teacher respondents.

Buber (1965:118-205) describes this quality of a relationship between the researcher and the respondent as a trusting and an accepting one. This means that the quality of the research depends largely on the quality of the relationship between those engaged in the research. Moreover, he maintains that the research process is facilitated to the degree that the researcher is able to bring oneself fully into a relationship, offering to that relationship genuineness, unconditional positive regard and empathy. Merriam (1998:23) describes empathy as “the foundation of rapport” – an atmosphere of trust conducive to good interviewing. To be in such a relationship allows direct interpersonal knowing and enables respondents to feel open to their rich uniqueness and complexity.

I experienced my attempt of being empathic as imperative during the interviews with the teachers. My openness to their experiences and my responsibility to be fully present was facilitated by my aptitude for congruence, genuineness, unconditional positive regard and empathy – these qualities enabled me to “be there” with them. Furthermore, I became finely tuned to my own inner working, through self-reflection of my thoughts and feelings throughout the inquiry, so that I would be unlikely to bring distortion to the interviews. I had to re-examine the authenticity of my own intentions during the open-ended non-directive interviews.⁶ I needed to be aware of my personal limitations as researcher which could harm this inquiry.

Personal limitations such as my assumptions and viewpoints, beliefs and biases were available to the respondents. This implies not only my awareness, but also my acceptance that I did have assumptions and biases about this inquiry, for that could affect how I approached this study and how I might interpret the data. This way of being related to my congruence or realness in the interview relationship with the teachers. It meant that I would not moralise or judge the responses. On the contrary,

⁶ This non-directive stance or approach is derived from the humanistic approach (Rogers, 1980:114) – sometimes referred to as person-centered – which emphasises not only *what* is experienced but also *how* the experience is constructed.

I tried to show unconditional positive regard (Rogers, 1980:116). This unconditional positive respect is a vital interactive response of a researcher, which refers to the acceptance and respect of the teachers in such a way that they are free to “be whatever immediate feeling is going on – confusion, resentment, fear or anger” (Rogers, 1980:116).

As researcher, I allowed my level of understanding in the interview dialogue to be shaped to the degree of my empathy – that is, striving to understand the other “as if” I were the other, considering the fact I too had been a teacher for many years. Rogers (1980:153) describes this “as if” as the “highest expression of empathy as accepting and non-judgemental.” To be skilfully perceptive of the other, I was non-judgemental in my approach. I needed to understand the factual content of what was said in addition to the emotional undertones. In this regard Rubin and Rubin (1995:132) explain that to show emotional understanding one can create some common ground by sharing similar backgrounds or similar experiences with the respondents. This was facilitated through a process of sharing information regarding my inquiry. I found this technique particularly helpful and facilitating. I also learned that interviewing encompasses far more dynamic or hidden processes than I had initially anticipated. Personal awareness and the changing awareness of the teachers contributed to the rich discussions which were elicited from our encounters.

Open-mindedness and dialogical openness – concepts described by Smaling (1993:4-7) – supported my empathy and emotional understanding. Open-mindedness encompassed a receptivity of being perceptive and sensitive. It also reflected awareness and a capability of readily perceiving sensory or emotional irritability. Open-mindedness assumes a need to learn to hearken, to listen with attention and respect, which is goal-free listening with an attitude of letting-be and letting-go. Open-mindedness is facilitated by open-heartedness, which is revealed by a sense of empathy and love, and can contribute positively to doing justice to the

research interview. Dialogical openness calls for an open-mindedness of participation and responses during an interview. My openness towards my teacher respondents, without allowing my *emotional baggage* to interfere with the process, proved fruitful, presumably due to my sensitised awareness.

To conclude, in this context Kvale (1996:117) emphasises that “the person of the researcher is critical for the quality of scientific knowledge ... by interviewing, the importance of the researcher as a person is magnified because the interviewer him- or herself is the main instrument for obtaining knowledge.” The role of the researcher is unquestionably crucial, along with a sound and well-planned design, adhering to the criteria of validity and reliability.

3.4 Trustworthiness for the inquiry

3.4.1 Introduction

A variety of concepts of qualitative research exists, with competing claims as to what counts as good quality work. Seale (1999: 471) argues, for example, that “modernist headings of validity and reliability no longer seem adequate to encapsulate the range of issues that a concern for quality must raise.” These methodological norms elicit diverse conceptions. Some authors prefer modernist terms while other have replaced these with newer terminology (cf. Schwandt, 1997). Authors such as Denzin and Lincoln (1994) and Silverman (2000) still use the modernist terms, and I have decided to present those as well as their equations, as used by Mertens (1998) and De Vos (1998).

According to Merriam (1998:198), validity and reliability in qualitative research involves conducting an investigation in an ethical manner. To ensure this, for the purpose of this inquiry, teacher respondents participated voluntarily, their anonymity was guaranteed, and they signed a letter of consent before the interviews. Teachers could leave this project at any stage and their confidentiality would be maintained. Also, I intend to share my final project with my teacher respondents and participants.

3.4.2 Validity and credibility

Criteria for judging the quality of research are described by Mertens (1998:180-181), and Crossley and Vulliamy (1995:14-15). Credibility is equated with internal validity, transferability with external validity, dependability with reliability, and confirmability with objectivity. Mertens (1998:181) maintains that “the credibility test asks if there is a correspondence between the way the respondents actually perceive social constructs and the way the researcher portrays their viewpoints.”

Establishing credibility (internal validity) in my research was accomplished through summarising at the end of an interview what had been said, and checking the correctness of my understanding with the participants. The most important method of striving towards credibility is triangulation, which involves checking information that has been collected from different sources or methods for consistency of evidence across sources of data. I used different sources such as focus group discussions in the M-School project, interviews, and open-ended questionnaires. It is important to note that while data was gathered from diverse sources, the analysis of the raw data was done in a holistic manner, using one “hermeneutic unit” (cf. Atlas.ti, Addendum F). I had to review how congruent my findings were with “reality” – in other words, did my findings capture what was there? I needed to be aware that “data do not speak for themselves” (Merriam, 1998:201) and that there is

always an interpreter or a translator of reality. What I was inquiring into, then, were respondents' "constructions of reality – how they understand the world" (Merriam, 1998:203). Lincoln and Guba (1985:295 cited by Merriam 1998:203) describe this reality as "a multiple set of mental constructions ... made by humans; their constructions are in their minds, and they are, in the main, accessible to the humans that make them".

As argued earlier, my role as the researcher was human and the primary instrument of data gathering and data analysis; my interpretations of the data can be accessed directly through the interviews. My data has not been "treated" or interjected via another collection instrument, and interview data could therefore be closer to reality, which facilitates internal validity (cf. Merriam, 1998:202ff). Transferability as the qualitative parallel to external validity is described by Mertens (1998:183) in terms of thick descriptions, which I present in Chapter Four.

Again, I had to reflect on my initial research question and my qualitative research design. My line of thinking was supported by Merriam (1998:208) – "in qualitative research, a single case or small non-random sample is selected precisely *because* the researcher wishes to understand the particular in depth, not to find out what is generally true of the many." Transferability is the responsibility of the reader, who determines the degree of similarity between the study site and the receiving context. The researcher is responsible for providing sufficient detail through extensive and careful description of the time, place, context and culture, to enable the reader to make his or her own judgement. This description refers to the thick description, as discussed in the unit of analysis.

In addition to Mertens (1998) and Merriam (1998), authors such as Kvale (1996) and Smaling (1992) have also contributed a great deal to the validity debate. Kvale (1996:236) offers a description of validity as the truth and the correctness of a

statement. An argument is valid in lay terms if it is sound, well-grounded, strong and convincing. Validity in qualitative research pertains to the degree that a method investigates what it is intended to investigate. Put slightly differently, Smaling (1992) defines validity as a methodological requirement for procedures such as observation methods and measuring instruments, research processes and frameworks as well as to research results in terms of collected data, assessments and conclusion of the analyses. It is the absence of random and systematic errors, which may appear as prejudices or biases, in the sense that the researcher's beliefs may infringe on the research. He discerns validity as internal and external validity. The latter refers to the meaning and understanding that research results may have for persons, situations, or periods of time which have not been studied. This implies that more has been intended than what has been studied in that it refers to the degree to which findings can be transferred to other settings similar to the one in which the study occurred. Accordingly, Smaling refers to internal validity as the degree to which findings correctly map the phenomenon in question. This can be distinguished in three different forms.

content or substantive validity

Content validity applies to procedures, principally instruments. Questionnaires or observation charts or tests are valid with respect to the content, provided that they are suitable for investigating the intended aspects of the phenomenon under study. In simpler terms, my questions both in the interviews and in the open-ended questionnaire dealt with the broad research question.

concept validity (conceptual or construct validity)

Concept validity pertains to the quality of conceptualisation of applicable concepts,

particularly where the object under study needs clarification in theoretical terms. This was accomplished during the interviews, ensuring that both the teachers and I used concepts consistently, in the sense that we both had a clear understanding of the terms and concepts used.

logical validity (narrower internal validity)

Logical validity refers to the research results as well as the research framework. The logic of the research framework must provide arguments that are substantiating in order to defend the research conclusion. In sum, this refers to the unit of analysis – that is, teachers' experiences of education policy change from an interpretive framework.

Briefly, validity or credibility in qualitative research has to do with description and explanation, and whether or not a given explanation fits a given description. This is largely determined by the extent to which the data represents the actual experiences of participants (cf. Seeman, 1996:53). The validity of information may also be enhanced by the respondent's willingness to freely communicate experiences to the researcher, particularly in an atmosphere of trust and comprehension.

3.4.3 Reliability and dependability

Reliability, or dependability as the qualitative parallel, is viewed as the fit between what is recorded as data and what has actually occurred in the setting under study, rather than literal consistency in results of observations made by different researchers across different observations. Put differently, it refers to the stability over time, the consistency through repetition, and to the extent to which findings can be replicated or reproduced by another inquirer. "This logic relies on repetition for the establishment of truth; but ... measurements, observation and people can be

repeatedly wrong” (Merriam, 1998:205). This means that although measurements may be consistent, they may not be valid. The only way to enhance reliability of the human instrument is through training and practice. This suggests that the reliability of my data depended on who gave it and on how skilled I was at getting the information.

Since the emergent qualitative design precludes *a priori* controls, achieving reliability in the scientific sense is quite impossible (cf. Merriam, 1998:205ff). Moreover, data from interviews will be different when the questioning is done by another interviewer. My raw data can certainly be used again, but researchers working in a different paradigm will analyse the data differently and present alternative findings. This means that a variety of interpretations can be made from the same raw data.

That is why Lincoln and Guba (1985:288) suggest thinking about “dependability” and “consistency” of the findings. Instead of outsiders achieving the “same” results, the outsiders should be able to “concur” that given the data collected the results make sense, or the results are consistent and dependable. To ensure this, the assumptions and theories behind the study need to be explained. Multiple methods for data gathering also enhance the dependability of the inquiry. Section 3.6 in this chapter describes the multiple data gathering methods used in this study. In addition, I have left an *audit trail* (cf. Dey, 1993:251), explaining how I arrived at my findings through coding, categorising, and linking data using networks and CAQDAS. This implies that data can be traced to its original sources, which Yin (1994) cited by Mertens (1998:184) refers to as a “chain of evidence” or confirmability audit, which is discussed in the next section.

3.4.4 Objectivity and confirmability

McMillan and Schumacher (1993:10) describe objectivity both as a procedure and a characteristic. To be objective means one is unbiased and open-minded rather than subjective. As a procedure, objectivity refers to data collection and analysis procedures from which only one meaning or interpretation can be derived. Objectivity means that the influence of the researcher's judgment is minimised. Mertens (1998:184) describes objectivity or confirmability as the explicitness in the way that data (evidence) is collected, categorised, reconstructed and interpreted and refers to the quality of the data produced by the procedures for collecting and analysing data.

Although I attempted to adhere to these criteria, I know that my data may have limited predictive value and that it may not be saturated, (cf. Charmaz 2000:520) given additional methods and different settings. I do not claim to have identified all possible themes around the experience of change, neither do I claim to generalise that the themes are typically of all teachers. The following section shows the selected text segments from the interviews, their codes, and how they are linked in order to identify the themes.

3.4.5 Theme identification using quotations and codes

This section illustrates the data analysis. I have selected just a few examples and explain the various sections. The complete analysis is available on the CD ROM as an http file and in Addendum D. Note the following:

- HU stands for the *hermeneutic unit*, which is the complete project or inquiry.
- The *file reference* indicates the location where the project is saved.
- The word *Super* refers to the person who actually did the analysis.

- The time and date are given for further reference.
- *Codes-quotations list* means that this particular information shows a particular code, with the relevant quotation – that is, the verbatim evidence given by the respondent.
- *Code-filter: PT* shows that this particular list was filtered by using all the primary text, referring to primary documents, which simply means all the interviews.
- *PI* represents the first interview. *1:7* stands for the first interview, 7th code, quotation in line 54-58, coded by the Super, me.
- The *{1-1}* refers to the number of a specific code, and how often this code has been linked to another.

HU: PhD Education Policy Change

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

Edited by: Super

Date/Time: 12/18/00 04:56:11 PM

Codes-quotations list

Code-Filter: PT

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

P 1: INTerview1atlas.txt - 1:7 (54:58) (Super)

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

P 1: INTerview1atlas.txt - 1:7 (54:58) (Super)

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: slack attitude {1-1}

P 1: INTerview1atlas.txt - 1:45 (273:277) (Super)

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

P 1: INTerview1atlas.txt - 1:8 (63:66) (Super)

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

P 1: INTerview1atlas.txt - 1:44 (264:268) (Super)

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: teacher is under pressure. {1-0}

P 1: INTerview1atlas.txt - 1:48 (290:290) (Super)

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

teacher is under pressure.

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

P 1: INTerview1atlas.txt - 1:26 (188:190) (Super)

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: emotional response: teachers are uptight {1-0}

P 1: INTerview1atlas.txt - 1:49 (290:296) (Super)

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

P 1: INTerview1atlas.txt - 1:49 (290:296) (Super)

Codes: [emotional response: teachers are uptight] [emotional response: breaks down the relationship between teachers and

3.5 Purposeful sampling and unit of analysis

3.5.1 Introduction

As already argued, any research design is concerned with ontological, epistemological and methodological issues. The research problem of this inquiry called for qualitative data, which is dependent on interpretation for its meaning. Denzin and Lincoln (1994), Tesch (1990) and Lancy (1993) depict a variety of strategies for inquiries. Merriam (1998:11) mentions five types commonly used in the field of education: basic or generic qualitative study, ethnography, phenomenology, grounded theory, and case study. Although these types are discernible, they do share essential characteristics of qualitative research – “the goal of eliciting understanding and meaning, the researcher as primary instrument of data collection and analysis, the use of fieldwork, an inductive orientation to analysis, and findings that are richly descriptive.”

3.5.2 Unit of analysis and network sampling

I chose a basic or generic qualitative study (cf. Hart, 1998:46), collected qualitative data through in-depth, non-directive interviews and focus groups as well as open-ended questionnaires. Responses were described, analysed and inductively compared, seeking similarities and contrasts.

Merriam (1998:60ff) describes the two types of selection of the unit of analysis (the sample) as probability and nonprobability sampling. The nonprobability sampling is mostly used in qualitative research; the most common is called “purposive or purposeful” sampling. (Patton, 1990 cited by Merriam, 1998:61). Other authors (LeCompte & Preissle, 1993:63) prefer the term criterion-based selection. Merriam

(1998:61) explains that “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned.” According to Merriam (1998:63), the most common form of purposeful sampling is snowball sampling, sometimes referred to as chain or network sampling.

I chose primary school teachers on the ground of practicality and purpose (cf. Punch 1998:193-195), a process called network or snowball sampling. This worked well, since access to schools was not always easy. Scepticism, reluctance and overall unwillingness to be interviewed restricted my access. I had to negotiate and renegotiate well in advance, and there were several cancellations and postponements of interview appointments. In the following section, I describe my respondents in some detail:

- The first group of participants, were teachers from the M-School, where I conducted three focus group discussions with a group of about nine teachers. I need to say about nine, because the number varied during the course of the inquiry. These teachers were from a less privileged community, working in an under-resourced educational context. I established that their knowledge about education policy change was rather limited, and then decided to extend the investigation into more privileged areas.
- The second group of participants was from a semi-private Catholic primary school, in the eastern suburbs of Pretoria. These are senior staff members teaching Grade 1 to Grade 7. I chose these female teachers because they had many years of teaching experience at primary levels.
- The third group of participants was two experienced teachers from an Afrikaans primary school also from the eastern suburbs of Pretoria.

- The last group of participants was a selection of primary school teachers, who were twenty-four B.Ed. students from the University of Pretoria and twenty-eight B.Ed. students from University of Natal, who responded to an open-ended questionnaire.

In addition to these four groups of participant respondents, I contended the issue of how many people I would interview. My sampling was guided by the recommendations of Lincoln and Guba (1985), until a point of saturation or redundancy was reached. This meant that my sampling depended on informational considerations – if no new information concerning my inquiry came to the fore, then the sampling was considered complete. In order to assure that the data was reasonably complete or saturated, I distributed the open-ended questionnaires mentioned earlier to B.Ed. students. These questionnaires also served to complement and triangulate the data – that is, I used multiple sources of data to ensure internal validity. The triangulation of the data was not done separately; instead, the two sets of open-ended questionnaires were created into two primary documents in addition to the five interview primary documents. While the analysis is separate in view, the description is in the *hermeneutic unit* as a whole (cf. Addendum F and CD-ROM for data). I could of course also triangulate at a theoretical level, or at the data analysis level, or employ another researcher for this inquiry, as described by Mouton (1996:156-157). I chose, however, methodological triangulation using two methods of data collection procedures – the in-depth non-directive interviews and open-ended questionnaires.

3.6 Data collection and data analysis

3.6.1 Introduction to the M-School project: focus groups

As I have suggested earlier, this inquiry originated in my involvement with a

research project conducted by the Department of Orthopedagogics at the University of Pretoria. I will refer to this project as School-M. One subdivision of the broader investigation was titled “Putting New Education Policy into Practice”. With the help of three workshops, we investigated teachers’ experiences and understandings of education policy change. We conducted focus group discussions as part of these workshops, which lead the co-researcher and myself to understand that these teachers lacked knowledge about education policy change. Conducting these focus groups had its problematic moments, which are detailed in journal entries (cf. Addenda I and L). We attempted to establish what policy meant to them, whether policy influenced what they were doing in schools, which policy changes they were aware of, and how they felt about these changes. Responses varied greatly and we discovered that very different issues needed to be addressed, mostly relating to the lack of resources in the school. An atmosphere of expectancy developed from the teachers, who hoped that the university would provide for their resource needs. In addition, they felt that they were exploited and hence our initial inquiry into education policy change was diverted into different discussions.

While it may appear as if the inquiry was going off track, particularly in the context of doing research in a disadvantaged community, those diversions prompted me to investigate this issue in much more detail on an individual basis, conducting individual interviews and distributing open-ended questionnaires.

3.6.2 Interviews

I used in-depth non-directive interviews, which according to Heyink and Tymstra (1993:294-295) are frequently used in qualitative data collection and are well documented in qualitative research. The degree of structure in an interview may vary along a continuum. At one end of the continuum interviews may be strictly structured and concrete questions are laid down. A limited number of responses are

presented and conversation is restricted to a minimum. I found this unstructured approach unsuitable for my particular inquiry. I avoided closed questions and fixed sequences of questions. I played an active and personal role during the course of the interview, which had the flavour of a conversation. The objective was to elicit the respondent's subjective experience and understanding of education policy change. The focus was thus on the concepts of the interviewee and not on those of the interviewer. As such, the teacher respondent had the opportunity to raise issues deemed essential for my inquiry.

Misunderstandings about questions asked and answered were clarified there and then. This flexibility of the interview situation allowed for involvement of the respondents through stimulating and building "rapport", a relationship based on confidence, trust, security and the establishment of mutuality of purpose. This type of interview is considered pre-eminently appropriate for research into feelings, attitudes, intentions and motivations of behaviour, and proved fruitful for my particular inquiry.

Further, my interactive manner of interviewing enabled an in-depth and intimate understanding of teachers' experiences of education policy change. Morse (1994:228-229) accentuates the influential importance of communicative processes and a collaborative approach in which the interviewer and respondents are engaged in a joint sense-making endeavour. At first, the interview "conversations" with respondents were kept broad, offering appropriate information so that teachers understood what the inquiry was all about.

These interviews took place during the period February to July 1999, and were conducted at my home and at the respondents' homes, at their personal choice. Each interview-conversation was audio-taped throughout, and then transcribed verbatim. Prior to the interview, teachers completed a brief questionnaire, on which basic

biographical information was recorded as well as a declaration of consent (see Addendum H). All interviews began with a short explanation of the purpose of the project and some general guidelines for the interview process.

These interviews focused specifically on teachers' experiences and understandings of education policy change. The in-depth non-directive interviews were guided by an initial question, "What are your experiences and understandings of education policy change?" Each teacher had the freedom to answer this question in her own way and I only directed the conversation when respondents drifted away from the relevant topic.

The complete, transcribed interviews – 82 pages in total – which are labelled as Primary Documents (PD) 1 to 5 are available as "numbered files" saved in "ScientificSoftware\Atlasti\Textbank\PhD\Education Policy Change". This can be accessed via documents-output-numbered files, either in the editor, printer or via file. The hard copy is available in Addendum A. Addendum F details an exposition of Atlas.ti.

The profiles of the teachers who participated in this inquiry are illustrated in Table 3.1.

Table 3.1 Profiles of participating teachers

	Qualification	Experience	Gender
P1	B.Prim ED(SP)	10 years	female
P2	THOD, FDE	14 years	female
P3	T.T.H.D.BA, BA (HONS) M.Ed. t.b.c.	23 years	female
P4	BA, HED, FDE	12 years	female
P5	BA, HED, POD, B Ed t.b.c.	24 years	female

3.6.3 Open-ended questionnaires

In addition to the interviews with teachers, open-ended questionnaires were used to collect data from a wider group of teachers. A selection of primary school teachers, twenty-four B.Ed. students from the University of Pretoria and twenty-eight B.Ed. teacher students from the University of Natal responded to this questionnaire. (Completed questionnaires with coded responses may be accessed on Atlas.ti or in Addendum B.) Their responses served to complement and triangulate the interview data. These data were analysed in the form of a document analysis, which was added to the interview data. I employed another data collection strategy in order to establish if or whether some new themes emerged, i.e. if the data were saturated. That is why this questionnaire data was captured as a *primary document P6 and P7*, which I included in the *'hermeneutic unit'*.

3.6.4 Data process and analysis

This section deals with the theoretical grounding, which has informed my data analysis. A variety of authors and their views on qualitative data analyses are cited in

this section, followed by my own data analysis description. To analyse qualitative data is an important act in the research process – to make sense of, interpret and theorise that data. This is done by organising, reducing and describing the data. Schwandt (1997:4) argues that an analysis ought to be rigorous, systematic, disciplined, and carefully methodologically documented. According to Alasuutari (1995:7) data analysis in qualitative research refers to “reasoning and argumentation that is not based simply on statistical relations between ‘variables’, by which certain objects or observation units are described.” In other words, when using qualitative analysis as a means to explain or make sense of the inquiry, we do not use as evidence the frequencies or the quantities with which something occurs, but rather elicit meaning from the data.

Qualitative data analysis is an ongoing and emerging process; it does not happen only at the end of the study, as is the case in quantitative research. Various authors have described these analysis processes – Tesch (1990), Dey (1993), Miles and Huberman (1994), and Silverman (1997). Tesch (1990:95ff) has identified some principles appropriate for most types of qualitative research analysis, which have guided this particular inquiry:

- Qualitative analysis takes place throughout the data collection process. As such the researcher will reflect continuously on impressions, relationships and connections while collecting the data. The search for similarities, differences, categories, themes, concepts and ideas forms part of the continuous process.
- An analysis commences with reading all the data and then dividing the data into smaller more meaningful units.
- Data segments or units are organised into a system that is predominantly derived from the data, which implies that the analysis is inductive.
- The researcher uses comparisons to build and refine categories, to define conceptual similarities, and to discover patterns.

- Categories are flexible and may be modified during the analysis.
- Importantly, the analysis should truly reflect the respondents' perceptions.
- The result of an analysis is a kind of higher-order synthesis in the form of a descriptive picture, patterns or themes, or emerging or substantive theory.

Mouton (1996:168ff) adds another focus to qualitative analysis, emphasising the understanding rather than the explaining of social action and events within particular settings and contexts. Thus, an analysis also focuses on

constructing, with regard to the social world, stories, accounts and theories that retain the internal meaning and coherence of the social phenomenon rather than breaking it up into its constituent components.... This emphasis is on the integrated, meaningful and contextual nature of social phenomenon.

This process of qualitative data analysis is described by Dey (1993:10) firstly in terms of meanings, which are mediated through language and action and tied to a particular context. This is contrary to quantitative data, which deals with numbers that may appear powerful. They do, however, mean little if they are not based on meaningful conceptualisations. Dey argues that data, which is collected, is "produced" by the researcher. It is collected, which involves selecting data, the techniques of data collection and the transcriptions through note taking and tape recordings. This will affect what in the end constitutes data for the purpose of research.

To analyse literally means to break into bits and pieces, or to break down the data. Miles and Huberman (1994) use the term "coding" whereas Dey (1993) refers to "categorising". Dey (1993:30) describes the analysis as "a process of resolving data into its constituent components, to reveal its characteristic elements and structure." One of the aims of an analysis is to describe the data as well as to describe the

objects or events to which the data refer. Sometimes more than descriptions are needed, and interpretations, explanations, or predictions are required. The how, why and what needs to be answered and that is done through the analysis, moving beyond the initial description, transforming the data into something it was not.

Descriptions form the basis for the analysis, and the analysis forms the basis for further description. Data is broken up in order to classify it. Concepts are created in classifying the data; the connections are made between the concepts, which in turn provide the basis for a fresh description. To describe means to set forth in words, to recite the characteristics of a person, object or event. The primary steps in the qualitative analysis are the so-called “thick” (or information rich) description which includes information about the context of an act – the intentions and meanings that organise action.

These descriptions are the basis for the analysis and are done by the researcher. The role of the researcher in the qualitative analysis refers particularly to awareness of bias and preconceived ideas, since assumptions may blind the evidence of the data. Significantly, as Dey (1993:64) argues, “...the danger lies not in having assumptions but in not being aware of them.” Dey (1993:36) also refers to the fact that “...qualitative analysis is usually concerned with how actors define situations, and explain the motives which govern their actions”. In analysing these actions, the researcher wants to ensure that this relates to intentions of the actors involved.

