Pre-Service Teachers and Their Navigation of Controversial Issues in the South African History Classroom

by

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Co-Supervisor: Dr Denise Bentrovato

Declaration Ethics Statement

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that he has observed the ethical standards required in terms of the University of Pretoria's Code of Ethics for research and the policy guidelines for responsible research.

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Supervisor's Declaration

As the candidate's main supervisor, I agree to the submission of this dissertation.

10.2.2024

Dedication

I wish to dedicate this study to the part of me that could not see myself reaching this point. To all the tears that I cried while writing and the moments that I felt utterly defeated, I dedicate this study to the will I had to preserve even in my lowest moments.

To all those who are reading this, this dedication is for you, I hope you prosper and find what is in the document helpful and I hope you know that you are worthy and I genuinely believe in you even if my words are yet to meet your eyes.

Finally, I dedicate this study to all of those in my family who came before me and did not have the opportunity to reach this point, I hope this makes you proud.

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Disclaimer

1. This study has been written in the APA 7th edition style meaning that the headings and subheadings are no longer numbered.

Abstract

This dissertation offers a unique perspective on the teaching of controversial issues by pre-service history teachers during their WIL period by demonstrating that the teaching of controversies is not a stagnant or concrete practice but it is subject to change. It is proposed that the three categories of risk-taking presented in research by Kitson and McCully in 2005 can be expanded upon by two temporal categories that history teachers may select in their navigation of controversies that may emerge within their respective History classrooms. By drawing on ten reflective reports, referred to throughout this study as sea shanties, collected from final year B.Ed. History students at the University of Pretoria, clear navigational routes can be plotted when navigating the controversies that emerged in various manners within the environment that they found themselves in. In a South African context, many of the topics that are present within the current curriculum are rooted in some form of controversy on the lines of race, gender, or class, some being present from the offset and some emerging through the teaching and learning process. Often being brought up by external and internal factors that play a crucial role in the navigational routes of History teachers. A deeper insight into the beliefs and tools that the pre-service History teachers rely on when choosing a navigational route is proposed, allowing for a deeper understanding of how these factors influence their choices and how they handle the controversies that emerge whilst teaching. Through the use of the case study method I analyse the choices that have been made by the pre-service history teachers and the factors that played a crucial role in the choices that they had made along their navigational route. The findings show why and how the pre-service History teachers utilised Kitson and McCully 's continuum as a navigational choice the pre-service teachers who selected the temporal categories, known as retreating idealists and sinkers, that I propose as a middle ground or halfway point when navigating controversies within the History classroom.

Key words: Controversial issues; Pre-service History teachers; Navigation

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Chapter 1

Introduction and Overview of the Study

Introduction

The teaching and learning of controversial issues in the history classroom has been researched in many geographical locations, including South Africa. However, how these controversial issues have been navigated has generally relied on the narratives and experiences of qualified teachers, with minimal attention having been paid to that of pre-service history teachers. It is, therefore, essential to gain an in-depth understanding of how pre-service history teachers navigate the controversies that arise in their history classrooms in order to refine the existing understanding of how controversial issues are taught by pre-service history teachers. Controversial issues emerge in the history classroom in many ways, from official knowledge, as found in the curriculum, to unofficial knowledge, which is brought into the classroom by the learners and teachers. Both these bodies of knowledge might place the pre-service history teachers in a situation where they have to make navigational choices (Hess, 2009; Wassermann, 2011, 2017). This implies that the training of pre-service history teachers needs to be tailored to include an "educational tool kit" to use when navigating controversies as they emerge.

Background

"In the 21st century, we can try and override the boundaries that conflict set and, most importantly, the consequences of gruesome events of the past" (Kokkinos et al., 2015, p. 300). With reference to this quotation and concerning pre-service history teachers in the South African context, there has been a clear shift from the past and the apartheid era, to the present, the post-apartheid period, especially when it comes to how history is taught in schools. Kukard (2017) describes the teaching of history under apartheid as a subject to retell the Afrikaner

nationalist narrative which elided the history and identity of Black South Africans. As such, they were reduced to the margins of history and only appeared as troublemakers to White society (Wassermann, 2017). By contrast, the manner in which history is taught in the post-apartheid classroom favours the use of multiple perspectives on the subject. This is what Kukard (2017) refers to as analytical history being taught as a discipline. This is done in an attempt to educate the learners about the traumatic past of the country, foster unity, and eradicate the inaccurate assumptions that some of the learners may possess. Siebörger (2000) states that post 1994 the teaching of history should promote and ensure that learners develop their own narrative and conceptual understanding of South African history and their place in the world based on principles of identity.

The Curriculum and Assessment Policy Statement (CAPS)-History favours the use of multiple perspectives and historical-thinking techniques when navigating history. This is reflected in the following aim of the CAPS-History policy document which states: "… the study of history also supports citizenship within a democracy by reflecting the perspectives of a broad social spectrum so that race, class, gender and the voices of ordinary people are represented" (Department of Education, 2019, p. 8). This aim promotes the use of critical and active learning in the post-apartheid classroom as opposed to the apartheid-era rote manner of learning when school history was used as a memory discipline for the purposes of maintaining White supremacy.

The societal and political shifts that have occurred in South Africa since 1994, when political apartheid ended, have had a direct influence on how pre-service history teachers are trained to navigate the various controversies that may emerge in post-apartheid history classrooms. At the same time, while trying to create a sense of understanding of the apartheid era, it is necessary to address the issues that were previously silenced in apartheid-era classrooms (Michaelian & Sutton, 2017). The focus of my dissertation was, therefore, on gaining a deeper understanding of how pre-service history teachers in contemporary South

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Africa, 29 years after political apartheid ended, navigated the controversies that arose in their respective classrooms while completing their work-integrated learning (WIL) period during their final year of study. The research placed an emphasis on the internal and external factors that influenced the navigational choices of the pre-service history teachers when dealing with the various controversies that they encountered.

In this chapter, the background and context for this study are unpacked with reference to apartheid-era teacher training systems, curriculum transformation, and the training of pre-service history teachers in the post-apartheid era. This is followed by my rationale and motivation which acted as the guiding force for this study. Thereafter, the focus and purpose, and concept clarification are discussed to allow for a broad understanding of the reasoning behind the study and the concepts that were engaged with. This is followed by thumbnail sketches of the theory used and the research design and methodology employed. Rounding out this chapter is an in-depth overview of the focus of the study in each of the four remaining chapters.

Context

Since the arrival of the Dutch East India Company in South Africa in 1652, and the subsequent "recolonisation" of South Africa in 1803 by the British, South Africa's past has been riddled with controversies as a result of the various viewpoints and practices that were forced on the indigenous people of South Africa by their new "superior rulers". These practices and perspectives, fostered under colonialism, later manifested into the most controversial period in South African history – the apartheid era – between 1948 to 1994.

During apartheid, South Africa was under an oppressive governing system under the leadership of the National Party that did not afford equal rights to the entire population and believed in a hierarchical system which saw the White minority as superior and the Black majority as inferior. The history that was presented in History classrooms at that time was

used to cause division between the racial groups. It was littered with the dominant Afrikaner nationalist narrative in an attempt to legitimise the National Party, Afrikaner control of South Africa, and the belief that South Africa belonged to the Afrikaner through the empty land myth (Tibbitts & Weldon, 2017). The notion of White supremacy during this period led to the marginalisation of Black South Africans and conflict between White and Black people on many levels, including the history that needed to be studied at school level. This only subsided after the first democratic election in South Africa in 1994.

According to Wassermann (2017), the apartheid educational system was directly linked, not only to the master narrative created by the ruling National Party, but also to religion. Religious principles played a dominant role in the education system by legitimising certain master symbols, such as the Afrikaner having a special relationship with God.

The education system under the apartheid government promoted separate education along racial lines, which further enhanced the segregation that existed in society during this time. Msila (2007) argues that many Black people saw the curriculum that was used in these schools as irrelevant as it promoted the monocultural ideologies that served to strengthen the citizenship of one race over others.

The apartheid regime removed all controversial content which could reflect negatively on the National Party government from the curriculum that was taught in schools during this time. A firm stance on not discussing any taboos or controversies in the classroom was enforced. By pushing their ideologies, stances, and agendas, the apartheid state used education as a tool to its advantage (Johnston, 2013). Tibbitts and Weldon (2017) argue that the apartheid educational system was used not to educate but as a tool to deepen the oppression of Black people and the division that was present in the country between Black and White South Africans.

Furthermore, the way that history was taught during the apartheid era, and the way pre-service history teachers were trained to teach it, were politically motivated. Bonner (1994)

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explains that teachers were trained to ensure that the National Party was not criticised and that the government's political agendas would be realised within the educational realm. The teaching of history was also used as a weapon in the schooling system as it allowed the government to "brainwash" the younger generations of all races through its study (Matse Manyane, 1995, Kokkinos et al., 2015; Wassermann, 2017; Wolhuter, 2006; Woolley, 2017). As such, the training that pre-service history teachers received was controversial because the pre-service history teachers were forced to teach using memory history methods that were driven by indoctrination to enhance the White supremacist belief system that was holding sway under the National Party.

As argued by Chikoko et al. (2011), many teachers in South Africa have viewed school knowledge as factual, safe, and uncontested, often using it as a fail-safe way to avoid controversy. According to Kello (2016), the teachers educated during the apartheid era often felt that allowing any form of risk or deviation from the prescribed curriculum or textbooks might lead to an uprising in the form of debates or over-emotional responses by learners in response to the knowledge being shared in the classroom. It was also feared that this could have negative repercussions for the learners and the teachers from the apartheid authorities.

According to Harris (2002) and Ortony and Rumelhart (1977), historical memory refers to the seemingly natural manner in which specific groups of people construct and identify with particular narratives that deal with historical periods or events. These are often based on the current situation in a particular location or under specific circumstances, such as an oppressive regime like apartheid when pre-service history teachers were trained to teach history as collective memory and as a master narrative for the advancement of White supremacy while foregrounding the inferiority of Black people. Consequently, the history teachers currently in the schooling system who were trained during the apartheid era are often sceptical or resist the use of multiple sources or perspectives when navigating controversial issues (Erdal & Vural, 2015). This type of educational behaviour is a direct reflection of the training that they

received under the National Party. Evidence for this comes from a recent study by Ndlovu et al. (2018) in which an argument is made that there is a long-lasting effect of the pedagogical practices used during the apartheid era in the post-apartheid classroom and training programmes.