Meaning cannot be reduced entirely to a personal matter. Meaning is inherently ambivalent and context-dependent; hence, one cannot rely on the subjects’ intentions as an incontestable guide to interpretation. Subjects/participants perceive and define situations – including the researcher’s intentions – according to their understanding of their own motivations and of the contexts in which they act. Neither motivations nor contexts are self-evident, and allowance has to be made for

the usual mix of ignorance and self-deception, delusions, fantasies and even lies. Inconsistencies and contradictions in humans do exist. In addition, social forces such as obsequiousness (obedience) towards power, pressures for conformity, and fears of embarrassment and conflict can also distort behaviour and motivations. Pure rational accounts of respondents' intentions cannot be expected or even hoped for.

As researcher, I had to be aware and extremely sensitive to whatever reactions and responses I encountered from teacher respondents. There was a tremendous volume of raw data from interviews and questionnaires; this had to be processed, analysed, and of course reduced to manageable proportions for a concise presentation. The following sections clarify the process of data reduction.

3.6.5 Data reduction

Once the audio interview recordings were transcribed into text, the reduction and analysis began. In essence, I read the transcriptions while listening again, edited where necessary, and loaded text into the Atlas.ti computer software. This data was then classified, a process that involved breaking up data into bits and bringing it together again in a new way. This was a process of assigning data to categories or classes and identifying formal connections between them (Dey, 1993:275ff). It is an important step in the analysis, for without classifying data there is no way of knowing what is actually analysed and no meaningful comparisons can be made. Classifying data is an integral part of the analysis, which lays the conceptual foundations upon which interpretations – which make action meaningful to others – and explanations are based. Classification is not neutral and it is done for a purpose, guided by the research objectives.

Once the data were classified, regularities, variations and peculiarities were examined and patterns were identified. Dey (1993:227) defines this as the process of

identifying substantive connections by associating categories or linking data. Correlations or relations between different categories can be studied and a picture of the data can be built, which will both be clearer and more complex than the initial impressions. (In other words, the different parts of the puzzle can be fitted together.) Dey (1993:94ff) writes that although people usually think in generalities, they live in detail. As such, words are employed by people to convey ideas, but when the ideas are grasped they forget the words.

As already argued, before data can be interpreted it needs to be analysed. To do that categories must be created from the data itself, despite the fact that the researcher enters the research with prior conceptions. Categories are also created from the implicit data – that is, data that is not recognised by respondents themselves. To classify means to sort into “belonging” to a particular group. Data can be labeled and categories can become “labels” or units of meaning. To sum up, the core of qualitative analysis is a twofold task – firstly to select a bit of data and secondly to assign it to a category, a process called coding (Dey, 1993:57).

In essence, any research is an exercise in selection processes, and the researcher needs to realise that the analysis is ultimately concerned with human situations and social processes. The so-called facts are produced through conceptualisation and “facts” *per se* have been merely manufactured. Facts, therefore, depend on the researcher’s perceptions, which are shaped by his/her thinking. The final account must honour the criteria of reliability, validity and representation, which can be facilitated by triangulation.

In this inquiry I worked with 7 primary documents, highlighted some 541 quotations, which yielded 684 codes, which I grouped into 16 families. (See section 3.4.5 for an explanation of code labels.) Many links were established and a variety of networks was created. See Figure 3.1 for an example of one such network. In this

figure there are 11 nodes, representing the following codes:

Codes (11):

emotional response: anxiety {0-5}

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

fear of failure {0-1}

fears of retrenchment, {0-1}

feeling frustrated {0-2}

feeling incompetent {0-2}

feeling insecure {0-2}

feeling insufficient {1-2}

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

feelings: fear of failure {1-1}

feelings: fears of retrenchment, {1-1}

The information within brackets refer to the number of a specific code, and how often this code has been linked to another.

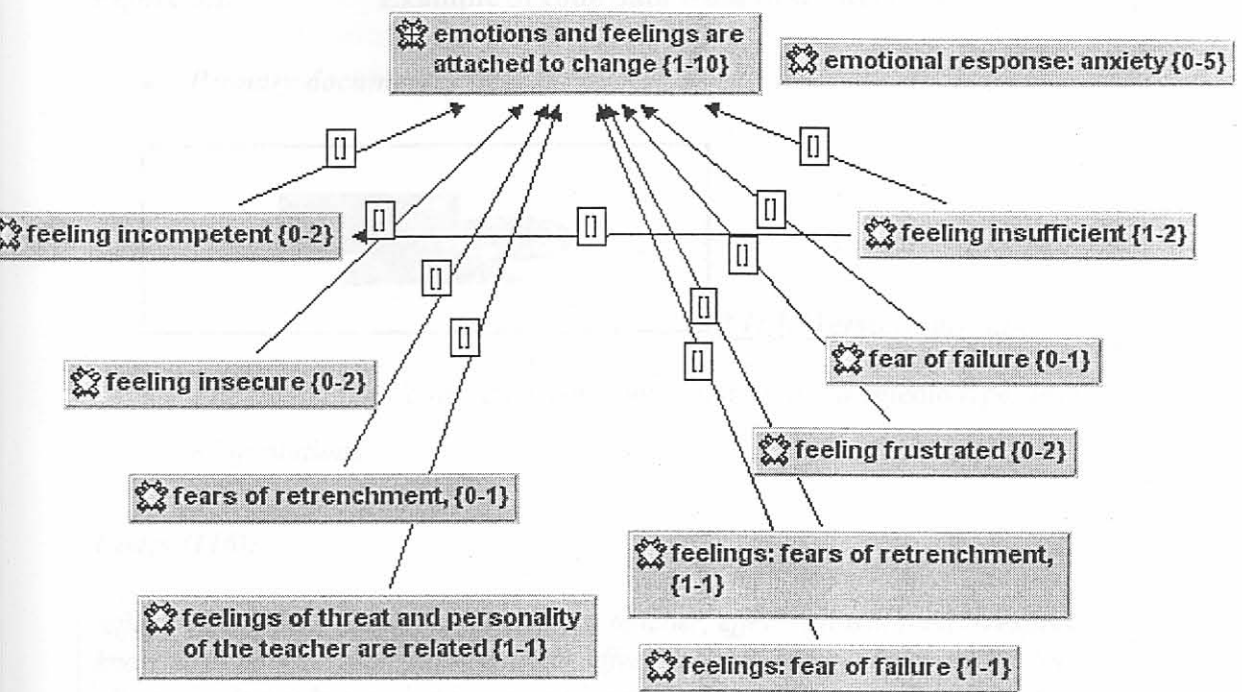
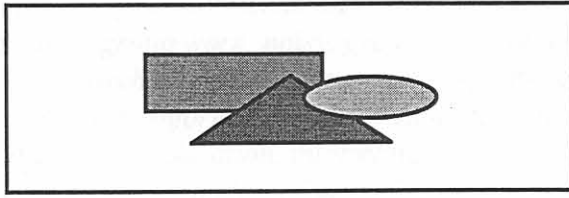


Figure 3.1 View of a focused network on *emotions and feelings are attached to change*

Although I do not claim a grounded theory inquiry, the process of identifying codes and categories certainly embodied elements of a grounded theory approach, where I aspired to stay as close as possible to the data – that is, shaping an “emic” character of the inquiry (cf. Henning, 2000a, 2000b). This data is also available on CD-ROM. Figure 3.2 illustrates such code data from the first interview.

Figure 3.2 Example of code data from first interview

- *Primary documents: ONE*



P 1: INTerviewIatlas.txt

- *File name: file:///c:/my documents/interviewIatlas.txt (media type: text)*
87 quotations

Codes (116):

effect: (discipline) loopholes for the lazy teacher, effect: all will pass irrespective of knowledge levels, effect: slack attitude, effect: teacher can get away with a lot, effect: we do not know what is expected, emotional response: teacher is under pressure., emotional response: teachers are overloaded, emotional response: teachers are uptight, emotional response: breaks down the relationship between teachers and children, emotional response: careful responses since it could cost my job, emotional response: classroom is a nightmare, emotional response: despondency: do less, because I cannot win, emotional response: gets your back up a little bit, emotional response: I have a definite problem with it, emotional response: I have never felt this before, emotional response: imposing, emotional response: insecure of what will happen to our jobs, emotional response: it makes me uncomfortable, emotional response: job: will I have one next year, emotional response: little information is coming through, emotional response: lots of stress, emotional response: my rebellion, don't impose the structure at the cost of teacher uniqueness, emotional response: older staff feel threatened, emotional response: some older staff are keen to get new ideas, emotional response: stress becomes visible through lack of enthusiasm, emotional response: teachers do not feel professional, emotional response: teacher uniqueness is ignored, emotional response: teachers are under pressure, emotional response: tension and pressure, emotional response: told not to worry; yet still fear, emotional response: tp: do not do more than I have to, emotional response: unsure of what is to happen to their school, emotional response: we are not very sure about our situation, emotional response: what does the future hold for us in 5 years, emotional response: will I be able to cope?, feeling insufficient, ft: representative to workshop, ft: teachers are not well equipped, ft: the representative workshops with staff, 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: I had good training in group work, further training: no communication after the workshop, government to pay salaries, group work is okay, group work: before or after something new, group work: brainstorming, group work: difficult, group work: independent work in different groups, group work: individual is still important, group work: never in the middle of something, group work: noisy, group work: older staff perceive this as play, group work: research activities, group work: sharing, group work: we see brainstorming in our groups,, information comes via other schools, information from Gauteng Department of Education, information from other schools cause unconscious forms of stress, information late: frustrating, information: teachers are uninformed, mismanagement of change: workshop information received after the actual meeting, 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, policy change: continuous assessment, policy change: knowledge: no clear understanding, policy change: questioning structures, policy has to be in writing ready for inspection by government, private school allowed more freedom, private school: space to be your own personality, restrictiveness in rules, school to be handed over to government, teacher as a person: code of conduct is essential for unprofessional teachers, 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 too busy, teacher perception: OBE is too wishy washy, teacher perception: you are not entitled to be your person, teacher: transition: teacher behaviour is scrutinised, teachers do not have enough time, teachers give no information, teachers perception: no privacy, teachers refuse to co-operate, teachers teach merely to keep their post, teaching practice: classes are getting bigger, teaching practice: invading privacy, teaching practice: need criteria for lessons, teaching practice: new homework policy in writing, teaching practice: new maths does not work, teaching practice: old recipes work, tp:, tp: children become confused, tp: children bring information, tp: children: confusion amongst pupils, tp: code of conduct: all in writing, tp: effect in group work; stronger child carries weaker child, tp: effect: duck-and-divers will do even less, tp: everything in teaching is predetermined, tp: experienced teachers are forced to follow the code of conduct, tp: following protocol, tp: one must be allowed your professionalism, tp: professionalism and freedom to choose, tp: pupils feel the pressure, tp: school life regulates personal life, tp: time is problematic, tp: too much preparation, tp: younger staff are quite keen, tp: evaluation becomes easy, tp: evaluation is too wishy-washy, tp: evaluation may be biased

3.6.6 Computer Aided Qualitative Data Analysis Software (CAQDAS)

I worked with a large amount of unstructured textual data – namely interviews and questionnaires – and was faced with what Kelle (1995:1-17) describes as serious data management problems which could not easily be solved by the use of standard database systems. Although such programmes can be used to fulfil one of the central tasks of qualitative data management – the retrieval of relevant segments of text – they nevertheless impose serious limitations. They require that text segments and coding schemes be defined before the data are entered, which contravenes the inductive categorisation strategy preferred by most qualitative researchers.

Since the mid-eighties a variety of non-formatted textual database systems have been developed for qualitative research. Programmes like THE ETHNOGRAPH, HYPERQUAL, WINMAX, ATLAS/TI, NUD•IST, KWALITAN or HYPERRESEARCH all use similar data structures to assist the organisation and management of textual data: the addresses (e.g. in terms of line numbers) of text segments (which the researcher can define freely) are stored as pointers together with the names of the codes allocated to these segments. With such software, unstructured textual material can be organised by attaching codes to certain text passages.

Richards and Richards (1994: 447ff) write that computer-aided qualitative data analysis software (CAQDAS) is now widely applied in the qualitative community. The first generation of “code-and-retrieve programmes” only mechanised widely used cut-and-paste or indexing techniques but did not change their underlying logic or offer analytic features, which could not be employed using manual methods. This situation changed as more and more complex coding and retrieval facilities were added to these programmes, which were promoted by their developers as a means of

qualitative “theory building” and “hypothesis testing”.

Kelle (1995:62ff) indicates that the first code-and-retrieve programmes linked codes to text segments by using pointers. Similar data structures can be used to define linkages between codes themselves. Since theoretical categories, such as super codes, can be more or less closely related to the codes used to organise the data material, the idea emerged that the structure of a theory developed in a qualitative project could be represented through a “network” of codes. Code-based theory-builder programmes – for instance NUD.IST, NVivo, or ATLAS.ti – contain features which support the construction of networks of code categories.

Lee and Fielding (1995:29-40) comment that some qualitative researchers seem to be reluctant to fully exploit the new possibilities offered by complex coding and retrieval, as investigations among users of CAQDAS show. I found the computer aided data analysis extremely helpful. Incidents, which are marked text segments in the data, were coded. In simpler terms, code words were attached to particular segments or units of meaning and relationships.

The essence of what was said in the interviews was analysed in such a way that another researcher would be able to use the analysis. CAQDAS contains strategies for complex retrieval of codes, which can be applied in two different ways: The search for co-occurring codes can be used as a heuristic device. Here the objective is to retrieve the original text to which the co-occurring codes have been attached. The meaning of a certain co-occurrence was investigated by a thorough analysis of the original text. I utilised Atlas.ti “The Knowledge Workbench” (Muhr, 1994, 1997a, 1997b), which offered the support needed, facilitating activities involved in text analysis and interpretation, particularly selecting, coding, annotating and comparing noteworthy segments. Atlas.ti renders a code-and-retrieve function and provides support for theory building by facilitating connections between codes to develop

higher-order classifications and categories, formulating propositions that imply a conceptual structure that fits the data. Although the underlying logic of coding and searching for coded segments differed little from the manual techniques, such as cut-and-paste or colour coding or discourse analysis (in a critical paradigm), the speed and the comprehensiveness of these searches was an undoubted benefit. Furthermore, the software could cope with multiple and overlapping codes without losing the context. Codes were also combined using Boolean logic forming super codes with operators such as 'and, or, not'.

3.6.7 Grounded theory in CAQDAS

Coding played an important part in my analysis, and I needed to establish where and how it originated. Coding as a grounded theory strategy has been incorporated within software applications. This is evident in the close relationship between the processes of coding and the use of computers. According to Lonkila (1995:42ff), at the heart of grounded theory is a very detailed and explicit coding of texts. In computer assisted qualitative data analysis, coding is conceived as attaching keywords to text segments. The development of Atlas.ti has been strongly influenced by grounded theory (cf. Muhr, 1994, 1997a, 1997b). This does not imply that this software may only be used in an analysis that uses a grounded theory approach. Acquaintance with grounded theory did, however, facilitate my analysis. According to Coffey, Holbrook and Atkinson (1996), coding should not be overemphasised, considering that a large part of the qualitative research consists of interpretation and hermeneutic analysis. On the one hand, grounded theorising entails far more than only the process of coding; on the other hand, computer aided analysis software can offer far more than a code-and-retrieve function. Facilities such as attaching analytic memoranda to specific points in the text are also offered.

Coding of data is central both to grounded theory and to most of the programmes

developed specifically for qualitative analysis. Coding in grounded theory is, however, more complex than just attaching labels to text segments, and isolating and naming categories. In fact, coding means “how to dimensionalise them and discover their conditions, consequences, and associated interactions and strategies. The distinctive feature of coding in grounded theory is striving towards theory building” (cf. Lonkila, 1995:42ff). Although this inquiry does not claim all the tenets of grounded theory – that is, aiming toward theory development – it was important for me to become acquainted with the same theory, particularly since the data analysis was conducted with the computer. Using a programme such as Atlas.ti to conduct the analysis does not necessarily have to be in line with grounded theory methodology, but the theory does explicate detailed procedures for coding and memo writing, facilitating a way of working with the data (cf. Lonkila, 1995:50).

In this data analysis, I used open coding, axial coding and selective coding grounded theory strategies, as described by Strauss and Corbin (1998:55-143):

open coding

Open coding refers to naming and categorising phenomena through close examination of the data. Data is broken down into discrete parts, which are compared and questioned with “what, where, who, when and how”. In other words, open coding fractures data into concepts and categories. Then data are compared and similar incidents are grouped together and given the same conceptual label. The process of grouping concepts at a higher, more abstract level is termed categorising. Labels are then attached to the segments of texts. Put more accurately, coding “represents the operations by which data are broken down, conceptualised, and put back together in new ways. It is the central process by which theories are built from data” (Strauss & Corbin, 1990:57). The product of labelling and categorising are concepts, which form the basic building blocks in grounded theory construction.

Strauss and Corbin (1998:120-121) suggest that open coding can be done line-by-line, which is time consuming but most generative; this is the manner in which I coded. Particularly at the beginning of the research, categories can be quickly generated. Coding can also be done by sentence or paragraph or by perusing the entire document, depending on personal preferences.

axial coding

Axial coding is the part of the analytic process where the researcher puts the parts of the data identified and separated in open coding back together in new ways to make connections between categories or the codes. In this way, the complexity of the context is brought back into the picture. The focus lies with the relationship between categories or codes. In Atlas.ti, this is referred to as linking codes. According to Strauss and Corbin (1998:124), axial coding looks at how categories crosscut and link. Categories are related to their subcategories to form more precise and complete explanations of the phenomena. In coding, a category stands for a phenomenon, such as a problem or an issue or an event that has been defined by respondents as being significant. Texts do give clues as to how categories do or do not relate. The actual linking of categories does not take place descriptively but on a conceptual level, which implies that text is converted into concepts. The analysis here takes place on two levels – the actual words used by the respondents and the conceptualisation of these words by the researcher. Through questions such as where, how, when, why and who, relationships can be uncovered among categories. Working with the actual data, relationships may not always be so evident. Linkages between categories may be subtle and implicit or hidden. Therefore, it is helpful to use some scheme, a paradigm to sort out and organise emerging connections.

selective coding

Strauss and Corbin (1998:143ff) write that selective coding involves the process of selecting a main core category and relating the other categories to it. It implies the process of integrating and refining categories. In Atlas.ti, I was able to create *code families* and also to *rename codes*, redefining codes in other words.

memos

Pandit (1996) explains that memos assist the researcher to think, to make decisions or to interpret while analysing the data. Code memos, theoretical memos and operational memos can be distinguished. Code memos relate to open coding, whereas theoretical memos relate to axial and selective coding. Operational memos contain directions relating to the evolving research design. One of the helpful *objects* in Atlas.ti is called memos.

3.6.8 Atlas.ti and the “VISE” principle: textual and conceptual analysis

As explained in the previous section, grounded theory has exerted a particularly strong influence on the qualitative analysis programmes Atlas.ti, Nud.ist, and NVivo, which can be seen in the structure of the programmes. According to Pandit (1996), there are two modes of data analysis within Atlas.ti, namely on the textual level and on the conceptual level. The textual level focuses on the raw data and includes activities such as text segmentation, coding and memo writing. The conceptual level focuses on framework-building activities such as interrelating codes, concepts and categories to form theoretical networks.

The methodological details regarding the analysis can be read in Addenda A-F in order to facilitate access to the raw data, which is often difficult to trace after the transformation process into a final presentation. Coded interview data, code lists, networks, code families and memos of textual and conceptual levels may be

accessed via the assigned CD-ROM. A demo version of Atlas.ti can be accessed via the web browser at <http://www.atlasti.de> in order to explore the data.

Since very little qualitative research in South Africa in education that I am currently aware of has been supported by Atlas.ti, some background of its philosophy and reasoning for implementation appears relevant in order to grasp my rationale for its usage in this data analysis. Using computer aided text analysis, the researcher needs to appreciate that computers are not capable of comprehending or discerning meaning of words or constructs. Their real strength and contribution lies in ordering, structuring, retrieving and visualising tasks. The computer can create order out of a mass of field notes, interviews, codes, concepts and memos. It is possible to visualise networks of concepts and their relationships in an emerging theory (cf. Muhr, 1994, 1997a, 1997b).

According to Muhr (1997a:1-2), Atlas.ti is a powerful workbench for qualitative analysis, which facilitates uncovering complex phenomena hidden in data in an exploratory way. The main principles of the Atlas.ti methodology are termed “VISE”, which stands for “Visualisation, Integration, Serendipity and Exploration”.

Visualisation in Atlas.ti refers to the directly supportive role of the way humans think or plan. Complex properties and relations between objects are visual and keep the researcher focused on the data. Although the researcher works with the detail, the integrated whole of the project is always within direct reach, in the “hermeneutic unit”. Serendipity stands for an intuitive approach to the data, browsing through the data as the researcher makes relevant discoveries, but without a forceful search. The process of getting acquainted with the data uses an exploratory, discovery-oriented approach.

Transcribed texts are opened in a “hermeneutic unit” where all the data, codes,

memos and diagrams that belong to the analysis are stored. An analysis commences on the “textual level”, which implies that the researcher works mainly with the texts or documents. In open coding text segments are marked, codes are assigned and memos written. Explanatory commentaries may also be written. Lists of codes and memos may be sorted in a variety of ways. One way to sort codes or memos may be according to *groundedness*, which means according to the series of text passages assigned to a code or memo. Another way to sort codes may be according to the conceptual density, which relates to the number of other codes connected with or linked to a particular code.

The researcher who works mainly on the conceptual level – that means mainly with concepts – uses axial and selective coding. In Atlas.ti, this indicates that codes and memos are joined to families. For theory building the researcher defines concepts consisting of codes of higher order – cf. Atlas.ti “super codes” – which are not connected to particular text passages, but to codes. Relations between codes may be represented graphically and can be defined or redefined according to standard logic relations (cf. Muhr, 1997a).

3.7 Some concluding remarks

As stated earlier in the study, the purpose of this inquiry was to describe teachers’ understanding and experiences of education policy change, using qualitative data gathering or collection. I discussed the continuing qualitative and quantitative debate in order to situate this inquiry in an interpretive perspective. My rationale for the chosen methodology was also presented in order to do justice to the epistemological, ontological and methodological dimensions of the inquiry. The debate regarding methodological criteria to ensure trustworthiness was discussed, and the parallel concepts outlined. I described in some detail the data collection and analysis procedures and elaborated on the computer aided qualitative analysis software,

Atlas.ti, including examples, because to my knowledge this new technology has not yet been used in education policy work.

In the following chapter a variety of themes and subthemes which emerged from the empirical data are discussed and interpreted.

Chapter Four

DATA PRESENTATION AND DISCUSSION

Complexities and Dynamics of Education Policy Change and Teachers' Experiences

4.1 Introduction

The previous chapter presented and justified the adopted methodology in terms of the research problem and the literature review. Data gathering and data analysis processes were described, which should enable another researcher to replicate the research. Chapter Five will deal with the significance of the discussion and some probable implications of this inquiry.

This chapter presents significant patterns of themes relevant to the research question, which I have elicited from the empirical data. Identifiable units of meaning constitute theme accounts that are grouped according to larger units or major stages of experiences and understandings. Where the words of teachers are quoted verbatim (presented in italic type), no attempt has been made to correct their language usage. Some Afrikaans quotations are also cited.

Four emerging themes have been elicited from the data analysis and some interpretations are presented regarding the experiences of teachers, including how

these could affect educational practice. Data are discussed and contextualised in the light of selected educational policies intended for educational change in South Africa. The four main themes identified are:

- the emotional dimensions of policy change,
- discipline and control,
- outcomes-based education (OBE), and
- teachers' roles and professionalism.

Each theme has a number of sub-themes, which will be analysed separately. A brief summary of the categorised themes is given in Table 4.1.

Table 4.1 Summary of the main themes and sub-themes

MAIN THEMES	SUB THEMES (specific aspects of the themes)
1. Education policy change and the affective domain: emotional responses and contestations	<ul style="list-style-type: none"> • Assumptive worlds and perceptions of policy change • Resistance to education policy change • Reluctance from experienced teachers • Optimism as part of personality • Top-down imposition of policy • Relevance of lifelong learning • Lack of resources and funding • Low morale of teachers • Unsupportive conditions at work • Teacher stress and burnout • Isolation, fear and loss of faith in the system
2. Discipline and teacher control	<ul style="list-style-type: none"> • Teacher discipline and self-control • Corporal punishment • Learner discipline and non-participation
3. Curriculum policy change: outcomes-based education	<ul style="list-style-type: none"> • Discrepancies between policy intentions and teachers' experiences • Further training and professional development • Complexity of official document texts • Need for support • Standards and assessment • Group work
4. Values: teacher roles and professionalism	<ul style="list-style-type: none"> • Teacher perceptions and conceptions • Teachers' roles: receivers or developers of curriculum • Identity of self and professional needs • Competition and rivalry

4.2 Education policy change and affective dimensions: emotional responses and contestations

A leading theme elicited from the raw data analysis comprises various emotional responses and cognitive constructed contestations of education policy change. The mere fact that the emotional dimension emerged so distinctly shows clearly that it cannot be ignored. Cognition cannot be fully grasped without recognising the emotions and feelings that drive and shape them (cf. Fineman, 1993:1). Unfortunately, though, “relatively few theoreticians dealing with the epistemological issues in education underscore the importance of feeling as a source of knowing” (cf. Eisner, 1998:115). Also, “emotions are virtually absent from the literature and advocacy of educational change ... it is as if teachers think and act; but never really feel” (Hargreaves, 1998:559).

4.2.1 Resistance to education policy change

Education policy change, according to March (1991:2), is in the eye of the beholder and if the beholder has initiated the policy change then it probably is seen as logical, rational and well thought out. If, however, the beholder sees policy change as illogical, irrational and improperly conceived, more than likely these changes will be resisted, either implicitly or explicitly. In the educational field, resistance comes mostly from teachers for whom the change has the greatest impact. If it feels threatening – particularly when it affronts deeply-embedded assumptions about the interaction of education, power, culture, and society – then conflict may arise between those who make policy change happen and those who resist it. The following section focuses on the analysis of teachers’ resistance to education policy change.

Resistance to change, in one form or another, is a common theme in education (Germinario & Cram, 1998:183ff). While not unique to educational organisations, resistance to educational change manifests most frequently in relation to change in policy text and/or curriculum innovations. According to Fink and Stoll (1998:299),

“resistance is a natural and predictable response.” Participant Three (P3) (3:55 574:583)⁷ summarises this as follows:

If you say to teachers you would like to implement this ... 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.

Resistance to change is mostly an effort to maintain the status quo, which is seen as more comfortable than an unknown future brought about by some unasked-for policy change process. Needless to add, one of the strongest human motives is the drive toward homeostasis (cf. Nolan, Goodstein & Pfeiffer, 1993). There are numerous reasons for resistance to change: for example, fear of the unknown, fear of failure in a new situation, preference for the present situation, lack of confidence, different perspectives of problems, wrong timing of policy change announcements, and fear of loss of status, rights and privileges.

Empirical data revealed that some teachers fear change: “it [policy change] *instils more fear, more fear...*” (P4 4:41 564-578). In addition to the anxiety of change, the new political context that faces teachers adds to this fearfulness and subsequent resistance. Political reactions to policy change may relate to fear of loss of rights, status and privileges. P4 (4:14 148-159) expresses her views on the politically-driven changes in this country and concludes that they were necessary. She does, however, raise some concerns of uncertainty:

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 ... I don't know though, a whole new system that we are going to face as far as teaching is concerned...?

Another factor worthy of note is mentioned by P5 (5:34 533-541):

⁷ P3 refers to the third interview (as P3 in the Atlas.ti programme), 3:55 refers to code 55 in the third interview, and the subsequent numerals refer to the line numbers of the verbatim quotation. This pattern is followed throughout.

Met ander woorde jy kan nie in jou eie politieke oortuiging kan jy nie in jou onderwys situasie waarin jy is, kan jy nie op die voorgrond plaas nie. Jy moet heeltemal op die agtergrond wees omdat jy 'n diens lewer. Ja en jy moet in jou gemeenskap diens lewer en dit is mense met verskillende politieke oortuigings....

This response may appear submissive; however, it depicts the mandate of politics and policy in education. Not only does policy change raise concerns and anxieties, but it is also perceived as being done *to* the recipients of policy, because most teachers were not involved in the planning stage. That is why policy change that elicits negative reactions is usually perceived as forced upon people rather than negotiated. P6 (6:16 75-76) comments in this regard that “*those who do not participate in the planning [of policy change] have problems implementing change*”. Put differently, those policy changes which people feel they had no hand in developing, bring forth specially negative and uncomfortable emotions. Thus, the role of perceptions and teacher non-participation in policy processes cannot be ignored.

Another and somewhat different viewpoint of the resistance debate comes from Winslow and Solomon (1993:75-88), who suggest that “there is no such thing as resistance to change.” They believe that people do not resist the policy change *per se*, but rather the perceived outcomes of the policy change, such as “*hard work*” (cf. P3 3:55 574-583) and “*discomfort*” (cf. P4 4:31 428:437). They argue that people resist their fantasies of punishment and/or danger, the perceived outcome of the change. They describe intelligent, competent, experienced (cf. 4.2.2) and normal people becoming stodgy, conservative, foot-dragging, sluggish, disruptive and even disobedient. For the most part, humans tend to live in the future, in that they make decisions in the present based on their perceptions of the implications for future outcomes.

Furthermore, Corey (1995:106-107) cautions that unless resistant behaviour is recognised and explored it can seriously interfere with organisational processes. It is not something that can be easily overcome since it is an integral part of defensive

approaches to life. Often it is precisely the protection from anxiety that causes resistant behaviour, which is evident from our teachers' responses. Worthy of note is the direct correlation between resistant and anxious behaviour, which can facilitate nuanced understanding of education policy change. Also, some teachers may show an unwillingness to co-operate (rather than overt resistance) when they sense perceived unqualified leadership, lack of trust or political issues. This became particularly evident during the discussion about OBE implementation (cf. also section 4.3).

Teachers trust neither policy nor implementation processes, hence their reluctance and resistance to co-operate – for example, information regarding OBE workshop meetings were late. Others attended some OBE workshops and found them limiting in language and not substantive enough. P1 (1:4 33-36) comments as follows:

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.

P4 (4:11 114-120) talks about the language issue:

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.

P2 (2:50 280-284) also expresses some political mistrust:

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.

P4 (4:1 16-26) also shows some political reservations:

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.

These reflections allude to curriculum policy change, which may impede the implementation process. More often than not teachers do not have the opportunity to express their anxieties or to raise their concerns regarding the change. That is why their resistance and reluctance to fully participate in policy implementation may flaw the process. Fullan (1991:29 citing Cuban, 1988:343) supports this: “Most reforms foundered on the rocks of flawed implementation. Many were diverted by the quiet but persistent resistance of teachers.... The ingredients change, the Chinese saying goes, but the soup remains the same.”

4.2.2 Reluctance of experienced teachers

Experienced teachers have their own unique understanding of education policy change. Empirical data, which can be supported by the work of Sikes (1992), show that experienced teachers present their resistance in unique ways. Many have been teaching for many years and have developed their own ways of doing things – “*old recipes work*” (P1 1:22 144-151) – which are fitting in their situations. Based on the hard data, teachers are “*principally*” reluctant to abandon tried and tested methods for new ones, which they may be afraid, will fail. P1 (1:22 144-151) shares her viewpoint:

I must say your older staff feels very threatened always. They feel that they have a recipe that works and so on.

She (1:75 381-385) also states:

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.

P5 (5:21 291-300) adds another dimension to this discussion:

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.

If experience is equated with being better qualified, then the comment by P2 (2:45 252-259) is appropriate:

I actually believe that it [OBE] 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.

Teaching experience can also be defined differently in that some may see it as doing the same thing for many years, while others may see it as doing something different in a shorter period of time. P2 (2:67 394-397) expresses her concern with doing more of the same in education:

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.

This relates to teachers, who doubt their own ability to learn new approaches and methods. They fear that they will have to learn too many new things. Hence, they will have to work harder and consequently resist the policy change process so much the more. These experienced teachers have seniority by virtue of their age and can have considerable influence on younger and junior staff. Also, although policy change is legally enforced it is possible to go through the motions and present an appearance of change without any real policy change implementation taking place (cf. P3 3:55 574-583). Needless to add that policy change can be overtly or covertly sabotaged by doing things wrong or by blatantly refusing to co-operate, which clearly correlates with the notion of resistance. Younger teachers tend to show more enthusiasm and commitment to change than older staff, although they lack the skills and expertise that is necessary (cf. Sikes, 1992:47ff). The older, more experienced

staff are more resistant to change and less likely to believe that policy change will work. Interview data reveals that “a lot of your younger staff are quite keen” (P1 1:22 144-151).

Furthermore, policy change implies replacing something old with something new and perhaps questionable, taking into account where the motivation lies for the change. P2 (2: 51/52 280-293) elaborates on this thought:

Therefore, 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. ...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.

To sum up this section, Hargreaves (1991:249) renders a pertinent thought:

...in mid-to late career, if they [teachers] have not been promoted out of the classroom, or become disenchanted and disengaged by dispiriting conditions, blocked careers and lack of recognition, teachers are still committed to change and improvement, but on a more modest and gradualistic scale within their own classrooms that they can control. [They are] unlikely to invest fashionable innovations with unmitigated enthusiasm, especially when they have seen so many come and go in the past.

4.2.3 Optimism as part of personality

Not only do teachers' perceptions, experiences and age impact on policy change, but their personalities also play a vital role. The personality of the teacher can add value to the contextual understanding of policy change practice. Evidently some teachers are naturally optimistic or feel challenged, while others are less hopeful and do not respond from a strength perspective.

The data revealed that some teachers are more excited than others are, feel challenged by the change initiatives, and can make change their own (P3 3:18/19 116-123). Others feel they have been “*thrown into the deep end*” of things (P3 3:35 255-258) and “*cope less well*”. Also, teachers with less confidence in their abilities are not willing to innovate, and new and strange things constitute a threat to their competence. This relates to what Huberman (1973:47) depicts as a “fear of failure”, which makes teachers more resistant to new practices than other professionals.

Teachers’ personalities may influence resistance in the manner with which they deal with the pressure of change. Resistance to change and the role of personality is a clinical and a psychological debate (cf. also Kübler Ross, 1995, 1997, and Corey, 1995) which certainly falls beyond the delimitation of this inquiry. I have, however, alluded to some of these aspects as they emerged from the data because such insights add value to this discussion. For example and without a detailed analysis, personality forces of resistance such as homeostasis, habit, selective perception and retention, dependence, superego, self-distrust, insecurity and regression certainly affect the education policy change practice.

4.2.4 Top-down imposition of policy

As argued earlier, the type of personality, age and the level of educational experience appear to play an important role in policy change. In addition to these psychological manifestations influencing the policy change process, the *manner* in which policy change has been introduced often also elicits intense resistance. This could refer to the timing of a policy change announcement, or to the method and approach with which policy change is brought forward. Responses from this inquiry show that *imposed* policy change evoke more resistance than negotiated policy change.

P1 (1:91 494-498) explains that if policy “*feels imposed*” it leads to resistance. Huberman (1973:45) supports this view and remarks that if policy change is viewed as an imposition, people react defensively and regress (cf. Corey, 1995) to former practices, often secretly. Teachers may suggest that policy changes have indeed been implemented or are taking place, but in reality, the gap between rhetoric and practice

is wide, as discussed earlier. Mostly it is a matter of “business as usual” in the classroom despite legally imposed policy.

Imposition of education policy change often elicits some form of criticism, which inevitably colours teachers’ perceptions and ensuing responses (cf. Sikes, 1992). Imposed and forced education policy change implies an official authority, which may challenge the professional experience and expertise of teachers. This challenge or the perceived confrontation is viewed with greater disfavour by older, experienced staff.

In addition to the imposition of policy, inconsistency on the part of the authorities does not enrich educational processes. One needs to bear in mind that implementing a new curriculum as part of policy text necessitates an extraordinary amount of work in order to do it properly (P2 2:69 418-420). It is also reasoned that education policy change should be thoroughly researched *prior* to implementation (P6 6:36 128-129). P3 (3:32 199-214) comments that the manner in which OBE through Curriculum 2005 has been phased in is uncondusive and counterproductive:

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 2s 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.

Moreover,

..unfortunately it [curriculum change] is something that we have mostly heard of and I have seen very little implementation in the school or in the classroom of that (P4 4:4 46-50)

Apart from being “*thrown into the deep end*” (P3 3:35 255-258), policy change implementation also depends on the response of the principal:

It also depends on your principal and 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 (P3 3:56 590-595).

This notion of resistance emerges in various layers in the change process by experienced teachers, through reluctance due to political undercurrents and personal objections to that, and also leadership participation and imposition of policy change.

4.2.5 The relevance of lifelong learning

This resistance to new practices also often relates to self-development and professional growth within the context of coping and dealing with education policy change. Not only can further training and education add to the well-being of the teachers, but it also enhances their self-concept, which in turn facilitates greater openness towards education policy change simply because their “characters” are not attacked. If, however, teachers have poorly developed ego boundaries or senses of self, they fear what they perceive to be an “invasion” when faced with policy changes (cf. Hargreaves, 1991:251). These feelings of personal violations or infringements may well be perpetuated if no further education or training is undergone, since their former education seems somewhat irrelevant for the current educational practices:

... in the 12 years that I have been with my school very few of my colleagues have involved themselves in further studies. I am of the opinion that a qualification obtained 20 and 30 years ago, without any upgrading of any sort, can really not be very relevant, especially in the changes that we are facing today.. (P 4 4:41 564-578).

Lifelong learning, particularly during our current transition in education, is inevitable and ultimately necessary if teachers want to stay in touch with reality. Not only does the global information explosion require continuous learning, but lifelong learning also adds to a sense of competence and self-esteem that enhances one’s confidence. Teachers with less confidence in their abilities are usually less willing to try out

policy changes. This relates to the earlier argument of the “fear of failure”, which causes even more resistance to the education policy change process.

The issue of further lifelong training relates closely to teachers’ view of self as learner or not. If they see themselves as learners, they will probably work towards new understanding and improving their educational practices. Thus, according to Molinaro and Drake (1998) “the willingness and a commitment on the part of teachers to learn is a foundation for continuous improvement.”

Lastly, Huberman (1973) explains that teacher attitudes and their responses in terms of behaviour are functions both of their personalities and the institutions in which they work. In education, policy change calls to people – that is, the teachers – to alter their way of looking at things and their habits of dealing with their learners. This process is usually quite slow and if pressed too strongly it often builds up greater opposition and resistance. The following section deals with constraints, which significantly impact the policy change process; teachers may have little or no influence, yet be fully dependent on structural support.

4.2.6 Lack of resources and funding

Structural obstacles and resistance to change usually relate to the lack of resources. Some teachers who resist innovation and policy change or who oppose curriculum integration do not do so simply because they are afraid of change, but often because they feel that their interests, their resources and their time are threatened (cf. Hargreaves, 1991:251).

Lack of time as a resource, especially when the curriculum is changed, brings about feelings of desperation. Many teachers cannot keep up, and simply have little or no personal time left; in fact, there appears never to be enough time to implement something new in detail (P3 3:50 457-470). Teacher P5 (5:22 304-314) describes her predicament:

... 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, om by al daardie dinge by te hou, om by 'n buitemuurse program by te hou dink ek is dit partykeer moeilik ook. ...

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. (P5 5:45 864-869)

Any policy change initiative needs time. Firstly, teachers need time to learn about the new policy and what is expected from them to implement it. Secondly, time is needed to introduce and implement the new policies in terms of teaching strategies. Lastly, time for reflection is needed as the outcomes are assessed. From the empirical material, it is evident that during these three phases teachers do experience various different feelings and emotions and hold different viewpoints.

Insufficient time can be detrimental to educational practice, since teachers can only do so much and no more. They need time to accept and to adapt to policy change, particularly when it relates to change in teaching through a new curriculum.

... What about your poor person on the platteland that has got a two-year training? They do not have equipment. You can talk about a cow once and then you can go to chickens... Further than that...? 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 (P3 3:42 344-359).

Christie (1999:290) agrees with the former reflection:

It could be safely predicted that the majority of schools would struggle with this welter of new policy directions ... [and] better resourced, historically privileged schools are more likely to be able to manage new policies than historically disadvantaged, mainly black

schools, and particularly the poor, rural and marginalised among them.

Resistance to education policy change is a complex human process, involving emotional and cognitive dynamics as well as practical, managerial, and structural constraints. These issues attempt to maintain the status quo as teachers are caught up in the rush of attempted change, and more often than not, they cannot cope. Christie (1999:290) advises that "...educational transformation cannot be delivered by democratic elections and policy visions alone. They need to be won in concerted engagement with social, political and economic forces, in which the development of new policies is simply one task."

The following sections deals with the low morale of teachers, which relates closely to resistance to policy change. Low morale reflects both emotional and mental attitudes, which may induce and perpetuate feelings of resistance. In this context Boyd-Dimrock (1992) reports that there is little doubt that teachers' attitudes impact on educational practice through their behaviour in implementing or resisting education policy change.

4.2.7 Low morale of teachers

The concept of morale, according to Lumsden (1998:1), refers to a feeling, a state of mind, a mental attitude, and an emotional attitude. This includes a perception of self within a work context, and the extent to which the organisation is viewed as meeting the employee's needs and expectations.

The morale of an organisation is an intangible element composed of the feelings and attitudes of individuals and groups. However, the effects of morale include tangible and important issues such as outcomes, efficiency, quality, and productivity. Low morale is costly in terms of lost productivity and inefficiency. Often low morale is seen in mysterious and unpredictable terms.

This theme of teachers' low morale as an effect of education policy change emerged prominently from the empirical data. P1 (1:46 258-259) declares in rather general terms, "*Well at the moment in education, morale is very low*". She elaborates (1:48 263-264) by stating, "*I think it boils down to the fear of the unknown, we do not know what is coming*". P2 (2:107 684-685) supports this view: "*I would say [the morale is] quite low, you know very low in fact*". So much so, she acknowledges, that "*...it has broken teachers down a lot...*" (2:116 714-717). A variety of issues were mentioned, some relating to actual policies which perpetuate the low morale, and others relating to emotional dimensions such as fear of and anxiety about education policy change. In particular, uncertainties relating to the insecurity of teaching jobs, redeployment and the fear of the unknown contributed to the low morale of teachers.

As mentioned earlier, evidence of low morale amongst teachers is visible in tangible outcomes such as frustration, depression and discontent. It may be worse (P2 2:116 714-717), since they experience the new demands of policy change as inhuman:

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, the classes are getting bigger because of finances and there is an incredible amount of red tape involved in the whole thing... teachers are burning out and it is not a good thing. I think we have lost the cream of the crop because they do not want to work for the salary. 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 (P3 3:69 774-789).

Low morale amongst teacher is also due to the lack of communication on what policy should do and how it should be implemented – in other words, there is a top-down approach. This in turns leads to diverse interpretations of the same policy text or document on a terrain that is already contested, and induces further frustration amongst teachers since there does not seem to be consensus or a negotiated point of departure:

...the morale is low, due to different interpretations of the same policy and they are unsure of what is expected from them and due to lack of support...” (P6 6:63 198-201).

This view contrasts good policy implementation planning, which can actually boost morale: *“If education policy change is well planned, the teachers’ morale can be strengthened”* (P6 6:57 190-191). Apart from the frustrations and inhuman demands on teachers, their low morale deteriorates because of unsupportive work conditions. Within the changing and unsupportive context some teachers have lost their sense of achievement or accomplishment (P2 2:93 546-549).

4.2.8 Unsupportive conditions at work

Unfortunately and broadly speaking, education policy change is not experienced as well-planned or well-supported. On the contrary, conditions in educational practice are unsustainable or unsupported. Some teachers feel stretched to the limit. Expectations placed on them are expanding exponentially. Pressures include inadequate books and supplies, large and overcrowded classrooms, disruptive learners, limited assistance, increased duties and low salaries (cf. also Addenda I and J).

Lack of funding, inadequate books and resources and overcrowded classrooms are certainly issues that teachers have to deal with daily (cf. P3 3:42 344-359). Overcrowding in the classroom in an unsupportive school context leads to disciplinary problems, exacerbated by the abolition of corporal punishment (cf. P3 3:58 618-623). These crucial issues influence the morale of teachers, as discussed in the previous section. The experiences of the abolition of corporal punishment will be dealt with later under the main theme of discipline and teacher control (see section 4.3).

4.2.9 Teacher stress and burnout

In addition to the unsupportive work conditions and the abolition of corporal punishment, some teacher respondents felt exceptionally stressed and expressed their concerns about these feelings. Of course, this relates closely to the notion of low morale, which I discussed earlier. Not only does too much stress intensify and aggravate the low morale, but it also results in emotional and physical fatigue and in reduction of work motivation, involvement, and satisfaction. Excessively stressed teachers lose their idealism, sense of purpose, and their enthusiasm (cf. Lumsden, 1998:2), which certainly raises concern. P1 (1:50 273-277) explains:

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.

The effects are unfortunate. Low morale also leads to decreased teacher productivity and burnout, which is associated with a loss concern, loss of care, and detachment from the people with whom they work. This leads to a further decrease in teaching quality, depression, greater use of sick leave, and lastly a cynical and dehumanised perception of learners. The end result is demoralised teachers and poor student achievement.

Feelings of stress sometimes accumulate merely because teachers are ill-informed and do not know what is expected of them:

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..” (P1 1:49 264-268).

Another important dimension relating to the disturbing levels of teacher stress concerns the changing context of HIV/AIDS in the classrooms. P3 (3:76 886-912) provides some explanation:

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 not 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?

This evidence of feelings of stress becomes visible through the lack of enthusiasm and inspiration (P1 1:50 273-277). To illustrate, when teachers experience a lot of pressure they become irascible with their learners and feel rather tense (P1 1:54,64 290-329). The following section discusses the range of feelings experienced and what the probable implications may be.

4.2.10 Isolation, fear and loss of faith in the system

In earlier sections, it became apparent that education policy change evokes a variety of feelings and emotions, ranging from slight concerns to anxiety, threat, fear, and from time to time also excitement. Education policy change can be associated with a divergence of feelings and emotions, mostly uncomfortable according to Webb and Ashton (1987:22-40):

Alienation, fear, anxiety, uncertainty, professional isolation, discouragement, feelings of ineffectiveness, not consulted, sense of powerlessness, lack of recognition, no care / not cared for, frustration, depersonalised, detachment, and loss of connection that reinforces a negative professional self-image.

These are evident from the hard empirical data, possibly also because ultimately “*people are passionate about education*” (cf. P2 2:36 207-209).

In addition to the “passionate” stance to policy change, Paul (1993:102ff) provides another interesting and relevant viewpoint concerning policy change and the emotional lives of teachers. He refers to the intimate relationship that people have with their minds and describes the mind in three functions – thinking, feeling and wanting. The process of feeling monitors meanings of events, such as evaluating positive and negative events. The process of wanting drives or moves people to act. The process of thinking creates meaning, that is, a process of making sense of events in our lives. These processes are interrelated – for example; when we think we are threatened, we feel fear and then want to flee or attack. It is important to recognise essentially how the thinking process proceeds – that is, how teachers think about, interpret or mediate policy change, and how this influences subsequent feelings and consequently their behaviour.

For the most part, education policy change is prone to some resistance, particular concerning its implementation. Such emotional resistance becomes visible through intransigence, an unwillingness to co-operate, entrenchment, or fearfulness. P4 (4:29 399-407) describes how she sees the 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.

Among such habits, routines and familiar procedures, change is often apperceived or encountered as a loss (cf. Kübler-Ross, 1969:235). Although teachers may rationally support new ideas, this understanding does not imply that they do not have fear. Gultig and Butler (1999:116) explain that fears are evoked basically by uncertainty about what is required or expected.

What is more, teachers are expected to give up their ways of thinking and implementing education policy with which they have become comfortable. Thus, although teachers may “know” and understand that policy change is necessary and appropriate, their emotional response may still be one of resistance. Teachers do not change as a result of new information. On the contrary, new policy in the form of a new curriculum (such as Curriculum 2005), given out in a context where teachers are insecure about their own abilities and their future, may indeed retard the policy change process. This resonates with P2’s (2:53 288-298) reflection:

...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 a 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 to a workshop and say: yes, yes it very nice, and do exactly as he pleases.

Feelings of ineffectiveness and discouragement may bring about ineffective policy implementation. The knowledge that a new curriculum requires new training and resources to implement, and that it promises to increase their workload, may also result in additional resistance, despite the fact that they realise how “good” Curriculum 2005 may be. Fink and Stoll (1998:299) describe this vividly:

With the best will in the world, teachers who have been bombarded by an unrelenting plethora of [policy] changes over a short time period tend to be exhausted, and find it hard to keep up their energy, enthusiasm and, ultimately, willingness for change. It is, therefore, not necessarily the characteristics of teachers, *per se*, that cause resistance and the continuity it perpetuates, but the pressures on them and the limits placed on their involvement in making the decision to change.

Furthermore, policy implementation relies on teachers’ participation, commitment and positive attitude. Responses from teachers often reflect the opposite, evidenced by lack of enthusiasm, a slack attitude and resistance to the proposed change. P1 illustrates this (1:50 273-277):

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.

Feelings of fear and a loss of faith in a new system may lead to an increased resistance in this process. Teachers' fears and frustrations are often expressed in statements like "our old methods worked perfectly well" (cf. Gultig & Butler, 1999:101), as they attempt to maintain the status quo.

There are also other fears that relate to consequences of education policy change. Many teachers are worried about losing their posts due to redeployment strategies. Not only is policy on redeployment viewed as idealistic, but it has also created tremendous insecurity and uncertainty amongst teachers:

I think that redeployment is idealistic, but look I agree with it, on paper it is fine, but you cannot tell somebody with a family, that tomorrow they are going to be teaching in Hammanskraal (P2 2:23 126-133).

According to Hartshorne (1999:116), the Western Cape and Gauteng needed to redeploy or retrench teachers. He states that in the six months before December 1996, 11 792 teachers accepted severance packages at a cost of approximately R778 million. P4 (4:40 551-564) describes this in her own words:

I think for white people and having lived in a country that has definitely favoured them and secured their jobs for them, I think because we are 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...

Many teachers have indeed left the profession, and others who are still in the system find it too difficult to cope with their sense of powerlessness about their future:

...there are times when you think what is going to be happening in five years' time, how are things going to be ... am I going to be able to cope with what is going to happen (P1 1:69,70 349-353).

These future scenarios and the pace of policy change are often overwhelming. Education change appears to be *snowballing* and teachers cannot keep up:

I feel strongly that 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. Education is snowballing, everything is snowballing. You think you have something sorted out and then they throw a whole new issue at you, and there is never enough time to really get stuck into what you are doing ... (P3 3:50 457-470).

This snowballing in education refers to a heightening and intensification of change processes. If things change too fast in education, often little or no attention is given to laying the proper groundwork for those who will be most affected by these policy changes in order to get adequate commitment and develop a comprehensive implementation plan. "Haste does indeed make waste" – words of caution expressed by Silvernail (1996:60) in his research on the impact of England's national curriculum and assessment system on classroom practice.

As experienced in Britain, rushing the implementation of a national curriculum has lead to "an unmanageable curriculum and an ineffective assessment system" (Silvernail, 1996). In all likelihood, some policy outcomes will be desirable and others will be less desirable, rendering some intended results and some unintended results. An understanding of this complex reality could add value to the South African education policy change processes, in the hope that policy would "move slowly and cautiously with such reforms" (Silvernail, 1996:60).

Policy change in education has lead to intense pressure that has induced a negative self-image amongst many teachers. They feel professionally depersonalised and detached from their earlier "*calling*" and do not experience a sense of connection or belonging:

I think the calling is not there any more because ... they give you nothing, nothing gets back to you.. 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... (P3 3:70 793-803).

On the one hand, there is the risk of failure and its exposure, which creates anxiety amongst some teachers:

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 (P4 4:29 399-407).

On the other hand there are also feelings of acceptance, recognising the necessity for policy change. P4 (4:48 661-673) elaborates:

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.

P4 (4: 49 676-686) not only recognises the need for change, but evidently copes with policy change a little easier than her colleagues:

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.

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 (P4 4:53 746-755).

Regarding pupils and classroom practices, P5 (5:46 934-941) describes prevailing feelings of anxiety and resistance that affect the teaching:

...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.

These descriptive reflections from the empirical data paint a gloomy picture of education policy change. The following sections deal with specific policy changes such as disciplinary issues and the abolition of corporal punishment. While I am aware of the numerous policy changes (see Addendum K), I was guided by teachers' responses, in that I analysed and discussed only the education policy changes that they presented and shared with me. In some sections, however, I do elaborate a little in order to contextualise their responses.

4.3 Discipline and teacher control

As discussed in Chapter Two, since the Government of National Unity came to power in 1994 a variety of policy documents have been produced. In education, there have been the National Qualifications Framework (NQF), Outcomes-Based Education (OBE), and Curriculum 2005 and its Review (Chisholm, 2000). Policies outlining new principles and procedures for the regulation and professional development of teachers include the Committee on Teacher Education Policy's *Norms and Standards for Teachers* (COTEP, 1998), the South African Council for Educators' *Code of Conduct* (SACE, 1997), the Department of Education's *Duties and Responsibilities of Teachers* (DoE, 1998), and the Education Labour Relations Council's *Manual for Developmental Appraisal* (ELRC, 1997). These policies

describe the *ideal* teacher in terms of roles and the competencies required for these roles (cf. Harley *et al.*, 1999).

4.3.1 Teacher discipline and self-control

The empirical data revealed that most teachers were not aware of many of these policies. When asked to reflect on education policy change they focused on issues pertaining to OBE and Curriculum 2005. Issues regarding professional development were hardly mentioned. Teacher respondents appeared to have little awareness that there were in fact certain policies, which defined their teaching roles, and competencies needed to fulfil these roles. In addition, they were not aware of the symbolic, regulative and procedural functions of these policy documents. Although teachers had little to say about these specific documents, they shared their practical concerns about the impact of curriculum policy change and how this influences discipline in the classroom. In simpler terms, teachers were concerned about how the new curriculum would influence the atmosphere in their classroom and subsequent disciplinary practices.