This becomes evident when analysing some of the methodology textbooks that were used to train pre-service history teachers during this era. *Teorie en Metodiek vir Geskiedenisonderrig* (*Theory and Methodology for Teaching History*) (Van Jaarsveld & Rademeyer, 1966) is a telling example of a training guide for pre-service history teachers that was used during the apartheid era. In this textbook, the focus was on upholding the Christian faith and Afrikaner nationalism in the history classroom. This book was written from an Afrikaner nationalist historiographical point of view, with much emphasis placed on the political motivations for teaching history and the Christian methods of teaching it. A case in point is when the authors make meaning of the subject by stating that "history finds its meaning through the Old Testament, and this should be brought into the classroom to create a youth that is not only politically lead but Christian in mind" (Van Jaarsveld & Rademeyer, 1966, p. 61). Great emphasis was placed on the methods by which a history teacher might assess what the learners had been taught. It becomes evident that the sole focus of the book was to train teachers to make use of teacher-centred methods in the classroom and that the learners within the classroom should memorise the knowledge presented verbatim. The textbook in question was comprised of 13 chapters, each dealing with ideas that are now contested, such as teaching history to girls, views of history, and what the ideal history teacher should look like. Within these chapters, no mention was made of how a pre-service history teacher might deal with any form of controversy or how a history teacher should deal with any emotional responses that might emerge when teaching sensitive or complex histories. The authors made sure to avoid mentioning any form of controversy throughout the training book, noting that a history teacher's job was not merely to present historical knowledge in the classroom by

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means of rote learning but to propagate apartheid-era beliefs and values (Van Jaarsveld & Rademeyer, 1966, p. 14).

In the latter years of the apartheid era, slightly more progressive textbooks, ones that were not directly linked to Christianity and religious teaching methods, were used to train pre-service history teachers. Primary school pre-service history teachers, for example, made use of the book *Didactics: History in Primary School* by Jordaan et al. (1981). In a similar way to the book mentioned above, it promoted teacher-centred approaches. This textbook was comprised of 11 chapters that dealt with the imagined value of history for learners as well as the creation of our "own heritage". Throughout the 11 chapters, there was no form of controversy. Ideas or narratives outside the memory history of the White Afrikaner nationalist realm were not considered or imagined. This was a time when analytical or critical history at school level was not even imagined.

The use of a master narrative, both in terms of content and pedagogy, was implemented in schools, which meant that there was no room for controversy to arise. For example, in Chapter 2 of the textbook by Jordaan et al. (1981), ideologies became evident based on issues of class and gender that were clearly articulated. For example, the authors stated that a boy of noble blood was not only obligated but encouraged to learn the history of his state before the history of a man on the street or in the factory (Jordaan et al., 1981, p. 14). The textbook placed history on a politically-orientated pedestal as it stated that a country or group of people that was void of the importance of history would undoubtedly fail. It is also made clear that the position the history teacher should take was to be authoritarian in nature. The history teacher had to ensure that the learners knew that they were there to serve the state to which they belonged without the expectation of absolute freedom because absolute freedom, be it physical or mental, would mean chaos.

Along similar lines, the *Didactics: History in the Secondary School* (Stuart & Pretorius, 1985) promoted the teaching of all topics in the History curriculum of the time as factual with

no room for critical or historical thinking or different perspectives to occur. In this textbook, the authors placed a great deal of emphasis on the use of memory-history-related examinations and knowledge-based teaching methods when assessing learners in the history classroom. This was evident in the preface of the book which stated that "the History teacher, as the sole beacon of historical knowledge within schools, [is] to maintain a sound balance between the various dimensions of history; that is the political, constitutional, economic and other dimensions" (Stuart & Pretorius, 1985, p. 6). Within the ten chapters that comprise the book, there was no mention of any form of controversial issue or strategy that might be used if such an issue should emerge in the classroom. There was no space for the discussion or examination of historical topics that were taught in the history classroom. There was a clear emphasis on the history teacher's role to uphold the dominant political values and views of the day and to teach a collective memory in the form of the master narrative of apartheid while avoiding any situation that was deemed uncomfortable (Stuart & Pretorius, 1985, pp. 3-6). What is evident in this textbook, which is similar to the two discussed above, is that none of these publications prepared pre-service history teachers to deal with controversy but, rather, they were expected to strengthen the political motivations that existed while at the same time foregrounding a master narrative that needed to be memorised. This can be deemed from a contemporary vantage point as being controversial in itself.

During the apartheid era, controversial issues were ignored as they were deemed taboo and went against the educational doctrine of the National Party and its apartheid segregationist laws that controlled all within South Africa. This meant that education as a whole was moulded as a mirror that projected political beliefs, such as racial segregation and the betterment of Whites over others (Tibbitts & Weldon, 2017). Christian National Education beliefs also influenced the training of teachers during the apartheid era. As such, there was a significant push for the use of a master narrative to be used when teaching history without taking the individual teacher, their teaching style, or different perspectives on historical events

into account (Wolhuter, 2006). This meant that all aspects of life that were deemed unchristian-like were ignored or attacked, whether they impacted history or not. This included many of the aspects that are present in the history classroom of today, such as racial equality, sexual orientation/expression/identity, feminism, and any topic that challenged the political or social beliefs about apartheid.

Under the apartheid regime, teacher training was segregated along the lines of race and the locations in which the individuals found themselves (Tibbitts & Weldon, 2017). This meant that teacher training colleges, which were later closed or absorbed by the universities, were created to accommodate the different racial groups (Wolhuter, 2006). The apartheid-era history training that was provided to pre-service history teachers promoted the neglect of all issues that might be deemed controversial by using a master narrative, which, according to Wassermann (2017), enforced the ideologies of White supremacy, the relationship between the Afrikaner and God, and the idea of rightful ownership of South Africa by the Afrikaner. This did not allow the teachers, pre-service history teachers, or learners in their classrooms to critically analyse history or challenge it in any manner, which often led to the disillusioned belief that the master narrative was factually correct and without flaws (Kukard, 2017).

Controversies were allowed to arise in the history classroom after 1994, when South Africa transitioned from oppression to democracy, as a result of the curriculum reforms that were put in place to correct the wrongs that were caused or ignored during the apartheid era (Kukard, 2017). Issues relating to race, gender, equality, and the apartheid government could now be engaged with in the classroom with minimal official censorship. The apartheid form of pre-service teacher training was also phased out when the colleges of education were closed down or amalgamated into universities. At the start of the post-apartheid era, the History curriculum was used as a tool for the reconciliation, redress, and reconstruction of the history of South Africa. The curriculum did not ignore the apartheid regime and its practices but rather sought to challenge it in a manner that promoted transformative justice (Johnston, 2013;

Wassermann, 2017). According to Wassermann (2017), the new government, led by the African National Congress (ANC), created a new official narrative for school history that was based on the nationalism that they wanted to promote; this meant that the horrific events and actions that led to granting Mandela heroic status were downplayed, and apartheid was neatly presented in a manner that did not point out any villains but focused on heroes of that period. The initial changes that were implemented were the removal of all concepts deemed as racist or problematic to curb the immediate need for new educational media, which meant that all the issues that were considered divisive were pushed out of sight (Wassermann, 2017).

According to Bertram (2021) and Kukard (2017), South Africa has seen three curriculum reforms since 1994. The first, known as Curriculum 2005, only affected primary schools, with the focus being placed on the outcomes-based approach to learning where the content was not subject-specific. The subject of History was ignored and marginalised in this reform, and only entered into a reform programme during the 2001–2002 period (Wolhuter, 2006). As a result, a master narrative, meant to forge a particular collective memory, was not taught until the beginning of the 21st century. In the view of Tibbitts and Weldon (2017), the pedagogical approach that was chosen for the new History curriculum was one that centred around the following principles: historical enquiry, critical thinking, use of sources, use of multiple perspectives through interaction with multiple sources on the same topic, and the introduction of different teaching styles countering the rote learning of a single official narrative or master narrative. Controversial issues consequently rose to the surface in history classrooms.

The second reform, known as 2002 RNCS, aimed to ensure that the learners were able to acquire knowledge and skills in a manner that could be seen as meaningful to their own lives (Hoadley, 2011). It is in this curriculum that a radical shift towards the use of disciplinary knowledge was favoured.

The third curriculum is CAPS, which is currently used in South African schools. The aims of the CAPS-History curriculum align with the desired citizenship in a democracy in multiple ways. The first, according to the Department of Education (2011), is to explain and encourage the values that were laid out in the Constitution of South Africa. The second is the encouragement of civic responsibility and responsible leadership and what each of these elements mean. The third aim can be seen as being in direct opposition to the former apartheid curriculum as it promotes "human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia" (Department of Education, 2011, p. 10). Finally, the general aim of the CAPS-History document is centred around the preparation of the youth for their local, continental, and global responsibilities.

The controversial issues that South Africa faces in the post-apartheid era and which teachers teaching the CAPS-History curriculum are expected to utilise can be seen as having a direct link to its controversial past (Wassermann & Bentrovato, 2018). After the 2001–2002 curriculum reform, which directly influenced the History curriculum and how pre-service history teachers were trained, went through radical changes to support the new curriculum that had been created. These reforms, in the view of Kukard (2017), acknowledged the value of history as an academic discipline that is open to interpretation and academic challenges in the classroom. CAPS-History, therefore, promotes the use of multiple perspectives when it comes to the teaching of history as it promotes a more complete version of the historical event or era.

The CAPS-History document aligns itself with the Constitution of South Africa (Act 108 of 1996), the preamble of which lays the foundation for the various aims, general and specific, that can be found in the curriculum. The fundamental issue that is addressed in the Constitution and which has been reflected in the CAPS-History document is the healing of the divisions that were present in the past and the establishment of a society that is based on democratic values, social justice, and human rights. The second aspect that has been

accredited to the Constitution in the CAPS-History document is to improve the quality of life of all the citizens by allowing the potential within each person to be explored.

The manner in which teacher training was conducted was also significantly influenced by the change from apartheid South Africa to the new democratic South Africa, as teaching colleges, Colleges of Education, were eradicated, making the 24 universities in South Africa the sole providers of teacher training (Wolhuter, 2006). The change in the curriculum was not simply a change from one narrative to another but also pre-service history teachers had to be trained to deal with controversial issues rather than avoiding them as was done in the past. This meant that pre-service history teachers were supposed to be exposed to "new" ways in which they could teach the "new" History curriculum.

In the post-apartheid South African context, the training received by teachers was, for the most part, in direct contrast to how pre-service history teachers were trained in the post-apartheid era. The training of teachers changed as South Africa transitioned through mass desegregation in all aspects, including in the educational realm. The training of pre-service history teachers was directly influenced by the changing educational climate in South Africa at the time. It had to align itself with the curriculum in use at the time and achieve the desired outcomes set out by the governing education council (Kukard, 2017).

Wolhuter (2006) argues that teacher training that is present in the new democratic South Africa should centre around principles and practices that are democratic in nature, with a firm stance on equality and integration. This is clear when looking at the school curriculum that has been and is being used in the current schooling environment. The type of pre-service teacher training offered is in line with the CAPS-History document which promotes the use of multiple perspectives and critical thinking in the classroom, as well as the educational tools that are used to train pre-service history teachers (Bertram, 2009; Department of Education, 2019). History Methodology courses that are offered to pre-service history teachers during the

post-apartheid era are more inclusive and prepare pre-service history teachers to deal with issues that may arise in the form of controversy (Mpisi et al., 2020).

At the University of Pretoria, where the sample of students who participated in this study comes from, the training courses that pre-service history teachers go through fall over a three-year period. It is in the second year that these individuals are exposed to the first part of the training course which focuses on the foundational knowledge needed in the history classroom, such as the second-order concepts. The third-year methodology course is focused on the multiple resources that the pre-service history teachers might bring into their classrooms to ensure that they align with the desired outcomes of the CAPS-History document. It is in the fourth year that the course introduces the pre-service history teachers to the multifaceted nature of controversial issues.

The study of controversial and sensitive issues in the pre-service teacher History curriculum, how these issues are taught, and how pre-service history teachers are trained in general might be viewed as being country-specific. However, similar practices and issues can be found around the globe. This is especially the case in countries that have some form of a traumatic past that has long-term effects on society, such as South Africa (Wassermann, 2011), which is the focus of this study. The country has undergone drastic political change, from an oppressive regime under the leadership of the National Party to a democratic dispensation post-1994 under the leadership of the ANC, as discussed above.

The context and setting for this study are centred around one South African tertiary institution, namely the University of Pretoria, where the participating students were enrolled in the Faculty of Education. The university itself has undergone radical change throughout its history. It was previously a Whites-only institution that was linguistically exclusive as it only offered classes in Afrikaans. Now, the language of instruction is English. The second change is the meso-setting of the Faculty of Education located in Groenkloof, on a campus that was previously a teachers' training college. This campus is one of the University of Pretoria's seven

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campuses. It focuses primarily on the training of pre-service teachers and on equipping them to become effective and well-read (Thomas, 2019).

Moving to the micro-setting, the first is the History Methodology classroom, be it online or in-person classes. The History Methodology course prepares B.Ed students majoring in History to teach school history. It is structured on an inverted triangle method, starting with comprehensive concepts such as the historical-thinking skills in the second year. The focus of the third year is on how these thinking skills are used in the CAPS-History curriculum and in the textbooks that are used in the South African history classroom. Finally, the fourth year focuses on the teaching of controversial issues in the classroom and on the multiple different teaching methods that may be implemented in the classroom, be it the physical or virtual classroom. The University of Pretoria offers pre-service history teachers this "educational tool kit" in the form of this training course that education students are required to take during their second year of studies and complete it after their WIL period in their fourth year.

The course, based on my experience, aims to educate pre-service history teachers to be historically literate and teaches them how to create a classroom that encourages learners to think more critically about history.

The final and most crucial setting for this study is the schools at which the pre-service history teachers completed their WIL programme. This is the primary setting for this study as it creates the setting in which the pre-service history teachers put their educational toolbox to use in the form of teaching strategies that they implement when navigating the controversial issues that may emerge in their respective history classrooms. This is where the ultimate focus of this study is situated – on the relationship between the training received and the complex reality of navigating the teaching and learning of controversial issues in different quintile schools.

Rationale and Motivation

The rationale and motivation behind this study can be explained by examining five intertwined aspects: personal, professional, conceptual, scholarly, and pedagogical. This study used all five of these aspects as a navigational tool to explain my head-and-heart reasons for doing the study. To ensure that there is clarity before discussing the five levels, I discuss my positionality to explain where I stand in this study.

I am a White English-speaking South African with a Methodist background. I was born in 1998 and am, therefore, known as a born-free in South Africa. This means that I was born after 1994, when apartheid and its practices were legally abolished. I have also been labelled male with all the respective rights and responsibilities that go along with this. Growing up, I started to realise that the label that was predominantly associated with the notion of being masculine did not fit the person that I was becoming, thus forcing me to change my self-identification from male to male but feminine. Later, I realised that I was indeed homosexual. This change of identification was, however, controversial as I had now challenged the heteronormative societal structure that I was placed in at birth. As a result, I started to look at the world through a lens that did not necessarily favour my community as I fell into a category which, in terms of sexual orientation, is a minority with numerous stereotypes attached to it.

Growing up on the East Rand, in what is now known as the Ekurhuleni North district, where the population was predominantly working class and relatively diverse in terms of race, religion and culture, proved challenging. There were still significant undertones of racism as the area was dominated by certain Afrikaner and Christian Nationalist beliefs and societal standards, especially in relation to gender identification and sexual orientation. This meant that the decisions I made were not accepted by the majority of the White community and the society I resided in made me believe that I did not belong. This, in turn, made my entire being one that was considered controversial. I had challenged the heteronormative practices that had been dominant in the area for many years and the feeling of exclusion that I had

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experienced during this time made me drift towards a community at my school that was predominantly made up of Black learners. Again, this was controversial as many believed that different racial groups, although now legally desegregated in post-apartheid South Africa, should not be encouraged to mix too closely. As a result, I often heard elders in the community referring to those who mixed with people who were not from their own race as a "disgrace".

In addition, I grew up in a White multinational family with an immigrant mother from Britain and a South African father of German descent. This meant that I grew up with wavering views on different aspects of life and the history of the country which meant that I was expected to navigate an additional set of personal controversies. My mother held liberal political views and disagreed with the apartheid regime as she had experienced inclusivity in the United Kingdom prior to immigration to South Africa. On the other hand, my father held the firm belief that apartheid was the best thing for the country. He had been born in South Africa in 1973 and completed all his formal schooling under the apartheid regime. This meant that the unofficial history and informal and non-formal education that I was exposed to was filled with contradictions and ambiguities as it related to race, equality, and equity.

This unofficial knowledge that I brought into the classroom caused a volatile relationship with high school history. Since I subscribed to differing points of reference as they related to lifestyle, I needed help deciphering the substantive historical knowledge that was presented to me in the classroom. However, having to continuously navigate how and where I positioned myself in the history classroom became a tedious and, at times, controversial exercise. From Grade 11, I was taught by history teachers who addressed the subject in a manner that avoided controversy and pushed their rote-learning narrative onto us as learners. This was done to achieve high scores in the matriculation (Grade 12) examinations. This meant that the curriculum that I was taught did not necessarily speak to the CAPS-History curriculum that was in force at the time but would be linked directly to a test or other forms of summative assessment. This was done to determine which teacher would receive the district

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award based solely on their learner's Grade 12 performance. As a consequence, large sections of the CAPS-History curriculum either needed to be covered or were glanced over. This was possible because the Department of Education for the district where I attended school held meetings where the teachers were informed about which topics would be assessed, allowing the teachers to select the "easiest" topic to teach in their respective classrooms – this was controversial in itself.

On leaving school, I decided to pursue a degree in education which I saw as a stepping stone to not only address what I was taught and how I was taught it, but also to learn new ways of teaching that would foster an understanding of historical thinking.

During my years as an undergraduate student, I found myself holding on to the prior knowledge that I had from school when it came to learning about controversial issues. I found it challenging to change my thinking. After the first year of my undergraduate programme, I was ready to commence with my WIL during which I was able to plan history lessons in a manner that used multiple perspectives. However, only occasionally was this met with an open mind by my mentor. Instead, I was met with a suppression of free thinking in order not to rock the boat. I was given specific guidelines as to what I was expected to teach, which often "whitewashed" or entirely left out any form of controversy. It was as if I was back in high school as a learner again.

During my second year, I was introduced to a module called "Methodology of History", which exposed me to methods of teaching history that I was unaware existed. Among other things, the course went into depth as to how one could view oneself as a source of historical evidence. This module allowed me to find my place in the schooling environment and challenged the manner in which I saw school. In my third year, we were taught to challenge the textbooks that we were expected to use as well as the CAPS-History curriculum. We often discussed the silences that occurred in both the intended and programmatic curricula as they related to gender, race, and minority groups. I was taught to broaden my "historical-thinking

tool kit" when navigating issues that might be deemed controversial such as race and class, and which, as part of South Africa's traumatic past, still resonate in the present.

In my final year of WIL, I was, in my mind, able to deal with issues of controversy in the history classroom without fear of the "cancel culture". This was especially the case when dealing with issues that have been deemed sensitive or controversial in any manner. In 2022, at the age of 23, I started working as a junior lecturer in the Faculty of Education at the University of Pretoria where I taught "Methodology of History" to second- and third-year education students, and "Literacies in Education" to first-year students. As I had now switched roles from being a pre-service history teacher to a junior lecturer who prepared pre-service history teachers, this gave me the opportunity to broaden my horizons even further and enabled me to grow not only personally and professionally, but also to broaden my horizons and challenge pedagogical norms as they related to history education.

Out of the autobiographical backdrop above, my rationale and motivation for this study were born. The autobiographical backdrop also served the purpose of foregrounding my personal and professional rationale and motivation for this study.