Teachers expressed deep and real concerns about disciplinary matters. For example, some indicated how they perceived OBE to be a loophole for lazy teachers. P3 stated that:

...that worries me, because your lazy teacher can get away with being lazier, your hard working teacher is going to work harder (P3 3:16 91-94).

Another teacher expressed it differently:

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 (P1 1:22 144-151).

And yet another indicated that

... there are loopholes, your lazy teacher, your insecure teacher can get away with doing nothing... (P2 2:49 277-280).

Some teachers abuse the perceived freedom and hardly do any work, as P4 explains:

...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 (P4 4:43 605-613).

P3 shares another concern that relates to loopholes for the lazy teacher:

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 calibre 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 (P3 3:45 388-403).

Evidently there some teachers who “try to get away with as little as possible and with as little discomfort to themselves...” (P4 4:31 428-437).

Asmal (2000b) also found that laziness and lack of teacher discipline are detrimental to educational practice. Teachers’ discipline, self-control and professional responsibility are imperative for sound education practices and of course sound policy implementation. Furthermore, many teachers work in unsafe environments, which may lead to slackness and unprofessional behaviour (cf. Asmal, 2000b).

4.3.2 Corporal punishment

With this background in mind and with the abolition of corporal punishment, many teachers felt that they were left without any means of disciplining their learners. It does not stop there, though, for a decline in discipline leads to other problems in the education system. P2 (2:114 692-702) explains her point of view that the decline of

discipline is dubious, which in her opinion goes hand in hand with lowering of standards:

...the breaking down of the discipline structure and the emphasis on rights of individuals, and the rights of children, 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...

Some teachers realised that their disciplining procedures had to change in order to deal with different educational processes in their classroom. However, not all teachers are equipped with such skills. For one thing, teachers feel that the noise levels in their classrooms are problematic. Older staff, for example, often judge a noisy classroom as an undisciplined learning context. Others may enjoy a “busier classroom”. It is important that teachers know their pupils well, so that they can judge if and when their pupils can cope with louder and busier classrooms (cf. also Jansen, 1999:203-217). Not all children learn well in such conditions and some are more distracted than in quieter classrooms. Ultimately the teachers need to know their children very well in order to make the most suitable decisions for learning and teaching practices. P3 (3:58 618-623) maintains:

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.

P3 (3:57,60 610-638) elaborates:

...I have spoken to some of the government schoolteachers you know and their biggest problem with this whole thing is the discipline, the incredible amount of noise, because it is group work. 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 noise... you have to have a certain amount of peace and quiet to be able to actually absorb what you are doing...

The decline of discipline, viewed from the empirical data and from related reviewed literature, is a matter of concern. Policy such as the *Duties and Responsibilities for*

Educators DoE, 1998) introduces the importance of the changing role of the teacher and stresses the “shift from control to leadership”. The concept of “control” appears a little fuzzy and is certainly underplayed in the policy. Control relates to discipline and even corporal punishment, which is still practised illegally (cf. Harley *et al.*, 1999:194ff). The gap that currently exists between the indecisive policy view of control and the actual practices in classrooms are matters of concern. The abolition of corporal punishment has left many teachers without any means of disciplining pupils, particularly in a changing context where both the processes and the dynamics in their educational practices are quite volatile.

The Minister of Education released a document on alternatives to corporal punishment, *Alternatives to Corporal Punishment: The Learning Experience* (Asmal, 2000a), in which he stated:

Despite its prohibition, we are aware of continuing cases of corporal punishment in schools, which are brought to our attention or reported in the media. This document will therefore assist in helping the teachers to move away from the cane and manage their classes in keeping with our attempts to build a society founded on human rights and recognising the dignity of our children.

4.3.3 Learner discipline and non-participation

Laziness and discipline does not rest only with the teacher. Some pupils will sit back and relax, while the others do their work. This is particularly so in group work (a theme, which I deal with in more depth in section 4.4.6):

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 (P3 3:10 41-47).

4.4 Curriculum policy change: outcomes-based education

In the report of the Review Committee on C2005, Chisholm (2000:6ff) suggests that the curriculum should no longer shape and be shaped by narrow visions, concerns and identities, or reproduce the limited interests of a specific group of people at the expense of another group. On the contrary, the curriculum should be inclusive, in that education and training, content and skills, values and knowledge, will be incorporated. While these are noble goals for social and educational change, there is a perception that schools are not assisting in either creating new social values or the skills needed by the population in order to compete globally. It should be acknowledged that education alone (or even a curriculum) could neither change society nor bring about national development. Such optimism in education will lead to great dissatisfaction.

While it is beyond the scope of this inquiry to focus in great depth on the nuances of outcomes-based education, the underlying philosophy for Curriculum 2005, some consideration is befitting. As stated in previous sections, this inquiry deals with education policy change from the perspectives of some primary school teachers. The question was put to them in these broad terms, precisely for the reason that I wanted teachers to explore the education policy change that they selected and preferred to concentrate on. Their focus was mostly on the curriculum policy change, which had an immense influence on their teaching practice. That is why I did not narrow down the question to curriculum policy change in the first place, since education in South Africa was (is) inundated with so many policy changes.

Curriculum 2005 is an enormous, ambitious task that aims amongst many other things to eliminate rote learning and to promote critical thinking and innovative teaching (Coombe, 1997:1-2). While the principles of outcomes-based education were critiqued by many, it was policy makers' thinking that a move away from authoritarian teaching approaches of the past was necessary. Asmal (2000a) in this regard pronounces that there is an "overwhelming support for Outcomes Based Education", evidently basing his remarks on the Review Report (Chisholm, 2000),

which confirms that this approach is to be continued (cf. also Asmal, 2000c). In addition, Asmal (2000b) claims, “This is a unanimous rejection of the apartheid education principles of Christian National Education and fundamental pedagogics.”

Inasmuch as this may be politically legitimate, C2005 unfortunately does not resolve the many adversities on the micro level, which are analysed in the following section. These pragmatic issues are pertinent to the national contextual dynamics, in-service training, understanding of official policy documents, and a general need for support.

4.4.1 Discrepancies between policy intentions and teachers’ experiences

What teachers believe and how they experience education policy change is also linked to the national context, or the broader context of South African education. Likewise, teachers’ thinking, understanding and experiences impact the contextual influence of education policy change. According to Harley *et al.* (1999:127), the apartheid South African education system was highly centralised and bureaucratic with a top-down approach to curriculum. Teachers were then so-called “curriculum receivers” and not “curriculum developers”. Policy documents such as the *Norms and Standards for Educators* (COTEP, 1998), however, called for a more active participation in curriculum development, such as interpreting and designing learning programmes and materials. Teachers, though, do not see themselves as curriculum shapers, since often they do not see themselves as professionals. Some view themselves as efficient, committed and good for the profession, although “*we do not get basic respect as a profession*” (P2 2:135 826-827).

The lack of respect relates to the fact that many teachers are either underqualified or poorly qualified. This is perpetuated by the fact that highly experienced teachers leave the education system, opting for voluntary severance packages (cf. Hartshorne, 1999:116). Chisholm (1999:19) correspondingly argues in this context that the:

cumulative impact of the negative public image combined with the magnitude of changes making themselves felt in schools and classrooms is likely to backfire on the successful implementation of new, innovative curricula. Without renewed public confidence and

support of teachers, their motivation not only to teach but to teach with enthusiasm will be hampered.

The reason why teachers are not treated in a professional manner is explained by P2, who was requested to participate in the development of curriculum policy change, although she felt that it was only to be a feigned process. She and her colleagues were very disappointed in the unprofessional manner in which this process was conducted, and they felt deceived: “*We were led to believe it would influence policy changes with the view to the curriculum*” (P2 2:5 24-26). She goes on to describe how the National Qualifications Framework had been presented in its final draft although they were told that they would have some input:

The qualifications framework was already written in blood and we were told beforehand that we would have inputs into that... (2:10 57-66).

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... (2:12 71-77).

This response is contradictory to the “well-meant intentions” of teachers as “curriculum developers”, (cf. COTEP, 1998). While there was some initial willingness to participate in that process, teachers suspended their attempts and disconnected themselves from it. That in itself is reason for distrusting the integrity of education policy change. This not only leads to disrespect for the policymaking, but also to recipients of policy – that is, teachers – dissociating themselves from the implementation phase.

Within a context of mistrust and disconnection, Spillane *et al.* (1996:432-433) add another perspective as they argue that:

Practitioners’ understandings of reformers’ proposals are shaped by a variety of factors above and beyond the policy texts they read – including the context in which local teachers learn, the ideas and

knowledge they bring to their encounters with policy texts, and the discourse communities in which practitioners are immersed.

They suggest “that practitioners’ responses to policy might best be thought of as learning from policy texts rather than as passively absorbing and implementing some uniform, fixed vision of policy.” Depending on teachers’ knowledge and beliefs about teaching, learning and academic subject matter, they filter and construct different meanings from policy text. In sum, on the one hand, teachers mediate their personal understanding of curriculum policy change, and on the other hand, this creation of meaning is constructed within a particular national, structural, and transformation political context:

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 (P5 5:5 49-55).

This political transformation drives education policy change, and some teachers believe that the political process may have little if any impact on what happens in the classroom:

...90% of what is going on in education is politically motivated, it becomes so difficult, because changes, everybody knows changes must be gradual and ... who has ever studied education, knows that you have no impact on the little guy in the classroom whatsoever (P2 2:34 190-196).

Education is a political issue and many teachers realise that education policy change is politically motivated. P4 (4:14 135-143) summarises her views on this:

...I can understand and I really have a compassion for that, that a policy change was needed to include people who have been formerly excluded from certain things...

Another teacher P5 (5:33/34 520-541) presents another political perspective, arguing that curriculum is very much a prescription and *must* be implemented:

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. 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 ...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 (P5 5:47 1023-1036).

Daar is nou ook 'n kurrikulum wat voorgeskryf is en die kurrikulum is 'n gegewe, met ander woorde daar is nie 'n wegom kans nie, dit moet geïmplementeer word (P5 5:6 59-63).

Dit is nie debatteerbaar nie, so en wat jou skool en jou personeel daarmee gaan maak, gaan afhang van hoe hulle dit aanpak en seer sekerlik wil 'n mens graag 'n sukses daarvan maak (P5 5:48 1041-1046).

The following section deals with issues relating to further training and professional development, particularly with regards to curriculum change.

4.4.2 Further training and professional development

Despite the fact that education authorities offer workshops and courses, there are various problems in this regard. Teachers talked about how information arrived late at the schools and that trainers were ill-equipped to conduct the training workshops:

... where there are meetings on policy changes we always get it two weeks after the meeting has taken place, which is extremely frustrating (P1 1:2 29-32).

... basically we have been made aware of at this stage, is this whole OBE type education. But very little information is coming through to

us. If we do not have contact with other schools then there is no information ... (P1 1:4 33-36).

P1 (1:6 48-49) attended one workshop for the new curriculum as a representative of her school, and then was instructed to workshop it with the staff back at her school irrespective of her competence and knowledge, assuming that one workshop would prepare her fully to conduct subsequent workshops.

According to P2 (2:46 259-264) many underqualified teachers need guidance in this new approach in education:

...so many people ... because they are certifying all the way down, you know qualifications are no longer provisos, so you are getting certified with a standard 8, now what guidance do those people have?

P4 (4:25 364-369) also holds that there are problems with underqualified staff and with those who continue in their old ways of teaching, despite their attendance at the workshops:

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.

P4 (4:27 378-390) continues that some teachers are in need of particular and specific guidance with regard to the new ways of teaching and might implement these new strategies if they were secure enough to do so:

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.

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 (P4 4:28 392-399).

Further training and professional development certainly does not mean throwing out the baby with the bathwater, as P 2 (2:56 316-320) illustrates: “*I do feel that it is a pity that we do not learn from the past and other people’s experience.*” She adds that teachers need to be “*re-educated*” (2:88 515-510). Training, particularly in facilitation skills and listening and responding skills, needs to be introduced. Awareness needs to be created amongst teachers that further training is imperative:

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 (P2 2:151 946-950).

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 ... (P3 3:15 81-85).

...you make it [policy change] work, but there are teachers that cannot make it work, you know they do not know how... (P3 3:19 121-1213).

However, teachers are told that they are facilitators:

which teacher has really been taught to facilitate? We have not been taught to do that. (P3 3:46 409-412).

If every person could do a course in facilitation, it would just make it so much easier and then you understand what you are actually doing (P3 3:48 444-446).

Further training opportunities should be created, not in recess times or in the afternoons, but a proper relief system should be implemented facilitating continuous teaching with as little absenteeism as possible:

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 ... (P2 2:155 990-997).

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... 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 (P3 3:37 275-287).

Sometimes invitations to further training events arrived too late and teachers lost out on learning opportunities:

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 (P3 3:3 20-23).

Workshops and training courses offered only once without any follow-up are not sufficient, and the information may become distorted:

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 ... (P3 3:61 681-692).

The workshops that were attended were not up to standard and course facilitators also lacked the skills they were supposed to teach:

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 (P4 4:11 114-12).

Other teachers have become reluctant to participate in workshops:

... 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 (P4 4:17 274-295).

This willingness or unwillingness impacts the “openness” to policy change:

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... (P4 4:20 306-316).

...my experience is that teachers, especially in a primary school environment, develop 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 instead of going out facing the world (P4 4:39 523-537).

It appears, according to P4 (4:41 564-578), that further training and education adds to the well-being of teachers and builds up their self-concept, which in turn facilitates an openness towards change, probably because their “character” is not attacked:

...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.

P5 (5:35 576:597) also endorses the importance of continuing and further study:

Soos byvoorbeeld by tersiêre 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.

The responsibility for further training lies with the individual teacher. The department offers little training:

Daar het nog nie opleiding van die departement se kant af gekom nie, so ek sou wou sien dat 'n mens vir hulle voordat hulle angs 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. (P5 5:43 792:813)

These findings are supported by a study conducted in the Eastern Cape by Elkonin and Foxcroft (1998), who found that training in OBE was quite disastrous. Teachers did not get the kind of training they needed and their questions remained unanswered. This notion introduces the ensuing section regarding the complexity of official documents.

4.4.3 Complexity of official document texts

A variety of contextual influences concerning education policy change emerged from the empirical data. P1 (1:10 70-73) expressed an unclear understanding of the

process – “*too wishy washy*” – and felt that official documents were not “*concrete*” enough for her understanding.

Most teachers I spoke to did not focus much on the complexity of the policy documents. I would ascribe that simply to the fact that many never had the complete documents available to study in detail. However, P1 did reflect on the complexity of the documents and literature, and indicated that teachers had trouble in this regard.

Many teachers do not understand the obscure, abstract-sounding policy. The Review Committee (Chisholm 2000) found that the language and terminology were complex and confusing. In practice, this implies that the implementation of such policies is at an “appearance” level instead of at the “real” level. In addition and linked to this issue, is that initiators of macro education policy change, whether at national or provincial level, may be more concerned with the symbols rather than the substance of educational change. Put differently, the government that has initiated Curriculum 2005 and OBE would like to be seen and acknowledged to be doing something good and having noble intentions, regardless of whether it is actually happening in practice. That is why policy requires extensive publicity, which in turn requires funding, resulting in delaying the actual implementation process due to lack of money (cf. also “delayed effects of education” in Bock, 1982:79). Carr (1995:29) also mentions the “incomprehensible jargon that seems to have nothing to do with their everyday problems and concerns”.

A final comment in this context is that policy documentation is available mostly in English and many teachers had to translate the policies, which in itself leads to altered interpretations. This is perpetuated by the fact that OBE as a philosophy elicits a variety of diverse versions, even from those who speak English as a first language. The question can then be raised, how do teachers who use English as second, third or even fourth language, translate the new curriculum in order to comprehend it? This process presents the following problem, namely the lack of support.

4.4.4 Need for support

As described in section 4.2.7, the Elkonin and Foxcroft (1998) study revealed that lack of appropriate resources and lack of materials worsen the possibilities of sound implementation in the classrooms. New policies cannot ensure the intended outcomes, even if they are efficiently supported by appropriate teaching and learning materials. Furthermore, structural changes in education as well as curricular reviews, will not have the desired effect if they are not supplemented with integrated policies intended to empower the role of teachers. On the contrary, P2 (2:45 252-259) contends that

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, ... they know where to hold on to the syllabus, and when to not.

Some teachers may not need a great deal of support, and actually become quite creative:

...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 (P5 5: 456-61).

Other teachers prefer more structure and guidance and some are even rigid in their approach, and thus are in need of support:

Die onderwysers is nog maar lief om vas te hou aan 'n struktuur (P5 5:27 357-359).

Ja hulle is baie rigied, hulle probeer nie verskillende tendense en dinge en eintlik as 'n mens mooi daarvoor 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 (P5 5:31 472-481).

The theme of the widening gap is discernible at the level of knowledge and in the level of enthusiasm:

Jy weet wat vir my bekommerd maak is by ons skool dink ek het ons die kundiges, maar in terme van die entoemasme in terme van die visie vorentoe, weet ek nie of hulle by ons ander 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 entoemasme in daardie opsig dalk 'n bietjie sterker en die kundigheid minder. Hierdie 'kant is ons kundigheid wat sterk is, entoemasme dalk 'n bietjie minder. So ons sal moet pasop dat 'n mens nie met jou entoemasme wat minder word dalk langs die pad nie meer groei nie, maar stagneer en 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 (P5 5:39 701:719).

In brief, in the context of curriculum policy change, different teachers require different types of support. Some need learning support material and guidance in how to use them. Whatever the requirement, government will have to address the issues pertaining to curriculum implementation and the follow-up support (cf. also Chisholm, 2000). Some teachers expressed some deep concerns about Outcomes-Based Assessment (OBA) and their perceptions of lowering academic standards. This will be analysed next.

4.4.5 Standards and assessment

P4 (4:16 257-263) expressed her concerns about the lowering standards and naïve expectations of policy change:

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 who 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.

Not only will standards be lowered, but also difficulty will be experienced in maintaining standards:

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 (P4 4:16 252-263).

Concerns were expressed within the context of lowering standards and the feeling that “*all will pass irrespective of knowledge levels*”:

...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 (P1 1:8 54-58).

P3 (3:24 142-147) also explained that teaching mathematics necessarily incorporates drilling exercises and cannot solely be *experienced*, as is the perception:

Another thing that really worries me, I mean we have been, I 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 (P3 3:52 526-531).

According to P3 (3:44 382-383), the positive side of Outcomes-Based Assessment is that the learner is assessed as an individual, and not as a “groupie”.

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 (P4 4:3 35-46).

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 (P4 4:48 661-673).

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 (P4 4:52 713-719).

The following aspect, group work, relates closely to OBE and much controversy has been experienced in this regard.

4.4.6 Group work

Group work forms part of the new curriculum approach. Teachers have various viewpoints and strong feelings with regard to whether or not to implement group work. Teachers have many opinions relating to differences in personalities and the potential of learners. Also, the older staff members would find it difficult to do group work due to the “noise” in the classroom, and the different perceptions of how they view group work, for example as “play time”.

Although P1 (1:17 50-53) perceives group work as important, in her opinion the learner as individual still remains important:

...there 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.

Group work is usually done where some brainstorming is involved, either before or after some new work but seldom in the middle of something. (P1 1:40 236-243). Group work is suitable for research activities, which can be fruitfully implemented by all. There are, however, also some difficulties:

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... (P1 1:45 249-253).

Not only do teachers have difficulty in using the ideas of others, but learners do not always wish to share their work in a group. Bright children are merely copied and the lazier child gets away with doing little (cf. also 4.3.3). But often teachers are not trained in the processes of group work (P3 3:17 105-106).

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 (P2 2:40 215-219).

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 (P3 3:9 37-39).

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 (P3 3:12 59-62).

Good organisation and sound lesson planning with clear objectives are imperative to effective group work:

... you have got to mix, you know you must have homogenous groups, you must have heterogeneous groups, and clear objectives as to what you are grouping for... (P2 2:105 657-661).

Other perceptions with regard to group work relate to feelings of domination and secondary roles in the group (P2 2:97 571-573). P3 (3:43 364-370) mentions that although group work is particularly important within the context of adult working life, where people should be able to work together, in the classroom context it does present some problems:

I have spoken to some and their biggest problem with this whole thing is the discipline, the incredible amount of noise, because it is group work (P3 3:57 610-614).

Another disturbing finding relates to diagnosing problems in the classroom, particularly where some bright children have merely been copied during group work and problems do not become apparent (P2 2:103 642-647). The effect during group work may be that bright children set the pace and leave the others behind:

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 (P2 2:105 647-650).

That is why I say to you I can see that we are going to educate ... 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 (P3 3:51 520-524).

On this note of future concerns relating to OBE, the analysis of this specific issue comes to an end. The closing theme highlights the role of teachers as they focus on values and professionalism in a context of education policy change.

4.5 Values: teachers' roles and views of professionalism

While teachers' roles are prescribed and appropriated, their personal views, perceptions and beliefs of professionalism and identity of self are constructed from within as well as shaped from without. I agree with Hargreaves (1994:62), who says,

Teachers' beliefs and practices are grounded not only in expertise and altruism, but also in structures and routines to which they have become attached and in which considerable self-interest may be invested. Such structures have often evolved historically to meet political and moral purposes that are different from those which many would consider important.

In this setting Harley *et al.* (1999) indicate that teachers' value systems impact what they are able to do, what they believe they should do, and what they actually do.

There are differing interpretations of policy concepts, which in itself has potential conflict between policy and practice.

4.5.1 Teacher perceptions and conceptions

Teachers' perceptions and how these are conceptualised can no longer continue to be overlooked in the process of educational transformation (cf. Tedesco, 1997:10). We need to realise that teachers do have different orientations that make some comfortable with policy change while others are less comfortable. In addition, it is not simply a matter of changing policy and structures, but rather a matter of "seeing" things with different lenses, which is no easy feat.

Although policy changes are prescriptive in nature by virtue of their political mandate, they are contested, debated and mediated. Also, how teachers "see" themselves in their profession relates closely to how they deal with policy change. We cannot disregard the context of constructed contestations. On the one hand, teachers will shape their understanding individually, independently of structural constraints. On the other hand, their knowledge construct takes place from a functionalist-structural perspective, which implies that teachers' agency (special characteristics) are influenced by the educational structures.

Both views offer only a limited understanding of how teachers' perceptions and understanding are shaped. Teachers do not independently create their own world, and the educational structure *per se* does not determine the teacher. Instead there is a dialectical process in meaning making, created and given by teachers to their educational world, which becomes institutionalised (turned into social structure), and this educational structure then becomes part of the meaning systems employed by them, which also limit certain actions (cf. "Agency and Structure" in Abercrombie, 1984:9ff).

This being the case, Anderson's (1990:38-59) discussion of the construction of the "inner eye" and the social construction thereof implies unexamined assumptions about the social world of inquiry – here, the hidden assumptions of education policy

change. We saw in section 4.2.1 that the assumptive world captures the subjective experience of the “actor”. Needless to add that the understanding of teachers’ experiences of educational policy change cannot rest only with “observable behaviour”, from which only some inferences and deductions may be drawn. It is the subjective nature, the transformation and meaning making of education policy change, which is important if we wish to understand the complexities of policy change.

What teachers think of education policy change evidently impacts its implementation. I cite P4’s reflection here once more to highlight the notion of the difference of teachers’ understandings of change.

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 (P4 4:1 16-26).

Teachers work in protected environments and often do not take responsibility for their mistakes (P4 4:28 392-399). Often they become rather confined in thinking:

I find it a great pity that teachers who work with children, with these eager minds, that they in themselves are 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 (P4 4:30 407-415).

The following sections deal with perceived roles of teachers as “receivers” or “developers” of curriculum policy change.

4.5.2 Teachers' roles: receivers or developers of curriculum

The issue at stake is, are teachers only receivers or are they also developers of curriculum? Put differently, the study by Broadfoot (1992:45) asks, is the teacher “primarily an efficient functionary who implements received policies in the

apprenticeship model, or as somebody who has a framework of reference which enables him/her to understand the rationale of his/her work and its challenges.”

From the empirical data, it is clear that some teachers hold strong views on professionalism (cf. section 4.4.5). They want to be seen by society as professionals and treated accordingly (P1 1:93 498-504). Furthermore, some honestly believe that they are the best:

...I think that education thrives on the fact that 99,9% of teachers think they are the best... (P2 2:38 210-213) ... and they are better than everybody else and that is why they continue to have their input because they are so much better... (P2 2:39 213-215).

Not only are their ideas the best, but their methods are perceived better, as they pride themselves on teaching in a particular manner for so many years:

... some teachers will use it as a compliment to themselves that they are doing exactly the same thing as they did 20 years ago (P2 2:67 394-397).

Personal perceptions and “outsider” points of view are sometimes implicit, and become part of covert policy change dynamics that often remain hidden, as Vulliamy *et al.* (1997:101-102) suitably elucidate. Inquiries into the impact of national education policy, where the “context of micro decision making” and “...the manner in which teachers’ prior values and self-identities play a major role in influencing the manner in which national and local policies are implemented at the school level”, often stay concealed or secret. Values, beliefs, self-identity and the locus of inner authority partly constitute the micro context, which impacts education policy change both as process and as product.

As stated previously, the “inner eye”, assumptive worlds and subjective experiences shape teachers’ identities, which are powerful mediators in terms of their interpretation of and responses to policy change (cf. Vulliamy *et al.*, 1997:97-115). Whether they “see” themselves as receivers or developers of education policy

change, certainly impacts their responses to it as suggested in various sections in this chapter. I do not intend to elaborate on the specific roles – such as strategists, implementers and recipients – described by Jick (1991), because they were not touched upon in the empirical data. This in itself offers some understanding of where the participants are in this regard. Either they are not aware of these roles, or they choose deliberately not to become part of this process. Issues such as taking responsibility and being accountable remain covert. This is evident in the type of discourse used by most of the participants. Seldom is the word “I” used in their responses – rather “you”, “they” or simply “teachers” – despite the fact that they were clearly referring to their own experiences. For example, P3 (3:50 457-470) talks about how little time there is:

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.

Understanding teacher thinking, which in part would become more precise through an accurate discourse analysis, is another means to enhance the nuanced sensibilities of education policy change. Cohen, McLaughlin and Talbert (1993:55ff) argue, “...understanding teacher-thinking involves understanding how teachers respond to an ever-changing situation with knowledge that is contextual, interactive, and speculative.” More often than not, teachers must learn new roles and unlearn old ones, and remaining in a comfort zone of not changing is much easier.

In this context, Harley *et al.* (1999:186) denote that evidence from their research suggests that there is a gap between what teachers are able to do, what they *believe* they should do, and what they *actually do*. They conclude that differing interpretations of policy have an effect on the competence with which teachers fulfil their roles. Some feel challenged, others want to “change the world”, while others would rather have the “status quo”. For example, P4 (4:53/54 746-784) shares how

she views her role in the policy change process, a citing used earlier in a slightly different context:

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. I would definitely like to see that we still make an effort to try and sway the hearts and minds of teachers.