Conceptually, this study assisted me in gaining a deeper understanding of the thinking processes of the final-year pre-service history teachers and the navigational choices that they made during their WIL period when dealing with controversies in their history classrooms. It was imperative to gain this insight as it allowed the pre-service history teachers' experience to take centre stage and foregrounded the multiple factors that aided or hindered their navigation through controversies. I wanted to understand what the pre-service history teachers felt could have been done better to prepare them for their navigation of controversies and how they utilised what was given to them during their three years of "History Methodology" to aid them in developing teaching and learning strategies to devise when dealing with controversial issues in their history classrooms.

On a scholarly and pedagogical level, by doing this study, I aimed to add to the literature on pre-service history teachers and how they navigate and teach controversial issues in the history classroom. As discussed in the introduction, most of the existing knowledge on the teaching and learning of controversial issues is from the perspective of qualified history teachers. The niche that exists is to help those who are trying to find their place within the educational arena and explore the challenges and choices that they are forced to face when navigating the controversies that emerge during their WIL period. This study, hopefully, addresses this gap in the literature, by giving pre-service history teachers a voice with regard to their experiences when navigating controversies in their history classrooms.

Focus and Purpose of the Study

The focus and purpose of this dissertation have been crafted by drawing on the aforementioned as a guide. The focus of this study is on pre-service history teachers and how they navigated the various controversial issues that arose in their history classrooms during their WIL period. The purpose of this study was to understand how the pre-service history teachers who took part in this study navigated the controversial issues that emerged in their history classrooms and the factors affecting the navigational teaching and learning choices they made.

Research Questions

Research questions are a vital part of any research that is being conducted. Maree (2019) states that research questions specify what intrigues the researcher about a particular topic and determines what the main purpose and focus of that study will be. Therefore, the two questions that follow were created with a direct link to the title, focus, and purpose of this study.

1. How did pre-service history teachers navigate controversial issues during their WIL period?

2. Why did pre-service history teachers navigate controversial issues in the manner in which they did during the WIL period?

Concept Clarification

Bringmann et al. (2022) state that concept clarification is necessary when one intends to use the concepts in a systematic manner in research. Through the examination of the existing literature on the teaching of controversial issues and the training of pre-service history teachers, several key concepts emerged that I would like to clarify and use as "working definitions" in my study. The reasoning behind this is that in this study I have made use of concepts that may be referred to by different names or presented as different ideas in the existing literature. Simply put, I needed conceptual points of departure as I navigated my study. The concepts that are clarified in this section are controversial issues, navigation, pre-service teachers, and WIL. It is important that these concepts are clarified at this early stage as they are vital when dealing with the phenomenon under investigation, which is the navigation of controversy.

To grasp the meaning of the concept of controversial issues, three concepts need to be unpacked: sensitive issues, emotional issues, and controversial issues. These issues were identified from the literature, which at times, used them interchangeably. Before discussing the three concepts, it is essential to understand that the three concepts could have different meanings in different contexts (Goldberg et al., 2019; Kokkinos et al., 2015; Sheppard, 2022).

First, with reference to sensitive issues, Goldberg et al. (2019, p. 5) state that such issues may, for instance, emerge in the classroom when there is a clash between two collective narratives, official and unofficial. The dominant group creates the unofficial narrative while the other can, according to Goldberg, be called the victimhood narrative as the official

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history is often built around this narrative. This conceptualisation becomes clearer when looking at countries with a traumatic past that deals with issues of superiority and inferiority based along the lines of race, gender, ethnicity, religion, social class, or linguistic practices. Secondly, with reference to emotive issues, it can be argued that school history is often placed in a difficult position and this often due to the emotional state of the receiver changing negatively (Goldberg et al., 2019, p. 7). Finally, controversial issues are often conceptualised as topics that deal with race, gender, linguistic, economic, political, or social class issues. These may be tied to an oppressive past or a past that was plagued with pseudo-scientific theories that were taken as fact and implemented (Kokkinos et al., 2015; Pace, 2021; Wassermann & Bentrovato, 2018). For the purpose of this study, the most appropriate concept to use is controversial issues, because it can be seen as the idea that encapsulates the first and second concepts discussed in this section. This became evident in the definitions provided by the literature which states that controversial issues often evoke emotional responses from individuals, especially when they touch on sensitive topics related to their identities.

The second concept that needs clarification is navigation. In simple terms, navigation is the process of movement from one point to another. Before unpacking the cognitive and academic meaning of this concept, it is essential to understand the maritime idea behind the concept. In essence, "navigation is planning, managing, and directing a vessel's voyage" (Australian Maritime Safety Authority, 2020, p. 7). As such, it is a physical movement across the water by means of a vehicle. It can also involve mental movements in the form of decision-making when faced with a difficult situation by using modern electronic technology such as a geographic positioning system or a hand-held compass or even the stars as support. As such, navigation is often goal-oriented. According to Montello (2005), navigation is a practice that is constantly changing as individuals gain new knowledge based on the development of technology, new knowledge on navigational routes that they have chosen, and the outcomes

based on the navigational selections made. The latter has the potential to provide guidance in the future if faced with similar situations.

The third concept is that of a pre-service teacher. This concept is used when referring to a student who is studying towards an undergraduate degree in education in the hope of becoming a qualified and certified teacher. This is often a title that these students, within South Africa, have for a minimum of four years before they will enter the classroom to teach. In the research by Pace (2019), this concept is often used interchangeably with the concept of student teacher. What this reveals is that, depending on the geographical location that the participants of the study find themselves in, different concepts might apply to students studying towards becoming a teacher. However, the people to whom the concepts apply by these concepts are the same, with the primary meaning being the classification given to students within a tertiary institution who are working towards obtaining a qualification in education (Darling-Hammond & Sykes, 1999; Pace, 2019, 2021). For the purpose of this study, the term "pre-service teachers" will be used. This is also in line with the conceptualisation used by the University of Pretoria.

WIL was previously referred to as Teaching Practice or TP. The new designation has been implemented by certain institutions, including the University of Pretoria, to update the mentor–mentee system that was used to prepare pre-service teachers before obtaining a qualification. According to the Department of Higher Education and Training (2011), students in a full-time contact programme at any tertiary institution should spend between 20 and 32 weeks in formal supervised and assessed school-based practice over the four-year duration of the degree.

As can be gleaned from the above, WIL is a programme that students in a Faculty of Education have to complete in schools from their second to their final years. In studies by Robinson (1996) and Wolhuter (2006), this process is also referred to as the pupil–teacher system, where a pre-service teacher uses their prior knowledge and the practice of learning

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on the job under the supervision and guidance of an experienced and practising mentor in the education system. The aim is to achieve the notional hours that are required by government to obtain the qualification in education so as to be certified professionally as a teacher.

Chapter Outline for the Study

This dissertation consists of five chapters, each highlighting key elements of this study. This outline discusses what each chapter focuses on, emphasising the key aspects contained therein.

Chapter 1 has acted as the introductory chapter that creates the backdrop for the study. In this chapter, the background and context were unpacked. The rationale and motivation were also explained, followed by the focus and purpose of the study. Subsequently, the research questions, which act as the navigational system for this study, were presented. This was followed by the concept clarification to assist in the understanding of the concepts that have been used throughout this research.

This is followed by Chapter 2, in which the purpose, nature, and necessity of a literature review are discussed before beginning the actual review. I then review the existing literature which focuses on the training of pre-service history teachers and the manner in which they engage with the teaching and learning of controversial issues in the history classroom. The chapter concludes with a review of the theoretical literature related to the study and the creation of a theoretical framework.

Chapter 3 presents the chosen research design and methodology for this study, and a justification for the choices made. This study makes use of a qualitative research approach rooted in the interpretivism paradigm. According to Merriam and Tisdell (2016), researchers in the qualitative field attempt to interpret the manner in which people (pre-service history teachers in the case of this study) understand their experiences and create their worlds while trying to make meaning of the circumstances they find themselves in. The ontology for this

study was positioned in relativism, as the realities of the participants were based on their positions and feelings in and about the situation in which they found themselves. Similarly, the epistemology can be seen as subjective as it was reliant on the contexts that the participants found themselves in. The research methodology for this study favoured the use of the intrinsic and explanatory case study method. Isaacson (2015) states that an intrinsic case study seeks to obtain information on a unique phenomenon; for the purpose of this study, the phenomenon was navigation of controversial issues. Explanatory case study methodology attempts to address the question of how or why something occurs in the manner that it does (Haverland & Blatter, 2012). In this study, the case study was comprised of final-year B.Ed students at the University of Pretoria and their interactions and navigation of the controversial issues that arose during their WIL period. The data that was used for this study was pre-existing secondary data, that was collected as part of a larger project to further the understanding of how pre-service history teachers interact with controversial issues within the WIL period.

Chapter 4 is the analysis and discussion chapter. In this chapter, I attempt to give voice to and understand the voices of the pre-services teachers when navigating the controversies that emerged in their respective history classrooms. The participants' reports on their WIL period or, as I have called them, their "sea shanties". This chapter placed the participants' "sea shanties"[1] front and centre. This allowed me to propose answers to the research questions posed in a natural manner as the participants were able to unpack the multiple aspects that they believed were linked to the navigational routes that they had been chosen and how they believed their personal journeys went. This was, in turn, brought into conversation with the literature and theory used in this study.

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[1] A sea shanty is a folk song that is often sung by sailors that tells the tale of the journeys that they have embarked on (Merena, 2023). This dissertation makes use of this metaphor which sees the participants as sailors on treacherous waters with obstacles (controversies) that they need to navigate.

Chapter 5 provides an overview and discussion of the findings presented in Chapter 4. It is in Chapter 5 that the trends that emerged from the data are unpacked and discussed and conclusions are drawn. This chapter acts as a "drawing to a close" for the study, where the limitations and recommendations for further research are also given.

Conclusion

Chapter 1 has provided the fundamental research steps towards understanding how and why the pre-service history teachers navigated through the controversial issues that arose in their respective history classrooms when completing their WIL period. The background and context that have been presented in this chapter highlight the changes that have occurred in South Africa with direct emphasis being placed on the training of pre-service history teachers. The importance of this study has been reiterated through my rationale and motivation, which was guided by my position in this study.

In the next chapter, the existing literature is reviewed with the emphasis being placed on controversial issues in the history classroom, international perspectives on the teaching of controversial issues, and pre-service history teachers' perceptions of controversial issues. This is followed by the theoretical framework that was used as a guiding tool for this study with reference to the research questions and the focus and purpose outlined in Chapter 1.

Chapter 2

Literature Review and Theoretical Framework

Introduction

Chapter 2 has been separated into two distinctive sections, namely the review of scholarly literature and the review of the theoretical literature. The scholarly literature that has been reviewed focuses on the thinking that exists in relation to the concept of controversial issues and the manner in which such issues are taught in the history classroom. The second part deals with the theoretical literature that I used to create a bricolage framework, drawing on Mezirow's ten phases of transformative learning (1997) and Kitson and McCully's continuum of risk-taking (2005). The literature review presented in this chapter allows for a thematic review of the pre-existing knowledge about the teaching of controversial issues and the training of pre-service history teachers in the Global North and the Global South. According to Rocco and Plakhotnik (2009), by delving into pre-existing knowledge, a researcher can identify their place within the larger body of knowledge or within the gaps that may exist.

In this chapter, I first discuss what a literature review is, the rationale or purpose behind conducting such a review, the methodology underpinning my review, and how I will present and organise the literature review. Once the above has been completed, I examine the navigation of controversial issues within classrooms across the Global North and Global South. The scholarly literature review focuses on three elements that form part of this study: the nature of controversial issues in the history classroom; international perspectives on the teaching of controversial issues; and pre-service history teachers' experiences in the navigation of controversial issues. Once the scholarly literature has been reviewed and organised, the literature related to the theoretical framework is reviewed.

The nature of a literature review is study-specific since the manner in which such reviews are carried out varies based on the focus and purpose of the dissertation. According

to Knopf (2006), a literature review acts as a summary of pre-existing literature about a specific topic that is being researched. It is within this knowledge that the gap that a researcher wishes to address is exposed. The literature review in any research allows the researcher to start the first stage of evaluation and analysis, allowing them to position themselves within a specific phenomenon. This is emphasised by Cronin et al. (2008), Efron & Ravid (2018), and Coffta (2020), who view the literature review not merely as a simple summary of knowledge, but as a methodological tool that enables the researcher to critically evaluate and clarify the previous research that has been conducted on a specific topic.

A literature review provides the researcher with the vision to gain a deeper understanding of what previous research has been conducted on a given topic, in the case of this study on navigational decisions made by pre-service history teachers when faced with controversial issues. Coffta (2020) states that a literature review is also needed to provide context for new research that is being conducted by reviewing if there are any overlapping themes or trends in the literature. A literature review, if done meticulously, eradicates the possibility that research knowledge will be recycled or repeated when conducting new research, as in the case of this dissertation.

The literature review of any study allows the researcher to determine if there are any ideologies, methodologies, or shared thoughts that they may rely on, either to support or challenge the new claims made in their new research. In sum, the main reason why further research is conducted is to add new academic knowledge to the existing knowledge or to add new perspectives to what is already known about an existing topic (Efron & Ravid, 2018).

Methodology and Organisation of the Literature

The manner in which I selected to access the literature that would be used to conduct and complete the literature review in this chapter was done using a multitude of methods. This

was to ensure that the literature reviewed was well-rounded, including the date of publication, review methods, and the diverse positions of the authors.

Before beginning to search for literature to complete the literature review, I needed to familiarise myself with the different concepts that I would be using throughout the study. These concepts are as follows: what is considered a controversial issue; the relationship between teacher training and teaching; pre-service history teachers' ideas; the impact that internal and external factors may have on individual pre-service history teachers; and the WIL period. This was done through the reading of pre-existing knowledge from my completion of History Methodology modules between 2018 and 2020.

Once I was confident that I had a firm understanding of the above-mentioned concepts, the second step in the methodology was to conduct a dirty search, or desktop internet search, to gain a deeper understanding of what was being said about the research topic in general. This step was multifaceted as it included informal conversations with my supervisor, co-supervisor, and the University of Pretoria librarian to gain insight into what they knew about the topic and to request access to any resources that they may have in their possession.

Subsequently, I used Google Scholar to find articles that had been published using the following keywords: controversial issues, South Africa, pre-service history teachers, and history classroom. This process was simplified by the UP library as I was able to gain access to various journals and books that may have not been readily available on the typical Google Scholar platform. Along with this process, I received books from my supervisor that he believed would guide me in gaining a deeper understanding of what history education looks like around the world and a few that focused solely on controversial issues.

The fourth step was to try and reach out to authors of books that I could not get access to and request their assistance, especially from authors who were not local. The only response that I received was from Professor Diana Hess, who kindly sent me two of her published works on controversial issues and the political classroom. Once all four of these vital and intricate

steps were completed, I was able to review all the literature that was accessed during this process and determine the most appropriate structure for this dissertation.

Whilst reviewing the literature, I was able to deduce that the most appropriate structure for presenting my literature review was thematic. This was decided upon because my literature review would be focusing on controversial issues as the overarching umbrella theme covering multiple sub-themes. Presenting my literature review in a thematic manner allowed me to identify the gap that this dissertation attempted to address, namely the missing voice of the pre-service history teachers and how they navigated the various controversies that emerged in their classrooms during the completion of their WIL.

Part 1: Reviewing the Scholarly Literature

After accessing the literature that I deemed to be appropriate for the study, I reviewed the literature by making notes of what I had picked up when reading the individual literary works, all of which were captured on a separate Word document. Once I had completed the steps mentioned above, I broke the literature into themes that emerged across the literature, first breaking it up into the global academic body to which it belonged – the Global North or the Global South. I then created sub-themes that I deemed vital while grouping the literature thematically. The sub-themes that were created are the global perspective, local perspective, and general insight as it relates to the teaching and learning of controversial issues. This was further expanded to include pre-service teachers' interpretations that were reviewed based on various sources of literature. While analysing and organising the existing literature, I made use of a critical lens to ensure that the literature that had been reviewed added significant value to my research. This was done as the central topic, controversial issues and history teaching, was broad and could not be captured in a simplistic or neat manner.

Furthermore, the literature was organised in a manner that created an argument that flowed in a logical way. Owing to the plethora of literature that is focused on controversial

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issues in history and the history classroom, I often found that I was unsure when deducing what was crucial to mention in the literature review and what would not add value to this study, primarily because the research I was conducting was focused on a particular group navigating controversial issues that emerged in the history classroom. From the beginning of the study, I ensured that I stayed true to the concepts I had clarified in Chapter 1, which allowed me to deploy the literature that I was reviewing and adapt it to the desired focus and purpose of the study.

My purpose in conducting this literature review was not only to review what was already being said about controversial issues but also to provide a critical, well-informed, and comprehensive understanding of how the pre-service history teachers navigated the controversial issues that emerged in their respective history classrooms during their WIL period at the University of Pretoria. I aimed to achieve this by comparing and contrasting the different studies and theories that were analysed when reviewing the different literature, revealing the gaps that existed in the current literature and attempting to add additional perspectives and insights to the navigation of controversial issues.

The teaching of controversial issues is one that each pre-service history teacher will have to navigate when they become fully qualified teachers. For many, these might emerge during their WIL period. Before discussing the importance of teaching controversial issues, I wanted to ensure that there was a clear differentiation between controversial public issues such as nuclear disarmament and controversial issues which could be seen as having their roots in divided societies which have to deal with opposing viewpoints on historical events and human rights issues in the wake of a (relatively recent) violent past (Zembylas & Kambani, 2012).

Before delving into the literature, it was imperative to grasp the complexity of what controversial issues are conceptually. Motse Manyane (1995) attempts to simplify the enormity of what controversial issues are by simply stating that controversy, in its simplest

form, refers to a discussion about something that people disagree or argue about. While reviewing the existing literature produced by scholars from the Global North and Global South, it became evident that there is no singular conceptualisation of controversial issues. Each scholar provides their own conceptualisation, but there are overlapping elements. According to Flensner (2020), scholars have attempted to conceptualise controversial issues by stating that they can be seen as problems and disputes that often lead to othering in a society, and thus dividing it, as groups may offer conflicting or contradictory explanations and solutions based on their own personal or group beliefs and values. This means that controversial issues are often linked to dividing societies based on issues which are influenced by many factors. Wassermann and Bentrovato (2018) argue that controversial issues are underpinned by issues that are deemed morally complex, such as race, gender, class, culture, linguistics, political issues, economics, and social justice.

In a recent study by Pace (2019) and in earlier work by Kokkinos et al. (2013), the authors found a clear link between the following: controversial issues and contentious historical events, political issues, and questions; issues that dealt with culture and religion; and issues that might evoke emotional reactions or challenge individual or group identity or existing knowledge. A different perspective in the literature comes from Hess who states that issues that are considered controversial vary based on the context and can change from being open, currently discussed or debated, or settled, resolved, and vice versa across time and geographical location (Hess, 2009). From this, it is clear that if controversy is brought into the public eye, it is open for interpretation, thus taking an issue believed to be settled and reopening it for new information and further examination. Conceptualisation of controversial issues in history is difficult as there is no set framework to which one can compare a situation or topic to make a definite classification. Another reason why it is often seen as difficult to create a singular conceptualisation of controversial issues is because controversy is a subject that may vary from person to person. This is the case because "invariably controversial issues

are complex, have no fixed points of view, and have competing interpretations which will challenge personal beliefs and values" (Wassermann, 2011, p. 5). From the above, it is clear that teaching controversial issues is complex as multiple factors might lead to something being deemed controversial.

The pre-service history teachers who acted as the sample for the research conducted by Pace (2019) stated that they would have gained more insight into the teaching of issues that were deemed controversial if they had been given a structured definition of what a controversial issue was or what made an issue controversial before they were expected to navigate the waters that is history education. This showed that there is a need for more practicality in the training offered at tertiary institutions when it comes to the teaching of controversial issues.

For many pre-service and new history teachers, it may be daunting to teach any form of controversy as the first step in teaching a topic that is controversial is to peel back layers of a country's past to expose years of inequality and trauma, which may be triggering not only for the learners in the classroom but also for the teacher. In research by Attarian (2010), it was argued that if a teacher was unwilling to deal with a country's past, especially post-conflict societies such as South Africa, a cycle of memory displacement could occur. This is a phenomenon known as post-memory, which means that the memory of previous generations dominates the memory of succeeding generations leading to a continuous cycle of victim mentality and disconnection with the past.