How teachers interpret policy and shape its meaning is also influenced by their self-identity and their individuality.

4.5.3 Identity of self and professional needs

Identity of self is closely linked to the perception of roles. This theme is more implicit than others and could only become apparent through teachers' experiences in their search for identity. In order to grasp the subjective complexity in the search for identity, we need to understand whether the mediation of policy change is an individual concern or a collective struggle, for both will reveal diverse and particular interpretations. Literature does reveal that teachers' self-identity is not only a powerful mediator with regard to their policy change interpretations, but also in terms of their responses (cf. Vulliamy *et al.*, 1997). Ball and Bowe (1992:114) argue that "owing to the interpretation of the orders at the national, local and school levels the National Curriculum is not so much being implemented in schools as being *re-created*, not so much *reproduced* as produced." Broadfoot *et al.* (1988:283), in the comparative analysis study of primary schooling in France and England, state that the ideology or conception of their professional role plays a crucial part in determining what teachers do. The external indicators are not as powerful to change educational values and identities, which truly provide the rationale for teachers' actions and responses.

In this inquiry P5 (5:40,41 749:774) reveals how the identity and the professional role of the teacher touches educational practice:

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. 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.

Living and fulfilling the profession rather than just doing a job certainly impacts policy change implementation. This thought is explicated in the following section.

Being a professional teacher means being capable, competent, skilled and ultimately committed to teaching and learning (cf. Soudien, 1997). This is, however, not only a perception from within but also projection from the society. It is an iterative process, moving here and there, as viewpoints are exchanged and altered through time. While an emic view may be a professional one, the etic conception may be precisely the opposite. Moreover, if these projections are internalised, behaviour may change accordingly.

The South African Council for Teachers' (1997) *Code of Conduct* takes primary responsibility for defining and promoting the ethics and values of professionalism. Not only do policy documents form a legal employment contract between teachers and the Minister of Education, they also provide a framework for professional development. From the empirical data of this inquiry, little if any responses were given in this context directly, although some participants reflected that they did not know how to behave professionally. P1 (1:77 389-392) explains:

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?

France was found to be very difficult to implement. Findings that are relevant for this inquiry relate to *restricted and extended professionalism*. Restricted professionalism refers to teachers' thought and educational practice, which is mostly intuitive, and classroom based, while the extended professionalism accounts for the broader educational context and a wider range of professional activities. How teachers conceive their professional role influences their educational practice (cf. Broadfoot *et al.*, 1988:283). These beliefs are important because teachers act on their beliefs, which are moulded or shaped by values and cultural understandings.

The notion on professionalism was only alluded to briefly, but it is significant enough to reveal those reflections. P1 (1:75 381-385) shares her subdued feelings regarding her professional stance:

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... Also, I think that one must be allowed your professionalism as a right to make decisions... (P1 1:93 498-504).

And P2 (2:26 316-320) shares her point of view:

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

The final theme that relates to professionalism and teachers' roles contextualises education policy change in the wider societal sector. Teachers are part of the competitive world, both locally and globally, and this is clearly visible in our schools.

4.5.4 Competition and rivalry

P5 (5:19 235-238) explains this competition and rivalry amongst teachers, considering that many posts have been made redundant, primarily for financial reasons.

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.

Ek dink 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 (P5 5:20 244-259)

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 (P5 5:18 225-230).

In addition, little if any incentives are available to teachers to feel motivated in implementing education policy change:

Ek wil nie veralgemeen nie, ek dink dit is maar normaal redelik dat hulle miskien die spreekwoordelike wortel wat voor hulle gehou is; hulle sien nie meer daardie wortel nie. Met ander woorde in terme van positiewe inligting wat vir hulle kan, as ek 'n verdere kursus aanpak dan kan ek finansiëel daarby baat, kan ek in aanmerking kom vir bevorderingsposte. Dit is miskien op hierdie stadium nie 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 (P5 5:37,38 635-649).

4.6 Significance and implications

Four emerging themes have been discussed, and sub-themes have been alluded to. The affective dimensions of education policy change, discipline and control, OBE, and teacher roles and their view of professionalism have been analysed and discussed.

This chapter has shown that teachers do internalise policy change individually and subjectively, and that understanding teachers' perceptions adds complex

understanding and knowledge to the education policy change debate. In addition, it became clear that teachers are the focal point in the implementation phase of policy change. It is crucial to investigate why policy may not be implemented as expected. The gap between policy and practice will reap the benefits of teachers' responses, as they are at the grassroots and the receiving end of implemented policy.

Evident from the data is a word of caution to policy makers; namely that the authorities cannot place increasing demands on teachers and then take away support and resources. The low morale of teachers calls for sincere reflection, considering the far-reaching implications this has on learning, on the health of our education system and of course on the health of our teachers. It is imperative to attend to the care and the replenishment of teachers if they are to be dynamic, sensitive, and perceptive persons who can be and become excited about new ideas and education policy change.

Chapter Five

SIGNIFICANCE AND IMPLICATIONS OF THE INQUIRY A Nuanced Understanding of Education Policy Change

5.1 Introduction

In the previous chapter, I conducted an analysis of four major themes representing the understanding and experience of education policy change of some primary school teachers. The themes were constructed from an inductive analysis using Atlas.ti and interpreted against various theoretical standpoints.

Against the background of education policy change in South Africa in recent years, I now explore emergent relationships between the thematic categories deployed in this study. I suggest what I consider as its significance and indicate some implications for education policy change. I discuss some implications of qualitative inquiry for education policy development and identify key limitations of this inquiry. I conclude by posing new questions and lines of inquiry which could constitute the “next steps” in an ongoing process of inquiry (Wolcott, 1990:50-61).

Framed by an interpretive inquiry, this study examined the policy experiences of primary school teachers in South Africa. The key question that guided this inquiry was:

How do teachers experience education policy change in South Africa?

A selection of subsidiary questions were constructed during the emerging inquiry:

- How do teachers understand policy change in the classroom situation?
- To what extent are teachers aware of the policy changes being proposed?
- Do teachers believe that policy change affects their classroom practice?
- How do teachers feel about education policy change?
- Why do teachers resist the policy change process?

5.2 Exploring thematic relationships and their meanings for education policy change

Teachers in this inquiry had similar experiences and expectations regarding the process of education policy change. Their personal experiences formed the basis of the four major themes that emerged, namely:

- teachers' emotional responses to education policy change,
- teachers' experiences of discipline and control,
- teachers' understanding of curriculum change, and
- teachers' views of their roles in relation to change.

Until now, the themes have been discussed as separate entities (see Chapter Four). In this chapter, thematic relationships are examined and discussed. Reflecting on the context of practice as discussed by Ball and Bowe (1992:22) and the foregoing analysis, I deduce that teachers are simultaneously the subjects of policy change in terms of subjectivity in understanding, and objects of policy change in terms of their role as implementors.

The first theme – teachers' emotional responses – dominated the inquiry as a major issue in education policy change, sometimes referred to as the subjective meaning of change (Fullan 1991, 1997 and 1998). Teachers' emotional responses and reactions show that policy is not simply received and applied; on the contrary, there are many obstacles to the process of

policy implementation. In this context, Bascia and Hargreaves (2000:12) use the term emotional labour, which is derived from a study by Hochschild (1983). People working in caring and serving professions need to manage their personal emotions in order to elicit desired emotional responses in others. Teachers may experience emotional labour either as exhilarating or as draining and exhausting depending on their work context, which may be either supportive or unsupportive. If teachers experience their emotional labour to be draining they will feel alienated and tired, which in turn will reflect in their work and in how they implement policy change.

Issues like lack of support, low morale, stress, and burnout magnify this. The real force of this negative emotional account, manifesting resistant and reluctant behaviour, is yet to be witnessed in practice. Nevertheless, the notion exists and will probably persist. Resistance to change due to a top-down mandate can imply non-participation of the teacher, purely because of dislike of the political motivation of policy change. Some may see policy as pure politics and others not, which shows that there is little common understanding of policy change. Emotional undercurrents of stress and frustration deterred those who wanted to engage in the change process. In addition, while some teachers knew where and why OBE was introduced and could rationalise that context, others reacted emotionally in that they felt their expertise discounted or minimised. This led to lack of ownership and responsibility, evidenced by the type of impersonal discourse in the third person that was often used by teachers.

My inquiry revealed that educational policy change creates considerable uncertainty and even ambiguity among teachers. This was evidenced in teachers' anxiety, professional isolation, and loss of connection and trust in the education system (see 4.2.9, 4.2.10, 4.5.3). If policy is serious about implementation, policy makers need to take cognisance of these teachers' emotional responses and dispositions towards educational change.

The experienced teachers, particularly those set in their ways or in the interpretation of their roles, felt particularly uneasy since what they had been doing was right for them, contrary to the new imposed and intended changes. Furthermore, establishing a balance between

allowing teachers to find their own way to implement a new curriculum and feelings of emotional abandonment appears critical in teacher support during times of new policy implementation.

While teachers are more often than not passionate about what they do and committed to their pupils, they often have difficulty with implementation. Participants in this research wondered if in fact they were implementing the policy as intended (see 4.4.1 and 4.4.3). Insufficient support and limited exposure to, for example, curriculum workshops left teachers feeling helpless and unprepared for the task at hand. Some quickly realised that they were not going to receive much-needed assistance, and experienced as futile workshopping of the new curriculum (see 4.4.2 and 4.4.4). The implementation of C2005 intensified teachers' workload, often overwhelming them. This is problematic, for on the one hand teachers have to implement the new curriculum and on the other hand they have little if any control over new aspects of their work.

The second theme related to teachers' experiences of discipline and control in the light of new education policies for curriculum and corporal punishment. How teachers dealt with discipline problems in their classrooms and in particular how they dealt with the abolition of corporal punishment led to some interesting findings. Some teachers found the new curriculum impeded classroom discipline in the sense that group work raised the noise levels in most classes. Older teachers in particular found this distressing. Others felt that the new curriculum offered a "loophole for laziness" of teachers in the sense that many would simply prepare less (see 4.3.1, 4.3.2, and 4.4.5). Other issues relating to classroom practice were expressed as problematic and contrary to the intentions of an outcomes-based curriculum. For example, it was felt that some pupils would cope better with the noise and the busyness in the classroom, which could lead to some pupils participating in classroom activities while others contributed very little (see 4.3.3). In addition, the abolition of corporal punishment left many teachers with no real understanding of alternative means of disciplining their learners.

The third theme – curriculum policy change and outcomes-based education – resonated closely with the second theme, and revealed teachers' inner struggles about coping with curriculum change. The emphasis was on how teachers understand and react to the effects of curriculum change. Some teachers attempted to make sense of OBE and C2005, others simply resisted the change process and continued in their old-fashioned ways – that is, in ways with which they were familiar (see 4.2.1, 4.2.2, and 4.2.7). This could easily be read as resistant behaviour by teachers in contesting new policy. Furthermore, the intensified workload and limited time to implement the new curriculum led to further frustration and emotional reactions. Discipline problems arose, since many were ill-prepared to deal with group work. Some experienced the noisy classroom as disturbing; particularly the older staff (see 4.2.2). If some teachers interpret the new curriculum as contributing to deteriorating classroom discipline, we can rightly assume that such policy will be rejected overtly, old practice resumed, and the status quo maintained.

The fourth theme – teachers' views of their professional roles and identities as a consequence of education policy change – relates closely to the emotional dimensions of change, which in turn impact teachers' professional views of "self" and others. It became clear that teachers' professional stances enhanced or inhibited their willingness to engage with curriculum change. In my opinion, low morale, stress, and frustration cloud the professional view of self. Feelings of isolation and little sense of belonging (see 4.4.4) certainly inhibit and prohibit sound curriculum policy implementation (see 4.2.1, 4.2.7 and 4.5.3). We could ask, are teachers in South Africa transformative intellectuals who take up the role of critically reflective researchers, as described by Claus (1999:5, citing Giroux, 1985)? Such teachers, Claus argues, are inquiry-oriented activists and involved in real democratic change. Such teachers can choose to change things, and do not have to follow the system. These teachers are extraordinary resources in our education system, which may inform policy change and its implementation. My inquiry, however, did not reveal such tendencies in teachers, which shows yet another tendency to resistance in the policy change process. Considering how little time teachers do have (see 4.2.6 and 4.4.4), it is likely that very little time would be spent in active and critical reflective research.

From this summary, it should be clear that although the themes can be identified separately, they are intrinsically interwoven and interdependent, and in their inter-relatedness offer some nuanced understanding for policy implementation. Policy implementation remains a complex issue, but may be facilitated if teachers understand policy text better, and experience policy change as a positive and enhancing process. Teachers should be supported to make the connection between theoretical and practical policy change.

5.3 Potential significance and educational implications for policy-practice

From the four themes which emerged from the inquiry, I have drawn the following tentative conclusion with respect to policy implementation. Policy text becomes policy practice at the level of policy implementation. Although I focus on the implementation level, I cannot ignore the theoretical or textual dimension of policy which signals policy change in practice. I have argued in Chapter Two that putting policy into practice, or implementing policy in the classroom, is not a linear or simple process. As stated earlier, this particular inquiry dealt with issues pertaining to “what happens on the ground” or “the educational dynamics on the ground” (cf. Chapter Two, section 2.5). Such “on the ground” issues were revealed in this inquiry. The results of the in-depth, non-directive interviews and open-ended questionnaires contribute to sensitise, inform, and stimulate education policy process debates. I further maintain that unless policy takes teachers’ experiences into account, it may run the risk of unsuccessful or inadequate implementation. That is why qualitative inquiry, grounded at the micro level, can offer relevant knowledge to enhance policy implementation.

Firstly, the aim was to extend the knowledge base through a more complex and nuanced understanding of education policy change from teachers’ perspectives in terms of their experiences. The experiences comprise a whole range of feelings and emotions that may influence educational practice. These human emotional dimensions are constructed, created and modified, and their meaning therefore plays an interactive and contested role in education policy change. This is supported by theory as expounded by Fullan (1991, 1997, 1998), Ball and Bowe (1992) and Ozga (2000). What has not been dealt with, however, is

what these emotional dimensions and constructed contestations consist of and involve, and how these nuanced sensibilities are situated in a particular South African context.

Secondly, I used an interpretive and qualitative framework to design my inquiry. Not many education policy inquiries in South Africa have been undertaken inductively and a microanalysis into policy change was appropriate, relevant and informing. Micro-level understanding of policy change could close the gap between policy as theoretical text and policy as practice, although such knowledge could remain at the theoretical level and not be implemented. I would argue, though, that more informed choices regarding policy change and policy implementation could be made if evidence of research from teachers' perspectives would be taken into account in the context of policy production.

Thirdly, I implemented new technological developments for qualitative data analysis. The computer software Atlas.ti facilitated an inductive and grounded theory approach for the data analysis and served to manage the enormous amount of raw data efficiently. Using Atlas.ti proved its worth, both on textual and conceptual levels as described in section 3.6.8. I was able to create some order out of the mass of transcripts as I worked with the detail, and yet the integrated whole of the project was always within reach, notably in the "hermeneutic unit" (HU) (see Addenda D, E, and F). The HU enhanced the analysis and allowed for immediate access.

Fourthly, in respect to methodological norms, through the methodological trail of evidence or the audit trail, I attempted to create a trustworthy inquiry, showing a transparent and reliable methodological process, and making some valid deductions from the analysis. For one, the interview data can be accessed either in the hard copy or on CD-ROM. This data can be analysed and interpreted by another researcher. Also, the coding and categories visible in the themes and sub-themes can also be scrutinised for consistency. The obvious problem with regards to coding, is that "every way of seeing is also a way of not seeing" (Silverman, 2000:147). Importantly, the data is easily accessible and it makes this inquiry transparent and open to further interrogation.

I also attempted to adhere to qualitative methodological norms (see Chapter Three, sections 3.4.1 and 3.4.2) of credibility, transferability and dependability as I questioned myself: Have I indeed presented correctly what the teacher shared? Are some of the identified issues relevant to similar case studies? Have I recorded what I heard accurately? Am I consistent in my listening? The answers to these questions lie in my competence and skill as a researcher. I cannot and do not claim to have been objective or unbiased. The mere fact that that I am a human suggests my subjectivity or sense of self as a woman, as a teacher and as a researcher. In my view, no interpretation of a presentation can really be objective. Furthermore, my experience of teaching could influence my coding scheme, and my knowledge of group relations theory (see Cilliers, 1997) could co-determine what I “see” and “read” in the raw data.

The mere fact that I present what teachers represent or recall in terms of their experiences in the interview discussion, contrary to a non-participant observation, could add to my subjective interpretations. In order to substantiate my claims, I used the literature in an iterative manner to present a sound argument. And lastly, I do not attempt to generalise by making future predictions. On the contrary, this qualitative inquiry is to construct and create new meaning and explain the nuanced understanding of teachers’ experiences of education policy change.

5.4 Methodological implications for policy

Finch’s (1986) work as referred to in Chapter Three is relevant to my discussion of methodological implications for policy. She argues that it appears that qualitative research plays a minor role in policy-oriented work, that it has an underused potential, and that it should be developed in relation to policy-oriented research. She describes some reasons for this. One is that qualitative research methods are seen as soft, subjective and tentative, while the dominant quantitative approaches are said to be hard, objective and rigorous (Finch, 1986:5). Another reason relates to how policy itself is judged. Policy makers may see research in instrumental terms, while researchers may investigate the intrinsic value of policy. This in itself reflects a difference in language, which implies a difference in interests

and values. Furthermore, she argues that research and policy are differently organised, notably in the time scale of research, which often is longer than policy makers are prepared to wait before coming to a decision (Finch, 1986:139). In addition, she writes that conceptually the worlds of the policy maker and the social scientist differ, and that this impacts on the focus and the approach to research and policy. The makers of social policy, including education policy, rely mostly on recommendations emanating from quantitative data analyses and neglect qualitative research (Finch, 1986:110).

I have referred to Crossley and Vulliamy (1995, 1997) in Chapters One (1.1.3) and Three (3.4.2). Their contribution regarding the value of qualitative research substantiates the significance of my methodology regarding its relevance for policy studies. They contend that:

Qualitative research in education has a special potential in developing countries; for various historical and cultural reasons, education research in such countries has been dominated by positivist strategies. Many educational research questions in developing countries to which a quantitative research strategy has been applied when either a qualitative one or a combination of the two would have been more appropriate. ... [Importantly,] the narrative style of qualitative research reports can also be more accessible to a wider range of potential readers; and in predominantly oral cultures the advantages of personal fieldwork, in-depth interviews and observation are most significant. ... [However,] there remains a tendency in many developing countries for research and policy planning to be based on a system perspective that still neglects the realities of schooling in an everyday context.

Appropriately Stromquist (1999:VI), too, makes a strong appeal:

Comparative education needs more qualitative and ethnographic studies that illuminate complex processes such as educational decision making in governmental bureaucracies ... we hope to receive more studies that explore the processes of meaning-making in international and comparative education.

Crossley and Vulliamy (1995:5) also call for interpretive studies that document the processes of change at the school level, in the hope that findings will be more helpful to the improvement and further refinement of implementation strategies. The connection between

comparative education and qualitative research is accentuated by Vulliamy *et al.* (1997:101), as they quote Stenhouse (1979:9): “Comparative education will miss making an important contribution to the understanding of schooling if it does not participate in the current development of case study approaches to educational processes and educational institutions.” They proceed, citing Welch (1993:11):

Such approaches are peculiarly suited to the investigation of the manner in which curriculum policies are actually implemented in practice and need not be subject to the critique made of ethnomethodologists that micro-ethnographies ignore the way in which such slices of macro life are shaped by more macro structures and forces in society.

I concur with Crossley & Vulliamy (1995:6ff) who argue that while national education policy change influences teachers’ work, particularly if it deals with curriculum policy change, there are some hidden contextual micro decision-making processes and dynamics which have been ignored. These hidden dimensions – such as teachers’ emotional experiences and resistance to policy change – impact the manner in which national and local (here provincial) education policy change is (or is not) implemented at school and classroom level. In this context Stromquist (1999:IV) adds another crucial dimension to this debate, and implores:

Research that shows the connections between individual educational lives and meso and macro levels of social actions, especially political and economic policies, is also crucial. Attention to local realities is imperative. At the same time, we need to show their dependence, and, at times, their influence, upon meso and macro conditions and institutions.

I wish to raise two final points about policy-related research for educational change in a country such as South Africa. First, the methodology of qualitative field research by local, experienced teachers could present findings that may be useful in policy discussions and for more sophisticated analyses. There is the question, though, of who could carry out such inquiries and who has the time to conduct such research (see also section 5.2). Furthermore, policy makers and policy researchers may acknowledge the wisdom and the expertise of teachers and build on that. Second, qualitative inquiry reveals nuanced understanding of

policy change. Such knowledge could lead to more focused and in-depth discussions of policy implementation.

5.5 Limitations of the inquiry

In this section, I wish to make explicit what I did not intend to accomplish and what the design of the study inherently will not allow. The limitations are those characteristics of design, methodology, and my role as researcher, which were discussed in detail in Chapter Three. These can be regarded as the parameters of the application of interpretations of the data, the constraints on generalisability and utility of findings that are the result of the design, or methods that establish internal and external validity. The most obvious limitations would relate to the ability to draw descriptive generalisations. This implies that my particular findings are not representative of all schools in South Africa, nor that my identified themes are typical of all teachers. Furthermore, I do not claim to have identified all the possible themes of teachers' experiences of education policy change.

5.6 Some concluding thoughts and possibilities for future research

I concede that this qualitative inquiry into education policy change may not offer quick-fix solutions to education policy implementation processes, or the education policy process *per se*. However, I believe that some comprehension of the vastness and complexity of these processes may facilitate a deeper, sophisticated and more complex understanding, enabling and supporting the education policy change process. Also, I hope to have added some comprehensible colour to the debate and to complement other studies on this topic. I showed how teachers' experiences may be affected by education policy change and how teachers affect policy.

Put differently, people, processes, practices, and policies evoke interwoven and complex dynamics in education, which cannot be viewed in a linear approach, as if once policy has been initiated it is implemented as intended. Unlike some preconceptions, education policy change is not primarily classroom change. On the contrary, education policy change cannot be fully captured or grasped without its heterogeneous contexts, processes, and dynamics.

Darling-Hammond (1998) (section 4.5.3) explains the relationship between policy and practice. She writes that

constructivist relationships between research, policy and practice ... allows reciprocal learning to occur. Researchers cannot hand knowledge to policymakers to enact the new mandates anymore than policymakers can hand new practices to teachers to enact in classrooms. ... Trying to mandate what matters most, without building capacity for new practice, leads to certain failure. If we have learnt anything about [education policy] change it is that all the actors in the system need to develop first-hand deep understanding of new ideas and of the complex kinds of practice needed to carry them off (Darling-Hammond, 1998:664-665).

This brings me to the point of eliciting some new questions, clearly realising that any investigation raises more questions than answers. This inquiry could, of course, have taken another route, departing from a critical perspective, doing discourse analysis. Also, a longitudinal investigation using an action research approach could be designed, implementing an “instrument” and investigating the intervention and how change takes place. Ultimately, I would argue that the choice of methodology is determined by the research question, and as researchers we need clarity on “what” we wish to know and “how” we intend to find out.

Personally, I would make further inquiries into specific issues relating to group work and policy implementation, as well as competition and rivalry in a context of educational transformation, which emerged from this inquiry. I thought about the following questions arising from my inquiry.

- Why do the experiences of education policy change of older and younger staff differ and what does that mean for the educational practice?
- Why is group work in schools successful or unsuccessful?
- In the context of lifelong learning, how can teacher education address some of the emerging themes of this inquiry?

- How can the gap between policy and practice be “closed” in order to reach sound policy implementation?

Any investigation into educational matters should make see some practical suggestions. I suggest workshop and information sessions (cf. Fullan, 1998:227) that could facilitate policy implementation and where teachers could learn a great deal about education policy change, although policy makers may not be able to get teachers to act on new knowledge.

Teachers may be very successful in one situation, but fail dismally in another. It is important to note that it is virtually impossible to ever know enough to manoeuvre change in the next situation. While “policy change facilitation workshops” could offer some opportunities to deal experientially with policy change, the lack of change facilitators and consultants appears problematic (cf. Addenda G and K). Participation in such experiential workshops relates to what Fullan (1998:222-223) calls “starting with inner learning” – that is, the very first place to begin the change process is within ourselves. Here teachers could deal with their emotional reactions and resistance. Awareness regarding their inherent way of being may facilitate a deeper understanding of where their resistance is coming from. Some teachers merely resist a process because it is imposed from the top. Others have serious reservations precisely due to their years of teaching experience. Either way, these underlying dynamics need to be voiced and processed in a safe environment with well-qualified facilitators. Emotional reactions, seen in the low morale of teachers, cannot be wished away. Such an atmosphere inhibits the school climate that should enhance learning.

This study has informed us that teachers are part of the education system in terms of their social and historic context and their subjective realities. They construct, filter, mediate and shape their educational practice and certainly do not receive policy change as empty vessels or naïve readers. Carter and O’Neill (1995:85) argue that “policy developers need to recognise that policy cannot be simply handed over like a parcel in a cloakroom; there have to be procedures in place to ensure its safe delivery and translation into requisite action.”

I would suggest that research focuses on the implementation of policy change and that appropriate methodological approaches be designed for such inquiries. Furthermore, education policy implementation is untidy, even messy, a process of mediation between competing interests, which can have unexpected outcomes. Research, according to Dyer (1999:47), should thus depart from focusing on how individuals relate to policy change.

In sum, the main question has been dealt with. Firstly, the experiences and understandings of selected primary school teachers have been analytically described, emphasising the contested and complex nature of education policy change. Secondly, the analysis showed how intended policy as text could be inhibited in its translation into effective educational practice, which is partly due to the variety of nuanced experiences, a lack of understanding, and resistance of teachers in the process of policy change implementation. This may allude to a probable gap between education policy and education practice. Thirdly, a nuanced understanding of teachers' experiences may contribute to the body of knowledge of education policy change, and some practical suggestions, in the form of workshops for teachers, could assist education managers and policy makers. Fourthly, I showed in this inquiry that from the ontological and epistemological perspective, teachers' realities are many and understandings are constructed. Needless to add that this is just as relevant for teachers as for policy makers. Different perspectives and diverse expectations all influence the change process, both in the production and implementation phases. I hope that this research will sensitise and inform education policy makers about the complexity of the educational practice which they seek to impact through policy change.

Lastly, I hope I have walked softly through this inquiry, not intruding into teachers' lives, but really learning from them – not manipulating them, but trying to give them the opportunity to “voice” themselves on this momentous education policy change. This has been a gratifying and a profound journey. I wish to express my sincere appreciation to these five special teachers who laboured with me in this inquiry, who shared so much of their time, insight and wisdom, without which I would not be able share the significance and richness of the data, bringing this dissertation to fruition. I hope that this work will raise some critical questions about the future of education policy change in South Africa.