As explained above, the study of controversial issues in the history classroom is not limited to one geographical location but may be found around the globe. It is assumed that the training of pre-service history teachers to navigate controversy in the classroom can be seen as a paradox as a new or pre-service teacher's first challenge should be to construct their professional identity in the classroom while trying to establish a sound understanding as to how authority works in the classroom environment. However, the teaching or navigating of

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controversy involves bringing some form of conflict, in the form of opposing viewpoints or challenges to particular narratives, into the classroom environment, which, in essence, may challenge the authority these teachers are trying to establish.

The manner in which pre-service history teachers decide to present the controversial issues in the classroom could lead to their learners questioning the controversy in a way that aids in their development. This is caused by learners interacting with different viewpoints, socially and personally, by understanding why individuals in the classroom might feel the way they do about the inevitable controversy (Chikoko et al., 2011; Holden, 2002; Kuş & Öztürk 2019). The use of multi-perspectivity could, based on the above, aid in controlling some of the negative emotions being brought up in the classroom.

With reference to a classroom context such as the above, Pace (2019) calls for the need for practice in teaching controversial issues in a safe environment, such as history teaching courses. It is in these courses that pre-service history teachers can receive valuable feedback to address some of the crucial errors they make when navigating controversy during the WIL period. There is wide consensus that pre-service history teachers should be exposed to the use of multiple perspectives when dealing with issues that may be deemed controversial. This process should be done to ensure that little harm is done to the learners but also to the pre-service history teachers themselves (Kokkinos et al., 2013, 2015; Maric, 2016; Pace, 2019, 2021).

Many of the scholars who have worked on aspects relevant to this study have emphasised the importance of class discussions to engage with the complexity of the teaching of controversial issues (Bertram, 2021; Hess, 2009; Nussey, 2021; Pace, 2019, 2021; Wassermann, 2017). This teaching methodology has been pointed out by Maric (2016), Pace (2021), and Hess (2009), who argue that pre-service history teachers should be taught to open the classroom up for discussion while also promoting the use of multiple perspectives in the form of opposing or differing views on the same events or periods and critical thinking about

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controversial topics. Using a class discussion that is centred around controversy is believed by Hess (2009) to have the ability to enhance tolerance for others while also diversifying the thought processes and ideologies that pre-service history teachers and learners may hold on to about specific topics or decisions that have been made throughout history. The use of discussion or the open classroom strategy in a diverse classroom, especially in societies that were previously bedevilled by conflict, may yield benefits to learners as it creates the opportunity for learners to interact in an intergroup dialogue that allows learners to bring their unofficial knowledge into the classroom in a manner that will enable the students to deepen their understanding of inequalities and develop empathetic listening and compassion for others. To ensure that discussions do not get out of hand, it must be controlled by the teacher to ensure that contestable historical knowledge is not taken as fact.

In addition, Pace (2019, 2021) argues in favour of handing pre-service history teachers a tool kit in the form of their subject knowledge and formal tertiary training. They should then, with the aid of the toolkit, be able to act independently and make informed decisions based on the classroom situations they may find themselves in.

The use of films and other multimodal approaches to teach controversial issues have started to be incorporated into the history classroom when navigating controversy. If used appropriately they could create a firm foundation for what is to come if shown at the beginning of the topic or as a summative tool at the end of the topic. Pace (2021) and Kokkinos et al. (2013) argue in their research that films have become a vital tool in the history classroom as they can be understood by learners with varying learning styles while also allowing learners to familiarise themselves with multi-dimensional and complex issues, with much emphasis being placed on the importance of observation, evaluation, interpretation, visual learning, and critical thinking as vital navigational tools to aid the learners in understanding controversial issues in their entirety. Support for visual learning to navigate controversial issues comes from one of the participants in research by Pace (2019) who stated that "one of the hardest aspects

of teaching controversial issues is how do you get into the issue, and I think you often get in through a good resource that shortcuts it, and often it is a piece of footage, a piece of drama, a piece of documentary film, or an interview" (pp.166-167).

Although controversial issues are unavoidable in the history classroom, it is essential to understand that there are certain benefits as well as difficulties. According to the literature, the positive aspects of teaching controversial issues in the history classroom outweigh the negatives. In this regard, some authors argue that if a teacher neglects to teach controversy in their respective classroom, it may cause damage not only to the learners in the class but it can be seen as an injustice to the country in which these learners are citizens, as they may lack basic ethical and civic literacy (McCully, 2011; Tibbitts & Weldon, 2017).

The incorporation of controversial issues in the social sciences, particularly history, can, therefore, open the classroom up to deal with political and other questions, which assists in the learners' development when it comes to participation in a democratic dialogue in a manner that promotes understanding and tolerance for diverse groups of people. This is important to do but might be challenging in societies that have previously been plagued by division along the lines of race, linguistics, social class, and gender, and who may, as a result, have differing viewpoints and experiences with a particular aspect of the History curriculum in the education system. Teaching controversial issues in societies that have stemmed from a traumatic past will inevitably create emotionally charged responses from students, as these issues may challenge the learners' identities regarding ethnicity and culture (Zembylas & Kambani, 2012).

The teaching of controversial issues can also be seen as a tool that aids in the pursuit of transitional justice, as history education has the potential to contribute to the countering of social amnesia and the calling to account for those who have committed past injustices. Although history education can be seen as a vital cog in the thinking related to transitional justice and social reconstruction, it needs to be noticed and addressed. This is especially true

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"in countries emerging from conflict, [where] dealing with events of the recent past is especially problematic because the situation is still heavily disputed, raw, and characterised by personal trauma, anger, and grief" (McCully, 2011, p. 166).

With reference to the above as a point of departure, Hess (2009) and Hess and McAvoy (2014) believe that controversy is not an issue that should be avoided in the classroom as it may be linked to political, social, economic, and cultural aspects that are present in the world today. Teaching pre-service history teachers to navigate controversies that may emerge in the history classroom can, therefore, be seen as being beneficial to the teacher and the learner, as it answers the question, "Why is the world the way it is today?" Hess and McAvoy (2014) argue that a history teacher who teaches controversy creates well-rounded learners and future citizens of a state, as they will have a more profound sense of the challenges that their fellow compatriots went through to make the state or country that they find themselves in, in the modern era. Unlike Pace (2021), Hess and McAvoy (2014) do not take a concrete stance on Kitson and McCully's continuum of risk-taking but argue that the teacher is not there to whitewash history and should never avoid the teaching of controversy as it may be viewed as a disservice to the learners in the classroom. Thus, it can be assumed that the active navigation of controversial issues in the history classroom can aid the learners in understanding the world in which they live today and the progression that their country has had through the years. For this study, especially in the case of South Africa, it is imperative to understand the changes that occurred in South Africa from colonisation to the present without neglecting the apartheid era.

Taking all the above-mentioned literature into account and using it as a foundation, the manner in which pre-service history teachers navigate controversy can be unpacked. An important question that is asked when researching the teaching of controversial issues and the navigational routes chosen to teach these issues is "why?" Why did the pre-service history teachers select the routes they took in the history classroom, and why do they believe it was

the best option when looking at the setting they found themselves in? Pace (2019, 2021), Wassermann (2011) and Bentrovato and Buhigiro (2021) point to the complexity of this question, as such decisions are influenced by multiple factors, especially in countries with a contested or complicated past. In general, but sometimes during a specific lesson, prominent factors include the pre-service history teachers' assumptions, the formal tertiary training they have received, the mentors they are assigned to during WIL, and the geopolitical location and socio-cultural setting in which they find themselves.

In the research by Pace (2021), some of the pre-service history teachers who acted as the sample for her study provided advice to the history teacher-educators whom they believed could have better prepared them to navigate controversy as it arose in the classroom and avoid being "blindsided" by what was to come. These pre-service history teachers emphasised the need for involvement between the pre-service history teachers and the teacher-educators when the history education module was developed to ensure that they were adequately prepared not only to navigate the controversy that arose but also to make it unscathed to their final destination, be it the end of the lesson or the end of the WIL period. Examples mentioned in the research conducted by Pace included the need for practical lessons or simulations as part of training when teaching controversial issues, with feedback given to ensure that they would be able to rectify the significant errors, giving the pre-service teachers the opportunity to reflect on what they had learnt from the challenges they experienced, they were making before completing their WIL period. Another need called for spoken conversations that delved deeper into particular controversial issues that were likely to emerge in the specific geographical location instead of just surface-level conversations with blanket solutions. The pre-service history teachers in the study by Pace also perceived that the teaching of controversial issues was not a task that could be done without the support of their teacher-educator, with some calling for "classes to convene during the end of the student

teaching period, so pre-service history teachers can discuss their experiences and get support" (Pace, 2021, p. 231).

There is limited literature that offers a platform for pre-service history teachers themselves to voice their views on their experiences and provide an understanding of how they navigate the teaching of controversial issues in the history classroom. The analysis of the educational tools, such as the knowledge gained during the completion of their methodology courses, they used to guide their decisions and understanding of what could have been provided to them ensured that many of the challenges they faced could have been minimised or more effectively dealt with. The reviewed literature exposed only three such articles – by Wassermann and Bentrovato (2018) and Pace (2019, 2021). In the South African context, Wassermann (2011) and Nussey (2021) found that pre-service history teachers lie on a spectrum: at one end are the avoider and the container, and at the other end is the risk-taker. The three methods which form Kitson and McCully's continuum of risk-taking have been accepted partially by some scholars as the three ways of teaching anything deemed controversial in history (Barton & McCully, 2005; McCully, 2011; Nussey, 2021; Pace, 2021).

In terms of the global context, Pace (2019, 2021) followed pre-service history teacher-educators from countries that had unique controversial pasts. These included: the United Kingdom, which was one of the central colonial powers; Northern Ireland, in terms of religious tensions and the separation of Catholics and Protestants; and the United States of America, with regards to slavery and genocidal actions committed against native people. The purpose of Pace's research was to identify how teacher-educators prepared their pre-service history teachers to teach controversial issues in the history classroom. Pace (2021) noted that differences existed in the manner in which teacher-educators dealt with students who fell on the continuum of risk-taking. The most typical method in which pre-service history teachers were trained to deal with controversial issues in the classroom was by manipulating and adapting pedagogical tools by making them suitable for the unique environment in which they

found themselves (Pace, 2019). This required the pre-service history teacher to incorporate historical-thinking skills to ensure that the history they presented in their classrooms was well-rounded and did not traumatise the learners in the class.