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VOLUME 2: ADDENDA

CD available at Africana counter

ADDENDUM A

Interviews

ADDENDUM B

Questionnaires

ADDENDUM C

List of codes

ADDENDUM D

Quotations and codes

ADDENDUM E

All Code Families

ADDENDUM F

Atlas.ti . Computer Aided Qualitative Data Analysis Software
(CAQDAS)

ADDENDUM G

Courses and workshops

ADDENDUM H

Interview letter of consent

ADDENDUM I

Feedback on the Masingita “learning-workshop” (M-School)

ADDENDUM J

Masingita workshops: Feedback and reflections

ADDENDUM K

Policy documents in alphabetical order January 1996 to August 2000

ADDENDUM L

Letter from the editor

ADDENDUM A: INTERVIEWS

Primary documents (P1-P5)

HU: PhD Education policy Change

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

Edited by: Super

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

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

1

2 Date: 25 March 1999

3 Female

4 Experience: 10 years

5 Grades:

6 Qualification: B.Prim Ed (SP)

7 Policy change: Curriculum 2005

8

9

10 INTERVIEW 1: L

11

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

28

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

37

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

40

41 RESPONDENT: Ja mostly from other schools.

42

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

46

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

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

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

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

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

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

74
75 INTERVIEWER: Criteria maybe.

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

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

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

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

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

107
108 INTERVIEWER: At a particular school?

109
110 RESPONDENT: It was at Lynnwood Ridge but they
111 were not from Lynnwood Ridge. It was about two years ago.
112

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

114

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

116 was exactly two years.

117

118 INTERVIEWER: More or less.

119

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

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

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

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

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

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

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

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

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

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

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

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

132 it.

133

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

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

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

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

138

139 RESPONDENT: I have a problem with that definitely.

140

141 INTERVIEWER: Tell me something more about how

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

143

144 RESPONDENT: Different people, I must say your older

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

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

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

148 experience the teacher who you always know who is always

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

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

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

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

153

154 INTERVIEWER: Yes

155

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

157 continuous assessment here with the files, the whatever your

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

159 your older staff will always feel threatened.

160

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

162 that?

163

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

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

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

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

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

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

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

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

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

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

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

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

177

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

180

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

191

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

194

195 RESPONDENT: Always an excuse.

196

197 INTERVIEWER: There is always an excuse.

198

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

202

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

206

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

208

209 INTERVIEWER: You plan for it.

210

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

214

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

216

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

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

223

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

227

228 INTERVIEWER: Yes..

229

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

233

234 INTERVIEWER: But it is still something.

235

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

237 group work either before something new or after.

238

239 INTERVIEWER: Why?

240

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

254

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

257

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

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

272

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

278

279 INTERVIEWER: I hear you.

280

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

286

287 INTERVIEWER: Forced teaching?

288

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

297

298

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

302
303

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

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

312
313 RESPONDENT: Your permanents.

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

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

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

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

330
331 INTERVIEWER: Because you do not know.

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

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

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

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

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

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

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

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

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

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

376
377 INTERVIEWER: Yes.

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

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

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

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

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

415
416 INTERVIEWER: Of course not.

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

421
422 INTERVIEWER: What I hear you saying something

423 about as if everybody scrutinises your behaviour.

424

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

432

433 INTERVIEWER: Yes of course.

434

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

437

438 INTERVIEWER: Imposed

439

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

447

448 INTERVIEWER: Protocol.

449

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

455

456 INTERVIEWER: Predetermined.

457

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

460

461 INTERVIEWER: And grow in your job.

462

463

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

470

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

472

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

476

477 INTERVIEWER: of dealing with....

478

479 RESPONDENT: Whatever, you know.

480

481 INTERVIEWER: What do feel now?

482

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

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

HU: PhD Education policy Change

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

Edited by: Super

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

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

1 INTERVIEW 2: MA

2

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

5

6

7 RESPONDENT:

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

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

52
53

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

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

78

79 INTERVIEWER: Yes of course.

80

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

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

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

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

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

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

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

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

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

142
143 INTERVIEWER: Into your rural areas.

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

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

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

157

158 INTERVIEWER: That is right.

159

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

187

188 INTERVIEWER: Expectations.

189

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

198

199 INTERVIEWER: Let me reiterate.

200

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

203

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

206

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

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

227

228

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

231

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

238

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

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

243

244 INTERVIEWER: Who need some guidance.

245

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

249

250 INTERVIEWER: Philosophy.

251

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

267

268 INTERVIEWER: Natural constraints etcetera.

269

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

274

275 INTERVIEWER: Some teaching takes place.

276

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

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

285
286 INTERVIEWER: That is the political motivation.
287

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

299
300 INTERVIEWER: Your support systems.
301

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

313
314 INTERVIEWER: Create an awareness.
315

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

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

325
326 RESPONDENT: That is the pity.

327
328 INTERVIEWER: That in that sense the good
329 teaching or good education has been sort of
330 minimised and discounted, which is to my mind, if I
331 understand a little bit that I do understand about
332 change, if you throw away old structures you also
333 throw away human beings within that structure who
334 have contributed for many years.

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

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

356 INTERVIEWER: I think so too.

357

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

360

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

367

368 RESPONDENT: And they must not be threatened.

369 You see your old ...

370

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

373

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

399

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

402

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

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

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

413
414 RESPONDENT: Of OBE?

415
416 INTERVIEWER: Of OBE yes.
417

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

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

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

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

477
478 INTERVIEWER: It has boundaries.

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

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

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

505
506 INTERVIEWER: Open, or liberal, whatever.

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

512
513 INTERVIEWER: They have got their set ways.

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

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

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

528 and ...

529

530 INTERVIEWER: And it is difficult to stand back

531 and ...

532

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

540

541 INTERVIEWER: Or the sense of accomplishment
542 maybe.

543

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

584

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

587

588 RESPONDENT: Very, very.

589

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

592

593 RESPONDENT: That is very true.

594

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

597

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

601

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

605

606

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

620

621

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

623

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

626

627 INTERVIEWER: Yes conditional sort of stuff.

628

629

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

651

652

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

656

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

662

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

667

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

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

676

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

682

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

710

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

713

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

724

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

728

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

735

736 INTERVIEWER: Socialised into this culture.

737

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

767

768 INTERVIEWER: And kind of protects the child.

769

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

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

807
808 INTERVIEWER: This is causing anxiety.
809

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

823 INTERVIEWER: Now where do you cut down?
824

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

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

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

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

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

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

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

885
886 RESPONDENT: I would say ja.

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

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

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

902
903 INTERVIEWER: Oh well internationally that
904 certainly is the case, in Germany for one.

905
906 RESPONDENT: Ja you know they are one of the
907 most highly paid in Germany now I know and
908 respected, although that they have got a (inaudible)

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

921
922 INTERVIEWER: And you have got to sell yourself
923 later on.

924
925 RESPONDENT: And that changes, ja that changes
926 your view, but before you know like for example
927 my husband has argued right the way through since
928 I started, you know everything that a teacher needs
929 to fulfill his or her job we pay for ourselves. Now
930 that is unheard of in business. You know if you
931 need overhead transparencies, if you need pens, if
932 you need this, if you need that you know it is
933 provided for you, you know you just write it up and
934 somebody buys it in business. And that whole sort
935 of thing was, it is almost like in a way you were less
936 important, that educating children is less important
937 than working with the adult market, you know that
938 type of thing. Ja I will say to you professionalism is
939 a difficult thing, but then professionalism also
940 comes down to the individual, you know the way
941 you ...

942
943 INTERVIEWER: That you see yourself and that
944 you are in authority and issues like that.

945
946 RESPONDENT: I also think that 90% of teachers
947 suffer from inertia. You know how many teachers
948 do upgrade? You know there is no way that you can
949 get a qualification in 1976 that is going to keep you
950 abreast of the times in 1999.

951
952 INTERVIEWER: For the new millennium. Ja, no I
953 hear what you say.

954
955 RESPONDENT: And that is, but then maybe there
956 has not been an awareness along the way. You
957 know maybe in service training and all that has not
958 been advertised, but you know ...

959

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

965
966 RESPONDENT: Yes.

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

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

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

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

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

1016
1017 RESPONDENT: Is that it?

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

1021 END OF INTERVIEW

HU: PhD Education policy Change

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

Edited by: Super

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

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

1

2 Date: 24 March 1999

3 Female

4 Experience: 14 years

5 Grades: Grade 2

6 Qualification: THOD FDE-REMEDIATION

7 Policy change: Curriculum 2005

8

9

10 INTERVIEW 3: MI.

11

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

14

15

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

24

25 INTERVIEWER: Hmm.

26

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

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

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

71
72 RESPONDENT: Yes.

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

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

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

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

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

115
116 RESPONDENT: And you make it your

117 own.

118

119 INTERVIEWER: You make it work.

120

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

124

125 INTERVIEWER: They have never been
126 trained.

127

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

131

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

134

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

152

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

155

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

163

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

166

167

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

173

174 INTERVIEWER: Maybe she put in too
175 much.

176

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

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

186
187 INTERVIEWER: Just lost.

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

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

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

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

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

222
223 INTERVIEWER: So this year is grade 3?

224
225 RESPONDENT: Ja.

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

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

234
235
236 INTERVIEWER: What is PI?

237
238 RESPONDENT: Performance indicators.

239
240 INTERVIEWER: Hmm

241

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

246

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

254

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

265

266 INTERVIEWER: Grapple with the new
267 stuff.

268

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

271

272 INTERVIEWER: When does this training
273 take place?

274

275 RESPONDENT: Afternoons, that is
276 another thing. You know you have got to go after a
277 whole day of teaching you have got to go and sit
278 there in the heat and they babble on about ...
279 You go to different schools you know. We have
280 had at N.H., so it is where your district is. If you
281 asked me what, how I would tackle this I would say:
282 right each school has to send X amount of teachers
283 and we are going to workshop it for a whole week.
284 You come from 08:00 till 15:00 and we are going to
285 work with this practically. You are going to work
286 out your lessons. This is how it works. And I think
287 that would, because ...

288

289 INTERVIEWER: For more consistency .

290

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

294

295 INTERVIEWER: Hmm.

296

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

303

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

306

307 RESPONDENT: No, no.

308

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

312

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

317

318 INTERVIEWER: Well that is good to hear.

319

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

326

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

333

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

340

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

343

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

359

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

363

364 RESPONDENT: You see you are supposed

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

372 INTERVIEWER: Hmm.
373

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

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

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

386 INTERVIEWER: Yes..
387

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

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

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

413 INTERVIEWER: Hmm.
414

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

418 INTERVIEWER: Yes
419

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

426 INTERVIEWER: But that was not through

427 education was it?

428

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

436

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

439

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

447

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

450

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

454

455 INTERVIEWER: Yes..

456

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

471

472 INTERVIEWER: Or even more?

473

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

476

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

483

484 RESPONDENT: Ja.

485

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

488 change.

489

490 RESPONDENT: Ja.

491

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

495

496 RESPONDENT: No.

497

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

511

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

515

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

519

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

525

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

541

542 INTERVIEWER: In addition to maybe.

543

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

547

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

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

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

558
559 INTERVIEWER: Very determining..

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

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

569
570 RESPONDENT: Yes, yes.

571
572 INTERVIEWER: True..

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

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

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

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

601
602 RESPONDENT: Ja, ja.

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

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

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

615
616 INTERVIEWER: Yes
617

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

624
625 INTERVIEWER: This busyness all over.
626

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

630
631 INTERVIEWER: A very good question.
632

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

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

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

645
646 INTERVIEWER: Doing, ja.
647

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

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

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

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

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

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

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

674

675

676 INTERVIEWER: Or the States.

677

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

693

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

696

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

702

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

705

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

708

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

711

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

715

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

719

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

723

724 INTERVIEWER: It has become habit
725 maybe.

726

727 RESPONDENT: Ja.

728

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

731

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

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

739
740 INTERVIEWER: ..you are in trouble.

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

746
747 INTERVIEWER: Oh yes Max Stibbe.

748
749 RESPONDENT: Montessori schools.

750
751 INTERVIEWER: Yes.

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

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

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

771
772 INTERVIEWER: Which is sad.

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

790
791 INTERVIEWER: hmm

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

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

805 INTERVIEWER: the societal forces...
806

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

811
812 INTERVIEWER: Anger.
813

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

817
818 INTERVIEWER: I heard that before yes.
819

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

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

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

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

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

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

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

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

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

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

876
877 RESPONDENT: Ja, ja the morale.

878
879 INTERVIEWER: Which is so low.

880
881 RESPONDENT: Incredible.

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

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

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

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

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

922

923 INTERVIEWER: That is a physical thing.

924

925 RESPONDENT: That is a physical thing.

926

927 INTERVIEWER: Spiritual and mentally

928 how are you going to deal with that?

929

930 RESPONDENT: Kids are going to grow up

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

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

933 from 5 ...

934

935 INTERVIEWER: It is taken incredible

936 measures here.

937

938 RESPONDENT: Ja from 5 to 8 they are

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

940 and then from something like 14 or 16.

941

942 INTERVIEWER: I just heard the statistics

943 recently, I cannot quite remember but it is

944 something like 250 babies per day being infected,

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

946 have got them somewhere but it is frightening. And

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

948 these youngsters are actually entering our education

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

950 societal, radical change that will impact education.

951

952 RESPONDENT: You are going to sit with

953 kids that have lost their parents because of Aids you

954 know.

955

956 INTERVIEWER: So what you have just

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

958

959 RESPONDENT: I do not know, I do not

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

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

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

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

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

965 into high school probably.

966

967 INTERVIEWER: It is not as if we will not

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

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

970

971 RESPONDENT: Yes.

972

973 INTERVIEWER: In any case Mi. we

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

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

976

977 RESPONDENT: Well I hope it helped.

978

979 INTERVIEWER: Yes definitely and I think

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

981 certainly incorporate in the research, thank you so

982 much.

983

984 END OF INTERVIEW

HU: PhD Education policy Change

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

Edited by: Super

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

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

1 Date: 15 June 1999

2 Female

3 Experience 12 years

4 Grades 7

5 Qualification: HOD, BA, FDE

6 Policy change: Curriculum reform;

7 working conditions

8

9

10 INTERVIEWER: I really

11 appreciate your sharing a bit of

12 your experience and your time. My

13 question to you Rei. is, how do you

14 experience education policy change?

15

16 RESPONDENT: I must admit that

17 in the beginning when I first heard

18 about the 2005 and the OBE

19 situation, I was not very partial to

20 that, because I just thought that it

21 was just a new gimmick, that they

22 were, you know they had to do

23 something different just to get away

24 from old political sort of habits

25 and stuff like that, so I was not

26 very partial to that. But once I

27 have been to courses and I have

28 attended a few courses I realised

29 two things. One of them was that I

30 personally have been very close to

31 teaching in the OBE way, because I

32 think I have always tried to make my

33 lessons different and to steer away

34 from sort of very archaic ways of

35 teaching. And the other thing that

36 I regarded as a very positive thing

37 was that they are going to do in

38 OBE, that they are going to do away

39 with just assessing a child on his

40 academic performance, that other

41 variants of skills and of

42 achievements are also going to be

43 included in assessment and also in

44 teaching subjects that they are

45 going to extend in some way or

46 another. Unfortunately it is

47 something that we have mostly heard

48 of and I have seen very little

49 implementation in the school or in

50 the classroom of that.

51

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

55
56 RESPONDENT: Definitely.

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

62
63 RESPONDENT: Definitely yes.

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

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

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

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

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

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

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

113

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

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

129
130 RESPONDENT: Policy change ...

131
132 INTERVIEWER: Or education
133 policy changes.

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

144
145 INTERVIEWER: That may be
146 politically driven.

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

171
172 INTERVIEWER: Would you like to
173 say a little bit more about that,
174 about the standards being lowered?
175

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

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

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

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

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

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

254
255 INTERVIEWER: Yes, reasoning.

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

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

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

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

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

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

352
353 INTERVIEWER: Yes.

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

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

416
417 INTERVIEWER: Comfort zone.

418
419 RESPONDENT: Yes the comfort
420 zone.

421
422 INTERVIEWER: What you are
423 telling me is something about the

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

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

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

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

478
479 INTERVIEWER: To work with
480 feedback.

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

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

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

508
509 RESPONDENT: Exactly.

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

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

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

541
542 RESPONDENT: Taking
543 responsibility.

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

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

550

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

579

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

585

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

601

602 INTERVIEWER: Ja I hear you very
603 clearly.

604

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

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

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

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

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

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

646
647 INTERVIEWER: Not good sales
648 people.

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

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

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

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

700
701 INTERVIEWER: Change or no
702 change?

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

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

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

764
765 RESPONDENT: Exactly.

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

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

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

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

846
847 RESPONDENT: Yes definitely.

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

855
856 RESPONDENT: Definitely.

857

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

HU: PhD Education policy Change
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Edited by: Super
Date/Time: 1999/09/20 - 11:31:50

P 5: interviewatlas5.txt [A:\interviewatlas5.txt]

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

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

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

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

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

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

208
209 ONDERHOUDVOERDER: Ja as jy nou ...

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

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

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

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

231
232 ONDERHOUDVOERDER: So hulle
233 kompeteer?

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

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

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

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

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

278 ONDERHOUDVOERDER: Ja.

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

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

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

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

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

423
424 RESPONDENT: Ja.

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

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

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

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

469
470 ONDERHOUDVOERDER: 'n Bietjie rigied?

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

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

482

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

486

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

505

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

515

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

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

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

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

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

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

662

663 ONDERHOUDVOERDER: Dit klink vir my

664 wat jy nou vir my sê is iets van

665 intrinsieke en ekstrinsieke motivering.

666

667

668 RESPONDENT: Ja want ek het

669 byvoorbeeld op 'n stadium gekom dat ek

670 besef het aan die einde van die jaar, dink

671 ek gewoonlik ek, het ek altyd retrospeksie,

672 kyk terug oor wat gebeur het en dan moet ek

673 vir myself sê: hierdie jaar het uit

674 onderwys bestaan. Ek het skoolgehou, ek

675 het buitemuurs netbal goed gedoen, ek het

676 redenaars goed gedoen, ek het die en die en

677 daardie prestasies behaal, maar wat het ek

678 gedoen om myself te verryk, om myself te

679 laat groei? En dan moet ek vir myself gesê

680 het hoor hier daar het niks gebeur nie.

681 Miskien hier en daar 'n kursussie, maar dit

682 het ek ook al weer vergeet en dit het my

683 laat besef hoor hier ek moet probeer aan

684 gaan met iets anderste anders gaan ek

685 heeltemal in 'n groef beland. En ek weet

686 nie hoeveel ouens kom tot hierdie stappie,

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

688 meer ekstrinsieke faktor sal byvoorbeeld

689 klein kindertjies nog in die huis, die man

690 kan miskien studeer, sal hulle nie kans

691 sien dat beide partye hulle miskien aan

692 studies onderwerp nie, wat ek ook in 'n

693 mate kan verstaan. Maar ek sou byvoorbeeld

694 as ek dink aan ons personeel, is daar op

695 hierdie stadium, uit 'n personeel van 50 is

696 ek besig en daar is twee ander ouens wat by

697 die rekenaars besig is met kursusse, dit is

698 al. En daardie rekenaar ouens het 'n pa

699 wat vir hulle betaal. Maar jy sien dit is

700 vir my 'n bietjie ontstellend, veral met

701 die jonger garde. Jy weet wat vir my

702 bekommerd maak is by ons skool dink ek het

703 ons die kundiges, maar in terme van die

704 entoegasme in terme van die visie

705 vorentoe, weet ek nie of hulle by ons ander

706 kultuur wat nou besig is om te leer en te

707 groei, as ek nou die twee teen mekaar moet

708 stel sal ek sê miskien is die entoegasme

709 in daardie opsig dalk 'n bietjie sterker en

710 die kundigheid minder. Hierdie kant is ons

711 kundigheid wat sterk is, entoegasme dalk

712 'n bietjie minder. So ons sal moet pasop

713 dat 'n mens nie met jou entoegasme wat

714 minder word dalk langs die pad nie meer

715 groei nie, maar stagneer en dat die ander

716 wat goed is dat hulle op kom. Maar

717 verstaan jy hulle sal moet pasop, nie net

718 hierdie beeld van ons is kundig, ons weet

719 alles.

720

721 ONDERHOUDVOERDER: Dit is vir my 'n

722 baie interessante konteks.

723

- 724 RESPONDENT: Maar die wat langs
725 die pad kan dit, dit is weer die kinders
726 wat daaronder gaan ly.
727
- 728 ONDERHOUDVOERDER: So wat ek hoor wat
729 jy sê ons moet kyk na beide.
730
- 731 RESPONDENT: Ons moet kyk na
732 beide ja.
733
- 734 ONDERHOUDVOERDER: Die entoesiasme
735 wat blykbaar besig is om 'n bietjie te
736 verdwyn, maar die kundigheid moet ons nie
737 as vanselfsprekend aanvaar nie.
738
- 739 RESPONDENT: Ja.
740
- 741 ONDERHOUDVOERDER: Vreanderende
742 omstandighede bring ook meer werk mee. Wat
743 is jou opinie daaroor?
744
- 745 RESPONDENT: Ja weet jy ek het
746 in die laaste tyd het ek, ek dink nou nie
747 noodwendig by ons skool nie maar ek het vir
748 myself besluit daar is twee groepe mense in
749 die onderwys. Daar is een wat net 'n
750 onderwyser is en daar is die ander groep
751 wat onderwys leef, hulle leef, hulle beleef
752 onderwys, die ander een is net 'n
753 onderwyser. En daar is 'n groot verskil
754 tussen die twee. Of jy net 'n onderwyser
755 is en of jy onderwys uitleef, of jou
756 onderwys beleef.
757
- 758 ONDERHOUDVOERDER: Hoe konnekteer jy
759 hierdie met beleidsverandering?
760
- 761 RESPONDENT: Okay as jy net 'n
762 onderwyser is dan gaan jy die
763 beleidsverandering gaan jy hoor en jy gaan
764 basies net volgens die rigiede ding gaan jy
765 hom net so doen. Maar as jy onderwys leef
766 dan gaan jy op verskillende maniere al
767 hierdie goed kreatief meedoen, jy gaan die
768 beste vir jou leerders kry, jy gaan hulle
769 ook motiveer, op die ou end gaan jy
770 kreatiewe onderwysers en kreatiewe leerders
771 kry. Dit is die verskil, dit is 'n
772 besielende onderwyser met besielende
773 groepwerk, besielende kinders en ek dink
774 dit kan goeie resultate gee.
775
776
- 777 ONDERHOUDVOERDER: Wat is jou
778 persoonlike ervaring nou?
779
- 780 RESPONDENT: Goed kan dit nou
781 wees van die departement se kant af en van
782 die personeel se kant af?
783
- 784 ONDERHOUDVOERDER: Soos wat jy dit
785 wil beantwoord?

786

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

844

845 ONDERHOUDVOERDER: Ondersteuning.

846

847 RESPONDENT: Ja dit is

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

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

972 ONDERHOUDVOERDER: Hulle is redelik
973 bevooroordeeld.

974
975 RESPONDENT: So ek het eintlik
976 gedink 'n mens moet eintlik voordat hulle
977 nog kon gehoor het van die goed, moes jy al
978 vir hulle daardie paradigma skuif kon in 'n
979 mate kon gedoen het. Daarom het ek gedink
980 ek wil na die hoof toe gaan en vir hom sê
981 hoor ek het hierdie goed, kan ek dit met
982 die personeel doen, jy weet op die manier
983 soos wat ek gedink het, net 'n basiese
984 eenvoudige elementêre, jy weet 'n grond (?)
985 dat 'n mens net vir hulle dit kon aangee.

986
987 ONDERHOUDVOERDER: Amper hulle half
988 'n bietjie positief motiveer en sê luister
989 dit is nie, die baba gaan nie met die
990 badwater uit die skool uit nie, maar ons
991 het nou 'n addisionele manier van dinge
992 doen.

993
994 RESPONDENT: Ja want ek het ook
995 gedink aan, hulle doen groepwerk in die
996 klas, dan kan 'n mens netsowel dit knoop
997 aan korporatiewe leer of iets van daardie
998 goed. Ons het drie tipes van goed gehad,
999 dat ek daardie goed vat, die essensie
1000 daarvan uithaal en vir hulle sê doen solank
1001 of probeer solank werk op hierdie manier.
1002 Organiseer jou groepe in hierdie
1003 verskillende lede wat hierdie verskillende
1004 takies of wat ook al kan doen. So ek dink
1005 en verskillende tipes van opdragte of wat
1006 ook al, baie klem op probleem oplossing,
1007 besluite wat geneem moet word en dat die
1008 klas saam hulle eie reëls opstel. Dat 'n
1009 mens solank werk aan daardie ding van hoe
1010 gaan jy die klaskamer bestuur want daar is
1011 sulke goed wat 'n ou solank kan doen.

1012
1013 ONDERHOUDVOERDER: Dit is reg, sonder
1014 dat jy hoef te wag ...

1015
1016 RESPONDENT: Ja jy hoef nie te
1017 wag vir dit nie en dan het 'n mens 'n
1018 voorsprong, dan kan jy solank sou daar
1019 probleme wees met dit, kan dit solank
1020 uitgefaseer word.

1021
1022 ONDERHOUDVOERDER: Ek hoor jou op
1023 daardie ding sê dat ek as onderhoof wil
1024 graag nou al ondersteun, want hulle nou al
1025 so gebombardeer met negatiewe, ek weet nie
1026 daar is ook negatiewe kenmerke vorentoe dat
1027 jy eintlik daarvoor wil gaan en sê okay dit
1028 is nie so sleg nie, kom luister nou van my.
1029 So daar is 'n element van ondersteuning,
1030 kom en luister.

1031
1032 RESPONDENT: Ja want omdat dit
1033 'n gegewe is, dit is basies soos 'n wet wat

1034 deurgevoer word, so daar is nie 'n
1035 uitsondering, dit is iets wat glad nie kan,
1036 jy moet dit doen.

1037
1038 ONDERHOUDVOERDER: Dit is nie
1039 debatteerbaar nie.

1040
1041 RESPONDENT: Dit is nie
1042 debatteerbaar nie, so en wat jou skool en
1043 jou personeel daarmee gaan maak, gaan
1044 afhang van hoe hulle dit annpak en seer
1045 sekerlik wil 'n mens graag 'n sukses
1046 daarvan maak.

1047
1048 ONDERHOUDVOERDER: Dit klink vir my
1049 na 'n positiewe ingesteldheid en dat dit 'n
1050 groot uitdaging is.

1051
1052 RESPONDENT: Ja, maar ek dink
1053 enige ou wat hou van 'n uitdaging is dit
1054 vir my 'n groot positiewe ding om aan te
1055 pak en te beplan.

1056
1057 ONDERHOUDVOERDER: Ek sê vir jou baie
1058 dankie. Ek dink, ek dink dit was 'n baie
1059 goeie geleentheid baie dankie Rentia.

1060
1061 RESPONDENT: Dit is 'n groot
1062 plesier.

1063 EINDE VAN ONDERHOUD

ADDENDUM B: QUESTIONNAIRES

Questionnaires: P6
24 respondents

- What are your views AND feelings regarding the future of education in South Africa; in general and in your personal, particular case:

Discouraged

Declining culture of teaching and learning

Black schools are getting worse

Good and bad depending on teachers interpretations of changes

Looks bright; heading towards international standards.

Good future.

All will enjoy equal education; standards on international levels; people will be skilled, crime will decrease most people will be educated;

Still lots to be done; lack of resources

Financial constraints in education

Economy will improve

- Of which education policy change are you aware?

Abolishment of corporal punishment

From content based education to outcomes-based education.

SA schools act change in school governance.

Curriculum 2005 and OBE

Developmental appraisal system

Free education for all

Employment act and redeployment

Retrenchment and right sizing

- How were you informed of the policy change?

Through circular

Through courses

Not properly disseminated

No information

Attended workshops and read the constitution.

Government gazette

Newsletters

Media

University

SASA

- What does policy mean to you?

Rules and regulations by those in authority

I need to be ready for changes for better and quality education

From higher levels; by designers and planners

Prescribed principles and its implementation

A way or strategy

Process that endeavours to impose values on the future.

Framework of rules and guides

Plans for decision making

- How do you experience education policy change?

Difficult to cope because we are used to the old ways

Challenges teachers and learners and encourages positive self-concept and independence and competence.

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

Interesting

Positive and challenging

Strange: I am still adapted to the old way

Stress and anxiety due to lack of knowledge

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

Stressful; it's hard to cope

Perplexed and confused

Most teachers still believe in the old approach

EPC needs thorough understanding

Experiencing problems

EPC is dragging.

Change is not as expected

Policy changes are easier when they are understood

Teachers need to know exactly what is expected from them

Change is adopted but not felt yet

- How do you feel about education policy change?

Just to 'feel' that there is a new government

Very good; promotes equal opportunities

Encourages competitiveness

Right thing

Satisfied, since the interest of the child is considered

Necessary change;

It prevents stagnation

It's a challenge

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

Interesting and challenging

Change has created more problems;

Resistance to change

- What is your opinion of education policy change?

Education policy change is quicker than other developments

EPC is of quality because students will be able to communicate, question and share ideas.

Should be inclusive; and broad consultation in order to be representative.

All stakeholders should be well equipped

All should be dedicated

Needs a lot of hard work and commitment

EPC should be researched prior to adopting in the system;

It will address the imbalances of the past.

Harm can be done if the process is not handled properly.

Structures at grassroots levels complicate understanding change

- How do teachers adapt to policy change?

Most teachers resist it.

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

Some are positive and others are passive

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

Negative attitude

Some do not adapt at all

Not enough time to adapt to change

Requires a positive attitude

Feel uncertain because change is time consuming

They adapt very slowly because it is hard to change.

Negatively because many planned workshops were not held

Hard to accept.

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

Lot of skepticism and doubt;

Uncertainty and lack of clear understanding

- How do the education authorities support policy change?

Those in authority send circulars to schools to workshop heads of institutions and teachers about policy change.

Courses to inform teachers

They do not ensure enough resources to support the change.

Through workshops

In-service training

To see to it that it is put into practice.

Re-training teachers

- How does education policy change effect the teaching morale?

TM has declined as a result of the abolishment of corporal punishment. Teachers do not know how to bring discipline in classes.

Some fear the changes

TM has declined a lot;

All learn from one another

Some feel they have been neglected

Insecurity i.t.o. redeployment

If EPC is well planned TM can be strengthened

People do not know what to do

Decreased morale due to uncertainties

Low morale due to lack of understanding

Feel doubtful of the future.

Declined due to frustration of teachers

Declined due to fear of change

Lowers the morale due to different interpretations of the same policy and they are unsure of what is expected from them and lack of support

Low: since policy change appears ambiguous; and fears of retrenchment, relocation and inadequate salaries and learner who have more freedom than they.

Low due to lack of discipline

- To what extent, or how could you as a teacher impact or influence education policy change, both positively and/or negatively?

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

- How does education policy change influence your teaching activities 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.

28 respondents

- What are your views AND feelings regarding the future of education in South Africa; in general and in your personal, particular case:

Very good because of OBE

Decline in the culture of teaching and learning

Teachers must be trained for Curriculum 2005

If we commit ourselves then SA can be one of the best

If better resources teachers would be more positive

Education is going down; not much attention is given

To education

SA will be an educated country

Standards are lowering; learners do not respect educators

Future education will teach values, norms, morals and responsibility

- Of which education policy change are you aware?

SACE South African council of educators

ELRC

SACE Code of conduct

NDOE

2005

COTEP: norms and standards for educators

duties and responsibilities for educators

abolishment of corporal punishment

NQF

Language policies

Appraisal policy

- How were you informed of the policy change?

Media

School circulars

Attending workshops and in-service training

Manuals

Studies

Through the principal

Haphazardly

- What does policy mean to you?

Rules and regulations, which is to be adhered to

It makes me work more outside the school and the community

Knowledge based education to knowledge and skills

Improves my skills

To what to do and what not to do

Defining roles for teachers for effective teaching;

Knowing the procedures

Contract between me and the minister of education

To improve teaching skills

- How do you experience education policy change?

We must focus on work

Difficult

Confusing

Interesting

Not easy to change the old policy to a new one,

Because so many things seem impossible to implement
Some acts cannot be put into practice
It is hard to put into practice
It need a lot of time till educators are acquainted and
It needs thorough planning

- How do you feel about education policy change?

better
government must make it user friendly
by supplying relevant information
will not be successful due to lack of resources
positive if resources are available
difficult and frustrating
people at the top impose policies which
they themselves cannot put into practice
epc will help educators to improve education

- What is your opinion of education policy change?

We still need to learn 'how to'
If all follow the new policy we will be the best
Parents should also be informed
It will bring SA to a standard with other countries
Proper planning is need prior to implementation
Corporal punishment should be brought back
EPC is good provided educators understand it

- How do teachers adapt to policy change?

It is difficult to adopt because of fears of the unknown
Teachers are still familiar with the old and change poses questions
Need to get used to it
They do what is expected from them
They are negative
Not all are positive
Teachers get used to change
Teachers reluctant
Teachers adapt slowly due to lack of understanding
Fear
Negative attitude
High school teachers have no idea yet of Curriculum 2005
Gradually, but positively

- How do the education authorities support policy change?

Through research
Through workshops
The authorities are not doing their best
Teachers need more support
Through follow-ups
People at the top should visit at the
Grass roots level to see if the policies can actually
Be implemented

- How does education policy change effect the teaching morale?

More positive

It makes teaching interesting
Teacher feel insecure; they are not sure whether
They are doing the right thing or not;
Demoralised due to lack of resources
Absenteeism, late coming and failure rates is very high
It changes the dignity of teachers by re-visiting
their codes of conduct
teachers feel they are being taken for granted
only the rights of children are looked at
teaching morale is not effected by epc.

- To what extent, or how could you as a teacher impact of influence education policy change?

to apply it myself and to encourage other
to participate
to explain to other who do not know
positive influence by actively participating in the
discussions concerning change
through positively supporting it
negatively by resisting change

- How does education policy change influence your teaching activities in the classroom?

To make me more responsible
Gives me courage and to add new things to my teaching
It makes me feel unsure of what I am doing
Lack of space and overcrowding??
Organising into groups
Peer and self assessment
Most things we done in the past are now discouraged
It boost me self-esteem
Learners learn at their own pace, and it will be
difficult to complete the syllabus

ADDENDUM C: LIST OF 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 - 11:42:46

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

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

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

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

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

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

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

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

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

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

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

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

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

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

tp: younger staff are quite keen
tp: evaluation becomes easy
tp: evaluation is too wishy-washy
tp: evaluation may be biased
tp: freedom is not licensed
tp: some teachers are too rigid
training for 2005

transition personal

transition: teacher as person during the process of change

transition: teacher behaviour is scrutinised

unclear understanding

workshops

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: PHDquestionaireatlas2.txt - 7:8 (31:31) (Super)

Media: ANSI

Codes: [Abolishment of corporal punishment]

abolishment of corporal punishment

Code: Absenteeism, {1-0}

P 7: PHDquestionaireatlas2.txt - 7:60 (143:143) (Super)

Media: ANSI

Codes: [Absenteeism,]

Absenteeism,

Code: actively participating {1-0}

P 7: PHDquestionaireatlas2.txt - 7:67 (157:157) (Super)

Media: ANSI

Codes: [actively participating]

actively participating

Code: adapt slowly {1-0}

P 7: PHDquestionaireatlas2.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: PHDquestionaireatlas2.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; chnage is imposed {1-0}

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

Media: ANSI

Codes: [emotional response: difficult to change if top-down approach;
chnage 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: PHDquestionaireatlas.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: PHDquestionaireatlas.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: 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: 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: PHDquestionaireatlas2.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: PHDquestionaireatlas2.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: PHDquestionaireatlas2.txt - 7:9 (32:32) (Super)

Media: ANSI

Codes: [NQF]

NQF

Code: only the rights of children {1-0}

P 7: PHDquestionaireatlas2.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: PHDquestionaireatlas2.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: PHDquestionnaireatlas2.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: PHDquestionnaireatlas2.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: PHDquestionnaireatlas2.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 leerders 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}

P 2: 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}

P 4: 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}

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: teacher perception: cannot legislate a population to love one another {1-0}

P 2: 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}

P 2: 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}

P 2: 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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ADDENDUM E: ALL CODE FAMILIES

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 - 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 into implementation] [change implementation: research prior to implementation] [change implementation: resistance to change: drill work is still important] [change implementation: should be the other way round] [change implementation: something new has replaced the old ways but soon it was realised that this was not working] [change implementation: sway heart and minds of teachers] [change implementation: teachers are thrown in the deep end of change] [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 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] [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: tha 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]

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:

ADDENDUM F: ATLAS.ti

Computer Aided Qualitative Data Analysis Software (CAQDAS) *

Starting the system

- One CD-ROM is submitted with the project as html file.
- You may also access and install the latest demo version on <http://www.atlasti.de> and run the CD-ROM.
- You may also access the file without Atlas.ti.
- C:\Program Files\Scientific Software\ATLAS.ti\TEXTBANK\
- You may copy **PhD Education policy change.hpr** the *Hermeneutic Unit*.

Navigation

- Atlas.ti (Muhr 1994, 1997a, 1997b) (*Archiv für Technik, Lebenswelt und Alltagssprache; text interpretation*) thinks in terms of projects. A project is a set of data files such as interview transcripts, as well as digitised graphical, audio or video files and a record of all the analysis, which have been performed on this data. Projects are referred to as *Hermeneutic Units (HU)*.
- The HU has first class objects and second class objects. The first class objects are the main building blocks of the analysis, whilst second class objects exists merely by virtue of the first class objects, they are attached to.
- The 4 first class objects are *primary documents (PD)*, *quotations*, *codes* and *memos*, which you will find as 4 drop-down windows under the main menu bar on the screen:
 - Primary documents (interviews and questionnaires)
 - Quotations (selected segments or strings of texts)
 - Codes
 - Memos
- *Networks* are graphical representations of objects, which are powerful tools for the data analysis and probable theory building.
- Second class objects are *comments*, *families* and *links*.
- You will find two *Toolbars*, one on the top and one on the left side of the screen. They offer shortcuts to various operations. When you move the mouse pointer over the button, it will describe what that button does.
- There are a variety of ways of entering documents to the HU. This may be an easier option:
 - Go to menu item *Extras/Explorer*. Locate the PD and *drop-and-drag* it into the PD window. Click on the mini-window and then click on PD.
 - Open the drop-list by clicking on the little box to its left and then double click on the PD.

Network views

- From the main menu bar, you may select *networks* and then open the *network browser*. Highlight one of the networks and double click. You may now examine the quotations that are associated with the various *nodes* (nodes are codes in networks)

* Please contact me at bsmit@hakuna.up.ac.za if you require some assistance

First interview taken from the project, which may be accessed on the CD-ROM

PhD Education Policy Change

Generator: ATLAS/ti for Windows 95 Version WIN 4.2 (Build 057)

Date: 06/21/00 10:28:19 AM

Original Hermeneutic Unit: (ATLAS/ti needed):phd education policy change.zip (in zipped format)

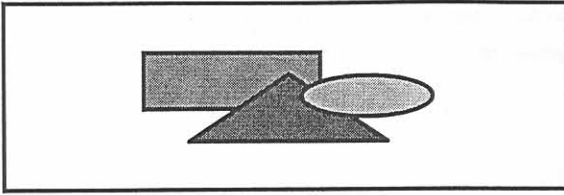
Table of Contents

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- [Statistics](#)
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-
- - **General:**
 - **Author(s):** Super, SUPER
 - **Created:** 06/22/99 02:15:39 PM. **Modified:** 06/18/00 04:41:10 AM.

-
- **Statistics:**
 - Co-Authors: 0
 - Primary Texts: 7
 - Quotations: 541
 - Codes: 867
 - Codings: 684
 - Memos: 3
 - Primary Document Families: 0
 - Code Families: 16
 - Memo Families: 0
 - Network Views: 9
 - Code-Code Links: 99
 - Text-Text-Links: 0
-

- Primary documents:



P 1: INTerview1atlas.txt

- File name: file:///c:/my documents/interview1atlas.txt (media type: text)

87 quotations

- Codes (116): effect: (discipline) loopholes for the lazy teacher, effect: all will pass irrespective of knowledge levels, effect: slack attitude, effect: teacher can get away with a lot, effect: we do not know what is expected, emotional response: teacher is under pressure., emotional response: teachers are overloaded, emotional response: teachers are uptight, emotional response: breaks down the relationship between teachers and children, emotional response: careful responses since it could cost my job, emotional response: classroom is a nightmare, emotional response: despondency: do less, because I cannot win, emotional response: gets your back up a little bit, emotional response: I have a definite problem with it, emotional response: I have never felt this before, emotional response: imposing, emotional response: insecure of what will happen to our jobs, emotional response: it makes me uncomfortable, emotional response: job: will I have one next year, emotional response: little information is coming through, emotional response: lots of stress, emotional response: my rebellion, don't impose the structure at the cost of teacher uniqueness, emotional response: older staff feel threatened, emotional response: some older staff are keen to get new ideas, emotional response: stress becomes visible through lack of enthusiasm, emotional response: teacher do not feel professional, emotional response: teacher uniqueness is ignored, emotional response: teachers are under pressure, emotional response: tension and pressure, emotional response: told not to worry; yet still fear, emotional response: tp: do not more than I have to, emotional response: unsure of what is to happen to their school, emotional response: we are not very sure about our situation, emotional response: what does the future hold for us in 5 years, emotional response: will I be able to cope?, feeling insufficient, ft: representative to workshop, ft: teachers are not well equipped, ft: the representative workshops with staff, 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: workshoped the workshop with staff, further training: I had good training in group work, further training: no communication after the workshop, government to pay salaries, group work is okay, group work: before or after something new, group work: brainstorming, group work: difficult, group work: independent work in different groups, group work: individual is still important, group work: never in the middle of something, group work: noisy, group work: older staff perceive this as play, group work: research activities, group work: sharing, group work: we see brainstorming in our groups,, information comes via other schools, information from Gauteng Department of Education, information from other schools cause unconscious forms of stress, information late: frustrating, information: teachers are uninformed, mismanagement of change: workshop information received after the actual meeting, 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, policy change: continuous assessment, policy change: knowledge: no clear understanding, policy change: questioning structures, policy has to be in writing ready for inspection by government, private school allowed more freedom, private school: space to be your own personality, restrictiveness in rules, school to be handed over to government, teacher as a person: code of conduct is essential for unprofessional teachers, 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 too busy, teacher perception: OBE is too wishy washy, teacher perception: you are not entitled to be your person,, teacher: transition: teacher behaviour is scrutinised, teachers do not have enough time, teachers give not information, teachers perception: no privacy, teachers refuse to cooperate, teachers teach merely to keep their post, teaching practice: classes are getting bigger, teaching practice: invading privacy, teaching practice: need criteria for lessons, teaching practice: new homework policy in writing, teaching practice: new maths does not work, teaching practice: old recipes work, tp:, tp: children become confused, tp: children bring information, tp: children: confusion amongst pupils, tp: code of conduct: all in writing, tp: effect in group work; stronger child carries weaker child, tp: effect: duck-and-divers

will do even less, tp: everything in teaching is predetermined, tp: experienced teachers are forced to follow the code of conduct, tp: following protocol, tp: one must be allowed your professionalism, tp: professionalism and freedom to choose, tp: pupils feel the pressure, tp: school life regulates personal life, tp: time is problematic, tp: too much preparation, tp: younger staff are quite keen, tp: evaluation becomes easy, tp: evaluation is too wishy-washy, tp: evaluation may be biased

- **Memos (0):**

- **Document body:**

-
-

-

-

-

- Date: 25 March 1999

- Female

- Experience: 10 years

- Grades:

- Qualification: B.Prim Ed (SP)

- Policy change: Curriculum 2005

-

-

- INTERVIEW 1: L

-

- INTERVIEWER: I want to say thank you for being here,

- I really appreciate that and sacrificing your time. I want to share

- a little bit about my project so that at least you just know what I

- am doing. I actually did write a bit in my letter but maybe it is

- not quite as clear. What I am trying to do is I am looking at

- macro policy change for education. So it can be many things,

- whatever you choose your policy change to be, that is fine with

- me. Then I will go to teachers on a micro level and schools, then

- I would like to ask what is your experience about policy change

- in South Africa. And then I want to make a linkage, I do not

- want probe it but I have a certain idea of what is happening in

- South Africa. So that is why you are participating in my project.

- If I have results and you are interested in reading them you are

- very welcome to do so. Then again thank you for being here.

- My question to you this morning is how do you and what do you

- experience at the moment in terms of education policy change.

-

- RESPONDENT: 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. We did attend a

- workshop on Curriculum 2005. 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 ...

•

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

•

•RESPONDENT: Ja mostly from other schools.

•

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

•

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

•

•INTERVIEWER: So the teacher can actually get away
•with not doing much.

•

•RESPONDENT: 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 ...

•

•INTERVIEWER: So there is a lot of bias then.

•

•RESPONDENT: 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 ...

•

•INTERVIEWER: Criteria maybe.

•

•RESPONDENT: Criteria that you are, they say before
•you start a lesson you say this is going to be communication
•skills. But is just a slight bit too vague for me and they are
•moving away too much from definite information given and that

•type of thing.

•

•INTERVIEWER: Is it your understanding that

•information is not available and if there is information then

•maybe they think well they should not be given because the

•children must generate it themselves.

•

•RESPONDENT: Through the workshop we were told:

•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. So

•that question is in my mind, how much are we then giving them?

•Yes all right one child does know ten facts and one knows one, so

•they have learnt, but what does that child that knows ten then

•learn? Nothing. So I have a definite problem with it. They

•looked at my piece of study (inaudible) and they said it is

•wonderful that you give them the information.

•

•INTERVIEWER: Who supplied that information or who

•presented the workshop rather?

•

•RESPONDENT: It was from the Gauteng department of

•Education, they took all the, Lynnwood Ridge, it was all the

•districts whatever. You had to send a representative and the

•representative went back and workshopped it. You know that is

•how they workshopped, that is how they worked it, coming

•down. It was a woman and a guy, I cannot remember ...

•

•INTERVIEWER: At a particular school?

•

•RESPONDENT: It was at Lynnwood Ridge but they

•were not from Lynnwood Ridge. It was about two years ago.

•

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

•

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

•was exactly two years.

•

•INTERVIEWER: More or less.

•

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

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

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

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

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

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

- it up so much that when they got to grade 6 and we had to fix it
- up, we had to start at grade 4 teaching them, and we had to
- actually go back and do the four basic operations, you know
- which is wrong. 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.

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

-
- RESPONDENT: You see also time, time is also a
- problem, because the classes are getting bigger, look not in our
- situation but I am thinking about the government, 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. And if you are want your teachers to have the
- experience, to have the knowledge of what you want them to do,
- you cannot be doing that to them. You cannot be, you know
- loading them so much that they do not have the time to attend
- something if you have got it.

-
- INTERVIEWER: What I hear you saying is teachers are
- so busy.

-
- RESPONDENT: Always an excuse.

-
- INTERVIEWER: There is always an excuse.

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

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

-
- RESPONDENT: Yes that we actually you know ...

-
- INTERVIEWER: You plan for it.

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

-
- INTERVIEWER: Ja no that is fine, that is fine.

-
- RESPONDENT: Well I know that I am sitting with 40
- children in a class of which four cannot read, it is a nightmare and
- ...
- INTERVIEWER: Which us to the issue of group work. I
- am wondering about what skills teachers are being exposed to in
- that context?
-
- RESPONDENT: Ja it would depend on where you
- trained and that as well, I was lucky I trained at UPE (?), now we
- did a lot of group work and that type of thing.
-
- INTERVIEWER: Yes..
-
- RESPONDENT: So we were taught you know you stand
- back, you move around, you get your group leader. But also very
- basic, I mean not ...
-
- INTERVIEWER: But it is still something.
-
- RESPONDENT: But you got something. I like to use
- group work either before something new or after.
-
- INTERVIEWER: Why?
-
- RESPONDENT: Never you know in the middle of
- something, so either before where we see brainstorming in our
- groups, what do we know about something and then we share per
- group, you know report back and that type of thing and
- (inaudible). 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. 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.
-
- INTERVIEWER: What does that do to the morale would you
- say?
-
- RESPONDENT: (very heavy response) Well at the moment in
- education morale is very low. Even within private schools where
- you are sort of secure of a job the morale is very low, very tense,

- they are unhappy, they do not know what is going to be put onto
- them next to do, they do not know what is going to be expected
- tomorrow of them. And I think it boils down to the fear of the
- unknown, we do not know what is coming. 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
- ...

•INTERVIEWER: How would you say that becomes visible?

- RESPONDENT: 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.

•INTERVIEWER: I hear you.

- RESPONDENT: You know that type of thing. Again with the perception in stead 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).

•INTERVIEWER: Forced teaching?

- RESPONDENT: It definitely comes out, definitely. 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.

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

- RESPONDENT: Definite, definite one coming through, is that I am going to loose my job if I do not do whatever is

- coming or 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.

•

- RESPONDENT: Does that apply to temporary teachers
- as well as permanent staff?

•

- RESPONDENT: Your permanents.

•

- INTERVIEWER: Despite the fact that you are in a
- private institution or semi private?

•

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

•

- INTERVIEWER: It's okay it is confidential....

•

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

•

- INTERVIEWER: Because you do not know.

•

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

•

- INTERVIEWER: Sure. Then you are in the same boat as
- everybody else.

•

- RESPONDENT: 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.

•

- INTERVIEWER: Of course. You never know when it
- might happen...

•

- RESPONDENT: And is it still on the cards. 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?
- 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. Am I going to be able to cope with what is going to happen.

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

-
- RESPONDENT: 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.

-
- INTERVIEWER: Sorry can I just check with you
- because I do not know?

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

-
- INTERVIEWER: Yes.

-
- RESPONDENT: I mean it comes with mutual respect
- type of thing. Now we have been told you know that if we walk
- in there has got to be things in black and white. 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. It gets your back up a little bit you know.

-
- INTERVIEWER: It could be embarrassing in a way.

-
- RESPONDENT: It is because look you had part of it, we
- were all part of workshoping 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? Why should it be written down
- in black and white?

-
- INTERVIEWER: What about teachers who do not have

•the same responsibility?

•

•RESPONDENT: 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. But it makes so difficult, I mean suddenly
•it is on black and white, because you sit and look at it and you
•think you know does this mean that I cannot go to a party any
•more? You know because it can be construed, the person who
•does not like you could now, oh she was misbehaving at this
•party in such a manner that you know it was not professional. So
•it sort of, I know for me as person I have, you cut off, you know
•you go into a, like I heard my friend say, into Bootleggers and I
•see parents there then I say we have got to go. And I mean my
•friends sometimes get cross with me and they say to me you
•know every time we go anywhere it must be the worst job in
•town to be a teacher. And it is not wrong to go in and have a
•drink somewhere.

•

•INTERVIEWER: Of course not.

•

•RESPONDENT: But now they think this has been put

•on black and white, now you should be very wary of what, you
•know why is it on black and white?

•

•INTERVIEWER: What I hear you saying something

•about as if everybody scrutinises your behaviour.

•

•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.

•

•INTERVIEWER: Yes of course.

•

•RESPONDENT: Definitely. But it has never been you

•know like ...

•

•INTERVIEWER: Imposed

•

•RESPONDENT: 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. Suddenly now because everything has got to be on
•black and white it almost feels like you are not entitled to be your
•person, you have to now follow and it is one of the maybe ...

•
•INTERVIEWER: Protocol.

•
•RESPONDENT: 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 ...

•
•INTERVIEWER: Predetermined.

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

•
•INTERVIEWER: And grow in your job.

•
•RESPONDENT: 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. It is allowed within a
•framework, guidelines. But now suddenly I am feeling ...

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

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

•
•INTERVIEWER: of dealing with....

•
•RESPONDENT: Whatever, you know.

•
•INTERVIEWER: What do feel now?

•
•RESPONDENT: 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 ...

-

- INTERVIEWER: Can look at. What do structures do and rules within structures to people?

-

- RESPONDENT: Ja I suppose your initial reaction is you

- know what is going on? You know or something, why is it being

- discussed at all, but you also realise that there has to be

- structures, you understand that there has to be structures. 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. 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)

-

-

-

ADDENDUM G: COURSES AND WORKSHOPS

These informed and shaped this inquiry.

(excluding presentations at conferences)

1994-FEB: LIFE LINE: SELF-ENRICHMENT. PRETORIA. SA.

1994-APR: LIFE LINE: COUNSELLING. PRETORIA. SA.

1994-MAY: INLEIDING TOT DIE OPTIMALISERING IN PRAKTYK. UNI. OF PRETORIA. SA.

1994-JUN: COGMOTICS. JOHANNESBURG. SA.

1994-SEP: AAHA ASSOCIATES OF LEARNING. JOHANNESBURG. SA.

1994-OCT: AAHA ASSOCIATES OF LEARNING: COGMOTICS. NYLSTROOM. SA.

1994-NOV: THE INSTITUTE FOR THE STUDY OF LEADERSHIP AND AUTHORITY: GROUP RELATIONS TRAINING.

UNIVERSITY OF THE WITWATERSRAND. SA.

1995-MAY: FACILITATING SKILLS. UNISA. SA.

1995-JUL: QUALITATIVE RESEARCH; STRUCTURAL AND HERMENEUTICAL PHENOMENOLOGY. UNIVERSITY OF PRETORIA. SA.

1995-SEP: THE PERSON-CENTERED APPROACH IN SOUTH AFRICA. VISTA. SA.