In their work, Kokkinos et al. (2004, 2013) argue that the shortfall for most post-conflict countries when it comes to navigating controversies in history education that are located in the educational policies and pedagogical interventions which aim at the eradication of the secondary trauma that is caused through unofficial knowledge channels. This means that it becomes increasingly difficult to train pre-service history teachers to deal with what is, in essence, invisible or hidden.

This review of the scholarly literature allowed the gap within the existing knowledge to surface and pointed to critical questions that the pre-service history teachers themselves might answer. This study focused on the voices of South African pre-service history teachers and their navigation of the controversial issues that emerged in their WIL period. This study aimed at addressing the lack of pre-service history teachers' experiences of the navigation of controversial issues in the History classroom. The factors that influenced the choices made by the participants of this dissertation will also be unpacked.

Part 2: Reviewing the Theoretical Literature

The primary purpose of the second part of literature review is to address the theoretical framework that was selected for this dissertation. This was done by focusing on the different theories that I used as a navigational tool to guide the research I was conducting. Such a discussion of the theories used in this study needs to be underpinned by an understanding of what a theory is and where/how to place it in a specific context. According to Johnson and Christensen (2007, p.7), theories are used in research to explain how and why something functions in the manner that it does. Specifically, a theory may be viewed as "an organised

body of concepts and principles intended to explain a particular phenomenon" (Amaratunga et al., 2002, p. 6).

Owing to the fact that the notion of controversial issues is a multifaceted concept, there was no singular theory that could provide all the possible answers as to how controversial issues should be taught and how pre-service history teachers should be trained to navigate through these issues (Chikoko et al., 2011; Hess, 2009; Johnson & Johnson, 1979). With this in mind, I developed my theoretical framework by drawing on three theories that I combined into a bricolage to ensure that the study would be well-rounded and that multiple factors would be taken into account when it came to the navigation of controversial issues in the history classroom.

The first of the three theories that were used is Kitson and McCully's continuum of risk-taking (2005), which includes the three most dominant stances that can be adopted when navigating controversy in the history classroom, namely avoiders, containers, and risk-takers. These stances were evident in much of the scholarly literature when referring not only to the teaching of controversial issues but also to how pre-service history teachers are trained to navigate through controversy that might emerge in the history classroom. The manner in which my analysis was done was by reviewing how the pre-service history teachers navigated the controversy in history education when issues centred around a "traumatic history that deals with race, gender, linguistics, class systems, or socio-economic and political issues" (Wassermann & Bentrovato, 2018).

This theory was followed by a nod in the direction of Harro's umbrella of oppression (1997), which was reconstructed by Buhigiro (2017), and which I used to expand on Kitson and McCully's continuum as I believe that many of the newer methods of teaching controversial issues identified by Buhigiro? are simply sub-sections of the dominant three — avoiders, containers, and risk-takers. This theory was chosen as it allowed for more categories to be occupied by the pre-service history teachers who acted as the sample for this study.

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The third and final theory that was used in this study was Mezirow's transformative learning theory (1997), which I adapted to fit the topic of this study in a manner that was directly linked to the factors that influenced how pre-service history teachers positioned themselves in their respective history classrooms during their individual WIL periods. The method by which this theory was reconstructed was shown as a flow from step to step when a pre-service history teacher is trying to navigate the controversy that might emerge in history education as well as in their history classrooms.

Using the research questions as a guide, the study drew on the work of especially Mezirow (1997) and Kitson and McCully (2005) to create a theoretical framework for this study. Mezirow's ten phases of transformative learning (1997) unpacked the practices that teachers went through in the classroom environment. Kitson and McCully's continuum (2005) was selected as this is the theory that many scholars use as the accepted practice when teaching controversial issues. These two theories were combined into a composite theoretical framework to address the two research questions and act as a guide for this study.

The two theories used to create Figure 2 were Mezirow's ten phases of transformative learning and Kitson and McCully's continuum of risk-taking. Mezirow's ten phases emerged in 1997 and were created as a transformative learning theory to emphasise the need for critical analysis and reflection in education for both teaching and learning (Mezirow, 1997). The theory discusses the decision-making process that individuals go through when placed in different, often brutal, situations and their ability to make the appropriate independent decision based on the environment they find themselves in and the prior knowledge that they possess.

Kitson and McCully's continuum, the most prominent theory used in the teaching of controversial issues, states that pre-service history teachers are often prone to falling into three predetermined categories when teaching any topic that is deemed controversial. These categories are the avoider, the risk-taker, and the container (Kitson and McCully, 2005). See Table 1.

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Table 1

The Kitson and McCully Continuum, Summarised by Barton and McCully (2005)

THE AVOIDER	THE CONTAINER	THE RISK-TAKER
• Avoids the teaching of any topic that may be deemed controversial for any reason • Does not agree that history teachers have a wider contribution to make in society	• Controversial issues are taught but controlled/contained through the historical process • Pupils are not encouraged actively to engage in the root of the controversy	• Fully embraces the social utility of history teaching • Constantly links the past with the present • Seizes opportunities to tackle controversial issues • Not afraid to push the boundaries

Table 1 offers a visual representation of Kitson and McCully's continuum and the routes that are often taken by (pre-service) history teachers when navigating their way through the controversies that emerge in the history classroom.

The avoider is assumed by Kitson and McCully (2005) to be the most common role for pre-service history teachers to consider at the start of their classroom experience as they are still observing the learners, their mentor teacher, and the educational environment in which they find themselves. Nussey (2021) and Pace (2021) describe avoiders as those who shy away from any historical topic or area which they believe may evoke emotional responses. The teachers who choose to avoid controversial issues are not concerned with the social aims of history education in any manner and believe that using this method is most appropriate when dealing with students in the classroom. Kello (2016) and Wooley (2017) argue that pre-service history teachers make use of this method due to multiple factors, including those related to their backgrounds, lack of subject knowledge, and training or teaching context.

McCully (2011) and Barton and McCully (2005) view containers, the second category on the continuum, as those who do not avoid controversy in the classroom but rather teach

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controversy with direct reference to historical sources as evidence, thus containing risk and minimising emotional responses in the classroom. Pace (2019), based on her work, argues that a method that containers may use in the history classroom is to teach controversies as foreign or faraway entities. In other words, the teacher does not venture too far into controversy and instead relies on evidence and the curriculum to teach controversy in a controlled manner and limit students' attention to historical evidence as opposed to any source that could be considered opinion-based. Wassermann and Bentrovato (2018) and Nussey (2021) believe that the container uses the historical process to avoid the need for risk-taking in the classroom; they argue that the historical process may teach and contain controversy.

In contrast to the avoider and the container, the risk-taker pre-service history teacher believes in teaching controversy in the classroom and, in so doing, promotes the students' interpretation of historical events and the importance of strengthening critical thinking in the classroom. Hess (2009) conceptualises risk-takers as those who welcome emotional responses when teaching controversial issues and believe these responses should be channelled into constructive classroom practices such as class discussions and debates. However, these need to be contained to avoid any harmful viewpoints that may be prejudiced and not factual. As recommended by the CAPS-History curriculum, the use of the historical-thinking skills of empathy and historical perspective-taking is prominent in these classrooms. Nussey (2021) describes risk-takers as teachers who engage with all forms of controversy, especially a contested past, while encouraging the use of multiple perspectives when teaching history.

Significantly, Nussey (2021) challenges Kitson and McCully's continuum, arguing that the role embodied by the pre-service history teachers is not as black and white, as suggested by the continuum. She suggests that the decisions that pre-service history teachers make are more fluid and that the role they adopt consequently can shift based on the development of the pre-service history teachers themselves. In her research, Nussey (2021) argues that pre-

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service history teachers might develop confidence and skills, professionally and personally, during their time in the classroom. This means that the methods they choose to use are subject to change based on the comfort level of the pre-service history teachers and the environment in which they find themselves. There is also a direct link to how the pre-service history teachers were prepared in their respective tertiary institutions and the method they felt the most comfortable with. This conceptualisation of the continuum stands in direct contrast to many previously accepted notions that pre-service history teachers fall into one of the three proposed categories of the navigational routes that may be taken when teaching controversial issues. This is the case as pre-service history teachers may feel compelled, for various reasons, to follow one route and not be made aware that they can change routes when they see fit.

To gain a deeper and more well-rounded idea of how the continuum might be expanded and how it might appear in the history classroom, Harro's Umbrella of Oppression's (1997), as adapted by Buhigiro (2017), was used, by me, to expand on and gain insight into the multiple layers that make up the three-point continuum discussed above. See Figure 1.

Figure 1
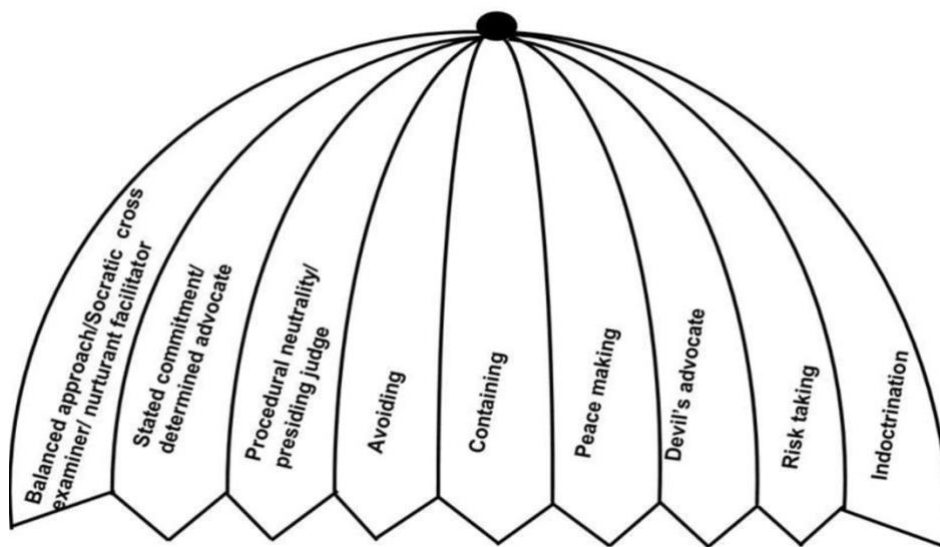
Harro's Umbrella of Oppression (1997), adapted by Buhigiro (2017)

When examining the umbrella and the analysis of each of the individual panels, I considered its components to largely comprise sub-categories of avoiders, containers, and risk-takers instead of stand-alone positions. These sub-categories might have emerged when dealing with the manner in which the pre-service history teachers navigated through the controversy that arose during their WIL period, thus leading the student to fall within one of the three categories of Kitson and McCully's continuum or become nomadic as they moved along the continuum due to multiple internal and external factors.