1995-SEP: THE PERSON-CENTERED APPROACH IN SOUTH AFRICA. UNISA. SA.

1995-NOV: THE UPTTRIAL TRUST; KEYS TO THINKING. JOHANNESBURG. SA.

1996-MAY: 11th ANNUAL CONFERENCE OF THE ASSOCIATION FOR THE DEVELOPMENT OF THE PERSON-CENTERED APPROACH. KUTZTOWN STATE UNIVERSITY, PENNSYLVANIA, USA.

1996-NOV: FACILITATING SKILLS. UNISA. SA.

1997-FEB: FACILITATING SKILLS. PREMOS. SA.

1997-MAR: CULTURE, POWER AND DIFFERENCE: DISCOURSE ANALYSIS. UNISA. SA.

1997-MAR: CREATIVE SOLUTIONS ARE IN AFRICA. UNIVERSITY OF PRETORIA. SA.

1997-MAY: FOUNDATION SEMINAR: CRITICAL THINKING AND THE REDESIGN OF INSTRUCTION. SEATTLE, USA.

1997-MAY: 12th ANNUAL CONFERENCE OF THE ASSOCIATION FOR THE DEVELOPMENT OF THE PERSON-CENTERED APPROACH. UNIVERSITY OF NEVADA, LAS VEGAS, USA.

1997-JUL: POLICY INTO PRACTICE: MASINGITA SCHOOL STAFF. UNI. OF PRETORIA. SA.

1997-AUG: EDUCATIONAL SEMINAR: ST PAULUS SCHOOL STAFF. PRETORIA. SA.

1997-OCT: GROUP RELATIONS – A TAVISTOCK APPROACH. UNISA. SA.

1997-OCT: 3rd ANNUAL EUROPE/AFRICA CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF FACILITATORS. LONDON, UK.

1997-NOV: THE INSTITUTE OF CULTURAL AFFAIRS: GROUP FACILITATION METHODS. TOP. FOCUSING COLLECTIVE POWER FOR CHANGE. LONDON, UK.

1998-JAN: GROUP PROCESS CONSULTATION. UNIVERSITY OF SOUTH AFRICA: INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY. SA.

University of Pretoria etd – Smit, B (2006)

- 1998-JUN: LEARNING FOR LEADERSHIP AND CONSULTATION IN DIVERSE SYSTEMS. THE 34TH NATIONAL CONFERENCE GROUP RELATIONS CONFERENCE. A.K. RICE INSTITUTE. USA.
- 1998-JUL: 7TH INTERNATIONAL PCA FORUM.SA.
- 1998-AUG: INSTITUTE FOR THE STUDY OF LEADERSHIP AND AUTHORITY IN SOUTH AFRICA.CONFERENCE: GENDER, LEADERSHIP AND AUTHORITY.SA.
- 1998-OCT: WORKSHOP: VICTIM EMPOWERMENT AND SUPPORT: UNIVERSITY OF SOUTH AFRICA:CENTRE FOR INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY.SA.
- 1999-APR. MINI-FORUM. THE PERSON CENTERED APPROACH IN SOUTH AFRICA.SA.
- 1999-FEB. WORKSHOP: FOCUS GROUP. UNIVERSITY OF ALBERTA. CANADA.
- 1999-FEB. WORKSHOP: ATLAS.ti CAQDAS. UNIVERSITY OF ALBERTA. CANADA
- 1999-MAY. WORKSHOP ATLAS.ti: SOCIAL SCIENCE METHODS. UNIVERSITY OF STELLENBOSCH. SA.
- 1999-JUL. CO PRESENTER: ATLAS.ti WORKSHOP.QUALITATIVE RESEARCH IN EDUCATION CONFERENCE: QUALITATIVE ANALYSIS. RAND ARIKAANS UNIVERSITY, SA.
- 1999 QUALITATIVE INTEREST GROUP: UNISA. SA.
- 1999-OCT. PRESENTER: ATLAS.ti WORKSHOP. FACULTY OF EDUCATION AND NURSING. RAND AFRIKAANS UNIVERSITY, JOHANNESBURG, SA.
- 2000-MARCH.WINNING WITH WORDS. A WORKSHOP TO DEVELOP ACADEMIC WRITING SKILLS. RAND AFRIKAANS UNIVERSITY.SA.

ADDENDUM H: INTERVIEW LETTER OF CONSENT

February / March 1999

BRIGITTE SMIT
PO BOX 37344
0043 FAERIE GLEN
SOUTH AFRICA

Dear Colleague

I am a PhD student in Comparative Education, Faculty of Education, studying at the University of Pretoria. The research project, which I am currently undertaking, relates to primary school teachers' experiences, understandings and meaning of education policy change. Professor S.J. Berkhout, Department of Education Management, supervises this study.

The research aim is to inquire into the experiences and understandings of primary school teachers regarding education policy change in South Africa, in order to inform and support the education policy process. Teachers' perspectives on educational policy change may contribute to the policy debate and may also facilitate deeper understanding in the complex and interactive policy processes.

In order to complete this study, I need to interview teachers who can share their experiences and understandings of education policy change. The duration of these interviews would probably be 45 – 60 minutes, which will be audiotaped, transcribed, analysed and interpreted.

To facilitate that teacher-participants will remain anonymous, I undertake to withhold names and places in the research document and will use pseudonyms. After the completion of the research, audio-tapes will be destroyed. An independent researcher and myself will code the transcribed material. Lastly, a summary of the research findings will be available to your school.

I appreciate your offer to sacrifice some of your precious time, in participating in the research project. Would you please complete the questions below and inform me of a suitable day and convenient time slot to meet with you for the interview. Please contact me at 082-411-8847 or 991-3033.

Interviewee Details:

- Date of interview: _____
- Name and Surname _____
- Pseudonym: _____
- School: _____
- Teaching experience: _____
- Teaching grades and subjects: _____

- Qualifications: _____
- Member of committees and associations: _____

- Reasons for teaching: _____

- Of which education policy changes are you aware of?

I,sign this consent to be interviewed by Brigitte Smit at.....on.....day of.....1999.

Thank you for your time.
Brigitte Smit

ADDENDUM I: FEEDBACK ON THE MASINGITA “LEARNING-WORKSHOP” 2-3 JULY 1997

INTRODUCTION

This part of the feedback of our first explorative encounter, in the form of a ‘learning-workshop’, is my own re-call, speaking as it were in a singular voice. I view this part as an introductory case study, using my reflections, interventions and observations to move towards an understanding firstly of who the teachers as participants are with whom I worked, to comprehend some of their connectedness and meanings. In addition, I seek to become connected with my inner self, in terms of my assumptions, probable judgments and /or prejudices. The process I will pursue as I reflect on the proceeding will be as follows. In my preparation I had to explore my intentions, regarding aims and objectives with this particular ‘learning-workshop’, my expectations and personal needs, and my role as facilitator. Feedback on the actual processes, questionnaires on policy change and teachers’ personal feedback will be described.

MASINGITA PRIMARY SCHOOL PROJECT – THE CONTEXT

The broader context of the Masingita School Project necessitates further clarification: The project was titled “*The enhancement of a school and home environment to support learning.*” One of the various projects was assigned to “*Putting new educational policy into practice.*” To initiate this specific project it was decided by my Supervisor (Prof SJ Berkhout) and I to employ a ‘learning-workshop’ on facilitation skills with a dual purpose in mind. We thought it appropriate to ‘workshop’ facilitation skills as part of personal empowerment, which then also provided an opportunity for ascertaining teachers’ awareness of education policy change.

The rationale of this particular sub-project was elucidated: “*The way actors (school principals, teachers and community) interpret (make meaning of) the education reform discourse has an impact on the ability of realising education policy intentions.*” We assumed that maximising personal meaning of policy intentions would contribute towards creating dynamic educational institutions.

At an introductory gathering, prior to this ‘learning-workshop’, Masingita school staff indicated a lack of knowledge and involvement with regard to policy development. We at that time assumed that it would appear as if “*this disconnectedness could mean alienation from the educational restructuring process.*” Henceforth our decision to design a ‘learning-workshop’ to deal with education policy in general, its meaning, implementation, not neglecting the human dimensions.

WHY A FACILITATION ‘LEARNING-WORKSHOP’?

Before dealing with education policy issues, I personally felt it important to connect with teachers on a personal level. I needed to be with them where they are, before I could

remotely comprehend their situation whatsoever. The 'learning-workshop' offered an opportunity for teachers to get in touch with their individual awareness of meaning, and also to explore collective meaning, indeed a sensitivity to the qualities of other staff members. I took for granted that more often than not teachers do not have or make space to connect with one another on deeper levels, sharing their experiences, feelings, or even their anxieties. My role as facilitator was to create an opportunity for teachers to connect with one another, and firstly to get in touch with their individual self-awareness, as each teachers could contribute in her own unique way. In addition I sought to create an atmosphere where a sense of community could be built, with support and care, where this group of teachers could become a fully functioning cohesive team in order to deal with education policy issues. At this time I did not wish to make any interventions for educational practice improvement or implementation as an outcome of education policy. In stead this first encounter served as a means to create a community where all could share in a meaningful manner.

MY ROLE AS FACILITATOR

Having had several experiences in group facilitation processes, I thought it apt to use this kind of process with the Masingita school staff. More often than not I have experienced that if I speak from the heart in a supportive climate that is facilitated, of my own experience, and what I have to say is likely to touch the hearts and minds of others. Therefor I intend to draw from by personal experiences and to speak simply and directly of my passionate belief that what I have learnt in encounter groups, where community was built, which may have wide implications for all those involved. For me a 'learning-workshop', as an encounter, a sense of community, enabled through a process of facilitation, is important to create an open, even a problem-solving climate, building trust among teachers, maximising collaborative efforts for the schooling process, increasing a sense of 'ownership' and responsibility.

At the outset I wish to state my assumptions, expectations both on the here-and-now level, also on the there-and-then, as I reflect on some prior relevant experiences. One of the conditions in my attempt to facilitate an opportunity to create a sense of community, is that teachers as participants have chosen to come together at their own free will, just as I have chosen to be there. My role as facilitator was to be fully present, to accept each participant unconditionally, as each represents some form of diversity, different values, and different backgrounds. I needed to show deep respect for each and offer an opportunity that was necessary in order for teachers to speak from their real selves. I wanted them to speak as openly and as honestly as they could. I knew that the greater part of the facilitation process was indeed that I would acknowledge when someone spoke in some way, either through my facial expression, by my posture, my leaning forward to listen to them, by words, to let them know that in the group at least one person was really listening. I assumed that then it was not long before others would also share, respond and listen. Another way in which I felt I could help create a safe place was to listen to the soft or silent voices, the shy ones. Also I hoped that after 2 days these teachers would experience a sense of community of caring and of listening and of having real respect

even love for one another. I certainly hoped that I too would not feel a stranger after 2 days. I also knew that I would have to listen to the angry or frustrated voices and acknowledge these. I realised too that I could smooth the process if each of us could be committed to be as fully as possible ourselves, to be fully present to hear one another and to be with others to care for one another and to care about all of us together, to break through the barrier of fear of being vulnerable, e.g. of saying the 'wrong' thing, of speaking and of not being heard or ignored or feeling like an outsider. I recognized that not all could assume that responsibility yet, nor would all experience that freedom yet either, along with a certain degree of fear and distrust was inevitable. Furthermore I knew that there would be times that I would not be quite ready to be as open as I would like to be. There may be some unexpected responses, some sharp differences, anger directed at me. These I needed to accept in a context, reflecting on where the anger came from, before I would come back defensively by way of protecting myself, which would be the easy thing to do.

This 'learning-workshop' can have potential for deepening understanding of self and others. We can understand one another, provided we truly meet one another as persons, as equal partners, accepting unconditionally our differences without prejudices. My sensitised awareness of others, tolerant understanding through attentive listening, empathic understanding and unconditional respect, in being trustworthy, respectful, open and genuine in my responses, may facilitate confidence in teachers to explore more of themselves as individuals. This in turn may promote collective growth to deal with macro educational issues. On the issue of growth, my role as facilitator does not intend to change or modify teachers' behaviour, or teachers as person. What could happen is rather 'something' that could move inside an individual, an inner release, an infusion of energy in terms of that particular person's outlook onto something, more than anything else. Needless to add, that change by itself does not imply an alteration in a particular direction. What I consider relevant is the necessity of a sense of community, trust and openness that is conducive to dealing with change processes. As facilitator I care for teachers, not in order to change them, but as a confiding friend, reaching for their feelings trying to open and bring myself to them, so that I can feel their presence and experience and they in turn can or at least have the opportunity to feel me in my responses. Moments like these come alive in the actual meeting, a connecting. Usually then a shift takes place from a more impersonal to a more personal focus or quality of responses of experiences. Tightness and anxiety may tend to lessen or even dissolve. Participants usually tend to feel easier, freer, more awake, a feeling of affirmation in their selfhood. This kind of change is what I believe a prerequisite for dealing with meaning and feelings of education policy change. Here lies the moment by moment emergence, the interplay, the unfolding of the often-unaware experiences, and blockages etc. Lastly I am acutely aware of the conscious effort exposed on teachers to change which causes a lot of stress and emotional conflict. That is why I wish to enter into a real relationship with the teachers, as companion, assistant and facilitator, walking softly into their space, as they share and search their own meaning and their own paths.

FACILITATION: THE PROCESS AND DYNAMICS

In the planning of this 'learning-workshop' the Masingita school staff expressed their wish that we, that is to say Prof SJ Berkhout and I, would collect them personally at their school on 2 July 1997. Having arrived there just after 08h00, on that very day, only 4 of the potential 10 staff members awaited us. Although I felt some disappointment at that point in time I assumed my role as facilitator immediately, reasoning that all participants would have to accept their own responsibility for their learning. We decided to wait awhile, after which we resumed our travelling responsibility and were asked to pick up some more members along the road, which we subsequently then did. After yet some more delays of people who were not ready for us, we eventually arrived 2 hours late, paid a fine at the University Traffic Department, where we hired the bus we needed. By now we had lost 2 of our session, started with a coffee break and commenced eventually round about 10h30.

The first official session begun with my opening remarks: "This is a learning-workshop' in facilitation with the focus on the learning of skills by means of experiential learning. My role is that of the facilitator and a trainer. The training role refers to the explanation of facilitation as concept. The role of facilitator refers to providing opportunity for learning and growth within the limits of time (reference to the times of the sessions) and space (the training room) and the task (to learn about the concept and skills of facilitation)."

From the outset I lived my role as facilitator. This group of teachers would have unusual freedom and I would take no directional responsibility. There was initial confusion, awkward silence, polite surface interaction, frustration and a great lack of continuity. These teachers came face to face with the fact that there was no structure, except maybe what they would provide, as they attempted to do later. There was an attempt to get to know one another, since Prof SJ Berkhout and I did not really know the staff members. This probing of who or what Brigitte is doing here or not, led to some intense discussion in which underlying issues appeared like, who will tell us what to do, who is responsible for us, or even what is the purpose after all of this 'learning-workshop'? This initial phase is a milling-around period, where some teachers were more likely to reveal something about themselves than others are. I sensed a resistance to personal expression or exploration. Moreover the energy was focused directly at me, as they wondered who I was, what I was going to do for them, a so-called dependency on the facilitator, which remained till the following day. The topic of silence enjoyed a great deal of attention, as teachers explored and hypothesised on my stillness, wondering whether I was angry, withdrawn, or even patronising them. This issue on silence provoked some descriptions of past feelings, some negative or uncomfortable feelings, mostly from the 'there and then'. Interestingly, though the negative feelings, like resentment emerged on the 'here and now' level, mostly directed at the facilitator. The progress I witnessed was that current personal feelings were brought into the open in this group. In addition what appeared puzzling is that following these negative expressions which were part of the initial confusion, and the resistance to personal expression, the focus on the outside events, the there and then, and the voicing of angry, frustrated feelings, one teacher shared and revealed something about herself in a significant way. What followed was some deep sharing which indicated that a climate of trust was developing. Some (2) took little risks, took a chance and the gamble to letting the others know some deeper facet of

themselves, and even tears of sorrow were let loose. I realised at that point in time that such exploration and expression is not an easy process, and nor is the whole group receptive to such self-revelation. Entering into this deeper process, was the explicit bringing into the open of feelings experienced in the immediate moment by two teachers.

The following sessions were conducted in a training mode, where facilitation skills were explained, the difference to teaching was expounded, and the issue of policy change and meaning was dealt with. A questionnaire on policy was completed, responding to issues here stated:

- What does policy mean to you?
- Did policy influence what you are doing at school?
- Which policy change do you know about? Make a list.
- How (or from whom) do you know about these policy changes?
- How do you feel about the proposed change?

This questionnaire was met with a feeling of anxiety, resentment for it was seen as some kind of testing; hence we noticed that not all returned the responses.

NEEDS ARISING:

The following needs were expressed in writing which were then compiled and sorted under different headings:

SCHOOL NEEDS:

- Teaching and learning aids
- Basic food stuffs
- Photocopy / Duplicating machine
- Workshop for teachers on Curriculum 2005
- Need for more pupils
- Better school grounds: clean classrooms
- Positive contributions from pupils
- Sports facilities and sports teachers
- Library
- Sound school's budget

INDIVIDUAL TEACHERS' NEEDS

- Better qualification
- More knowledge
- More money
- Teaching skills for Curriculum 2005
- More facilitation skills
- Coping skills
- Improved listening skills
- Care for others

- Communication skills
- Better participation
- Contribution of individual ideas
- More sharing amongst staff

EXPECTATION FOR THE FUTURE

- Well-equipped children
- Change for the better
- Co-operative participation and support
- Meaning contribution
- New relationships
- Be part of the change process

Contrary to focusing only on all the needs it was decided that the focus should also shift to the positive issues within the school:

- Small classrooms
- Good relationships
- Mutual willingness to work
- Co-operation
- Good teachers
- Honest teachers
- Good leadership

FOLLOW-UP AND FUTURE PLANS

The personal feedback of the 'learning-workshop' indicated an overwhelming enthusiasm, which inspired us to schedule another meeting for this year 1997. At that particular gathering we would like introduce to the Masingita school staff, Prof Anita van der Bank, an Education Management Specialist, who intends to focus on the organisational matters of the school.

In conclusion, it would appear that after this introductory session, the forthcoming details as they emerged from the list of needs that seek additional workshops are

- Curriculum 2005
- School budget planning
- Team building
- Change management

Handout: AN INTRODUCTION TO FACILITATING SKILLS

BRIGITTE SMIT

ADDENDUM J: MASINGITA WORKSHOPS: FEEDBACK AND REFLECTIONS

1998-03-19

In the context of the research proposal for Masingita, on educational policy into practice the following workshops have been conducted to date:

* Workshop 1:

Education policy into practice understanding through a facilitating process; real and manifest obstacles were encountered, needs arose; A photocopier is desperately needed; hence deeper search for meaning of the initial research question was hampered, and put on hold. A complete feedback has submitted.

* Workshop 2:

Needs analysis, objectives set for the copier: Type, capacity, and relevant details.

Planning schedules were distributed in order to establish responsible person, relevant activities, which needed to be prepared for the following workshop. Quotations of different copiers. Need calculations in terms of amount of copies required per month, per teacher, per class. Finding funding: Communication with business for sponsorship; guidance for this type of communication is needed and other fundraising ideas were shared.

* Workshop 3:

Feedback on quotation and relevant information, which is necessary for planning: weak and incomplete. School needs: copies per month? Extremely vague. Two examples were compared with the superficial information at hand: Fixed and variable costs were explained in order to compare the two options.; capital needed and running cost per month (i.e. 12 months per year, irrespective of school holidays).

On 29 March 1998, staff meets parents and it was suggested that a proper presentation needs to be filed. Moreover an officer from the Education Department could be invited for that particular meeting in order to explain the financial state of affairs in the context of SA education and the education budget, to create an awareness amongst parents of the Masingita School's financial situation.

To facilitate the above mentioned issue the current quotation from A&L Marketing was scrutinized, put into the true perspective by B Smit and was delivered on 19 March at the school. In addition three more quotations as well as a comparison of 4 options was drafted to enable better understanding.

It was also suggested that if another workshop was needed, that that would take place at the University of Pretoria.

Regarding the object and the focus of the subproject on education policy into practice, this will be resumed in the 2nd semester 1998, in the hope that the research focus could indeed be on policy understanding, unlike the current teacher training that has been taken place to date.

It is indeed our learning to witness the complexities in disadvantaged schools to do research on higher cognitive levels, particularly in the context of unfulfilled basic needs, which certainly impede some attempts of doing meaningful and contributing research.

ADDENDUM K: POLICY DOCUMENTS in alphabetical order January 1996-August 2000

Available on line: <http://www.gov.za/documents/combsubei.htm>

- Abolition of Corporal Punishment Act [No. 33 of 1997]
- Adult Basic Education and Training Bill [B42-2000]
- Call for comments of the Draft National Norms and Standards for School Funding in terms of the SA Schools Act 1996 (Gazette 18349, Notice 1313), 3 October 1997
- Consultative Paper on Special Education, 30 August 1999 [outside link]
- Draft Adult General Education and Training Bill (Gazette 21052, Notice 1505) 31 March 2000
- Draft age requirements for admission to an independent school policy (Gazette 20911, Notice 647), 18 February 2000
- Draft Education Laws Amendment Bill (Gazette 21052, Notice 1447), 31 March 2000
- Draft General and Further Education and Training Quality Assurance Bill (Gazette 21052, Notice 1446), 31 March 2000
- Draft Higher Education Amendment Bill (Gazette 21052, Notice 1445), 31 March 2000
- Draft National Policy on HIV/AIDS for learners in public schools, and students and educators in further education and training institutions, August 1999
- Draft South African Council for Educators Bill (Gazette 20956, Notice 211), 3 March 2000
- Education Laws Amendment Act [No. 48 of 1999]
- Education Laws Amendment Act [No. 100 of 1997]
- Education Laws Amendment Bill [B48-2000]
- Education Laws Amendment Bill [B44-99]
- Education Laws Amendment Bill [B44A-99] (PC)
- Education Laws Amendment Bill [B44B-99]
- Education Laws Amendment Bill [B85-97]
- Education Laws Amendment Bill [B85A-97] (PC)
- Education Laws Amendment Bill [B85B-97]
- Education Status Report, June 1999 [outside link]
- Education White Paper 3 (A Programme for the Transformation on Higher Education), July
- Education White Paper 4 (A programme for the transformation of further education and training) - September 1998
- Employment of Educators Bill [B90-98]
- Employment of Educators Bill [B90A-98]
- Employment of Educators Bill [B90B-98]
- Establishment of the National Education and Training Council (Gazette 20044, Notice 6526 of 1999), 30 April 1999
- Establishment of the National Education and Training Council (call for nomination for the chairperson and members) (Gazette 20146), 1 June 1999
- First Report of the Minister of Education to the President, November 1999 Further Education and Training Bill [B57-98]
- Further Education and Training Bill [B57A-98]

- Further Education and Training Bill [B57B-98]
- Guidelines for the consideration of governing bodies in adopting a code of conduct for learners, May 1998
- Higher Education Act [No. 101 of 1997]
- Higher Education Amendment Act [No. 55 of 1999]
- Higher Education Amendment Bill [B55-2000]
- Higher Education Amendment Bill [B45-99]
- Higher Education Amendment Bill [B45A-99]
- Higher Education Amendment Bill [B45B-99]
- Higher Education Amendment Bill (Gazette 20130, Notice 688 of 1999) 28 May
- Higher Education Bill [B75-97]
- Higher Education Bill [B75A-97] (PC)
- Higher Education Bill [B75B-97]
- National Research Foundation Bill [B100-97]
- National Research Foundation Bill [B100A-97]
- National Research Foundation Bill [B100B-97]
- National Standards Bodies: Persons nominated (Gazette 21372, Notice 723), 21 July 2000
- National Standards Body 03 (Business, Commerce and Management Studies): Acceptability of nominees and representatives of stakeholder interest groups and invitation to serve on such SGBs (Gazette 21372, No 737), 21 July 2000
- National Standards Body 05 (Education, Training and Development): Acceptability of nominees and representatives of stakeholder interest groups and invitation to serve on such SGBs (Gazette 21455, No 794), 4 August 2000
- National Standards Body 11: Unit Standards-Based Qualifications (Gazette 20919, Notice 192 of 2000), 22 February 2000
- National Student Financial Aid Scheme Act [No. 56 of 1999]
- National Student Financial Aid Scheme Bill [B48-99]
- National Student Financial Aid Scheme Bill [B48A-99]
- National Student Financial Aid Scheme Bill [B48B-99]
- National Student Financial Aid Scheme (NSFAS) Draft Bill (Gazette 20130, Notice 688 of 1999) 28 May
- Norms and Standards for Educators (Gazette 20844, Notice 82), 4 February 2000
- Proposed School Calendar for Public Schools for the year 2001 (Gazette 20748, Notice 1523), 20 December 1999
- Proposed School Calendars for Public Schools for the Years 2002-2004 (Gazette 21055, Notice 352), 31 March 2000
- Publication of the Report of the Ministerial Committee on the Investigation into the Senior Certificate Examination for Public Information (Gazette 20050), 7 May 1999
- Registration of Private Higher Education Institutions, January 2000
- Regulations regarding the Role of Managers Prior to Strike Action (Gazette 21050, Notice 327), 31 March 2000
- Report by Acting Judge Eberhard Bertelsmann regarding the investigations into certain irregularities which allegedly occurred during the Senior Certificate Examinations of 1998 in Mpumalanga (Gazette 20085, Notice 937 of 1999), 14 May 1999

- Report on the 1999 Senior Certificate Examination, November 1999
- Report of the Ministerial Committee on Religious Education, January 1999
- Report of the Working Group on Values in Education, 9 May 2000
- School Calendar for Public Schools for the year 2001 (Gazette 20945, Notice 208 of 2000), 1 March 2000
- South African Council for Educators Act [No. 31 of 2000]
- South African Council for Educators Bill [B26-2000]
- South African Council for Educators Bill [B26A-2000]
- South African Council for Educators Bill [B26B-2000]
- South African Council for Educators Bill [B26C-2000]
- South African Council for Educators Bill [B26D-2000]
- Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century, 18 July 2000
- The Twenty First Century Report of the Review Committee on Curriculum 2005, 31 May 2000
- University of Cape Town (Private) Act [No. 8 of 1999]
- University of Cape Town (Private) Bill [B22-99]
- University of Cape Town (Private) Bill [B22A-99]
- University of Cape Town (Private) Bill [B22B-99]
- University of Durban-Westville (Private) Amendment Act [No.32 of 1997]

ADDENDUM L: LETTER FROM THE EDITOR

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To Whom It May Concern:

This is to certify that I have edited the following PhD dissertation:

Primary School Teachers' Experiences of Education Policy Change in South Africa

written by Brigitte Smit in partial fulfilment of the requirement for a PhD degree in Education Management at the University of Pretoria.

I warrant that my work comprised editing for language and spelling accuracy, checking consistency of references, and ensuring a layout in accordance with standard guidelines for theses of this type.

Karin Pampallis