Figure 2 places the three aforementioned theories I drew on in a singular bricolage theoretical framework that presents the navigational route that pre-service history teachers are likely to use during their WIL. This bricolage takes multiple factors into account such as the navigational routes that the pre-service history teachers go through before and after selecting what they have deemed as the most appropriate course of action in a specific situation. It also allows for the trial-and-error factor of decision-making to take place, which is ignored in the three theories when they stand alone.

Figure 2

A Bricolage of Mezirow's ten phases of transformative learning , Kitson and McCully's

Continuum of Risk-Taking, and Harro's Umbrella of Oppression
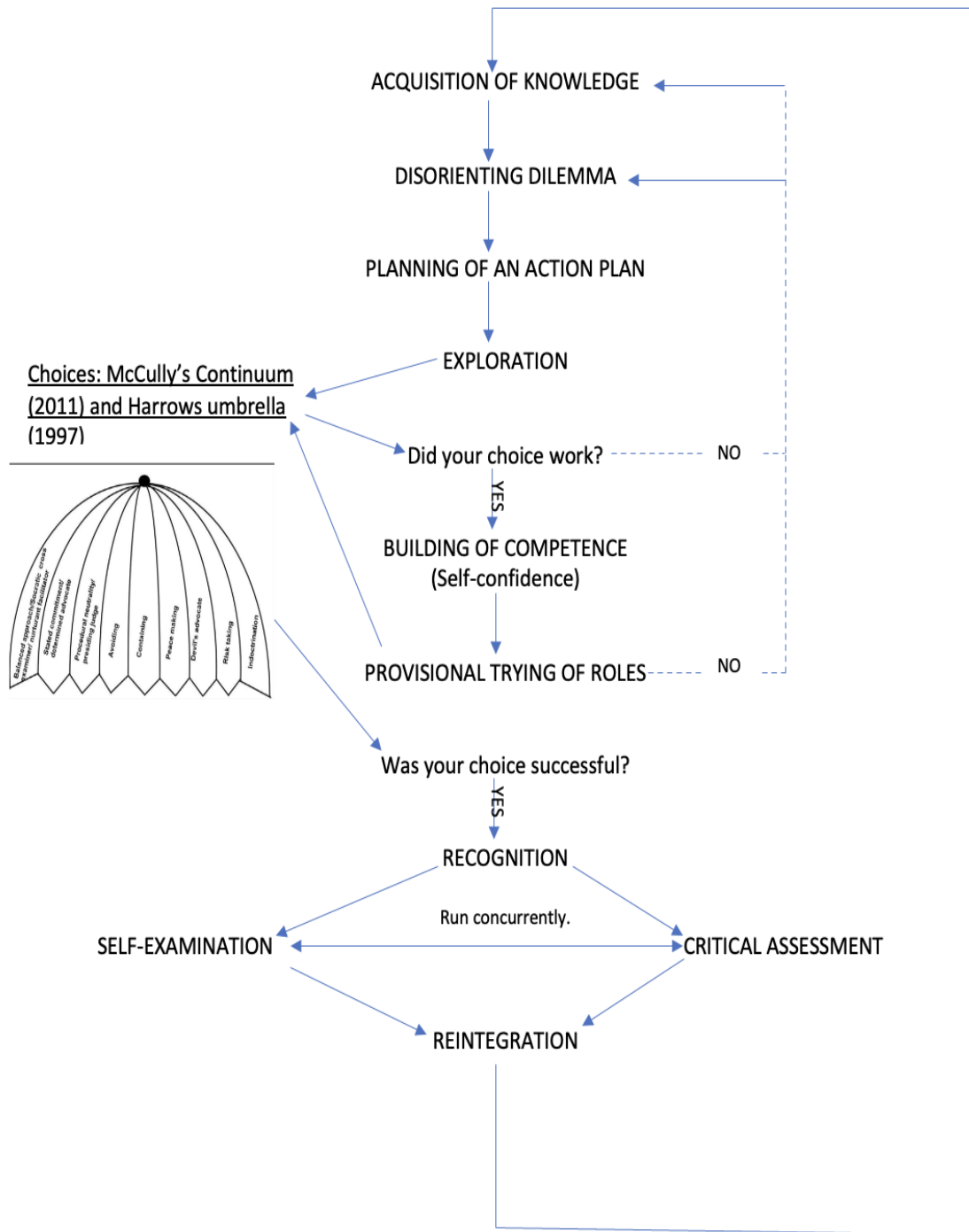
As proposed in Figure 2,pre-service history teachers' navigation begins with acquiring knowledge. This may come from multiple sources of historical evidence, namely subject knowledge deriving from unofficial and official sources, the knowledge gained from the WIL programme, and the formal training received from tertiary institutions. The second step is the disorienting dilemma. According to DeAngelis (2021), disorientating dilemmas occur when new knowledge causes a person (in the case of this study, the pre-service history teacher) to question their values, beliefs, or assumptions, which may be visited multiple times during the cycle. Thirdly, the action plan emerges. This step, however, is not a set practice; the plan is subject to change as the student teacher develops as an educator. The fourth step is an exploration of approaches that might be used to navigate controversy, which might, in turn, be guided by multiple influencers, namely those who navigate on behalf of the pre-service history teacher, such as the mentor, fellow mentor teachers, and those who self-navigate. This stage coincides with the first emergence of the multiple navigational routes laid out by Kitson and McCully's continuum and expanded on by Harro's umbrella of oppression. Trial and error in this process may send the pre-service history teachers back to the disorienting dilemma. The fifth step entails the building of competence (self-confidence). This often stems from the successes that the pre-service history teachers may have booked when completing step four, which is influenced by the mentor, the environment, and the pre-service history teachers themselves. The sixth step is the process of the provisional trial of roles, which entails? the formal and second emergence of Kitson and McCully's continuum which was expanded upon by Harro's umbrella of oppression. This stage may lead to a crash of self-confidence, and making the inappropriate choice will send the pre-service history teacher back to the disorienting dilemma. The seventh step, known as recognition, is the starting point of the consolidation of the cycle as the pre-service history teacher can acquire new knowledge, which is linked to step 1 of the cycle. This step represents the foundation for the self-examination and the critical assessment to commence. The eighth step is the self-examination

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phase, and it runs concurrently with the ninth step of critical assessment. This allows for evaluation and reflection. The final stage is reintegration, and this is the wrap-up of the cycle before re-entering a new cycle with the latest information that has been gathered.

Figure 2 illustrates the continuous and often complex nature of navigating teaching controversial issues, especially for pre-service history teachers who are faced with constant challenges. There needs to be a clear and structured framework for the teaching of controversial issues.

While several scholars have tried to create a model for the teaching of controversial issues, a large number of them speak to the Global North. As such, these frameworks often forget or neglect that the Global South has its distinct challenges that often make their underlying theories impossible to implement practically in the classroom and are inadequate to understand realities on the ground. This is demonstrated, for instance, by a case study on Rwanda by Bentrovato and Buhigiro (2021).

Using Table 1 and Figures 1 and 2 as a combined framework, this study analysed the navigational route taken by the pre-service history teachers when faced with controversy in the history classroom during their WIL period. Scholars like Nussey (2021) have aided in the development of the theoretical framework which shows that there is room for refining to occur and that there is no set navigational route that will limit the pre-service history teachers during their WIL period.

For this study, I hypnotised, based on the bricolage framework that the pre-service history teachers may navigate controversy through a series of processes and trial and error, adjusting when they are met with obstacles based on their choices during their WIL period. The theoretical framework I created assisted me when analysing the data by tracking the navigational patterns that each of the pre-service history teachers took and how they used their newly acquired knowledge to overcome the obstacles they faced during their WIL period.

Conclusion

Chapter 2 reviewed the existing literature and knowledge in two parts, the scholarly literature and the theoretical literature. The scholarly literature review allowed for a deep dive into what we know from scholarship about the teaching and learning of controversial issues on a global and national scale, as well as the limited pre-service history teacher perspectives featuring in this literature. It is through this review that the gap that this study aimed to address became clear. The second part of the chapter was the theoretical literature review, which informed the emergence of the bricolage theory that I used to analyse and make sense of the data I present in this dissertation.

In Chapter 3, the research design and methodology are discussed and placed in the context of this study. It is in this chapter that the multiple aspects of the research design are unpacked and discussed at length. The methodology allows for insight into the manner in which the data were collected and is later analysed in Chapters 4 and 5.

Chapter 3

Research Design and Methodology

Introduction

The first aspect to be discussed in this chapter is the chosen research design, which falls under the umbrella of the qualitative research approach. In this section, the interpretive paradigm is unpacked with reference to the ontological and epistemological assumptions that are held about the paradigm and approach. An unpacking of the research methodology employed then follows. In this study, I used a case study method, and more specifically, a combination of an intrinsic and an explanatory case study method, as I believed it to be the most viable option for the research. This study made use of a secondary data set, which meant that secondary data analysis methods were needed to analyse the data. The data were collected in the form of reflective reports that were structured in the form of an assignment, which was completed at the end of the WIL period. Finally, I discuss the sample and sampling method used and include aspects of trustworthiness as well as the ethical considerations for the study.

Research Design

A research design can be viewed as a plan of action or guide for the research, which researcher use to conduct their study. The research design can also be seen as the link between the research questions posed in Chapter 1, the approach used to acquire the data, and the paradigm employed (Magilvy & Thomas, 2009; Yin, 2013).

The research design used for my study consists of the qualitative research approach rooted in the social sciences. Such an approach allowed for a deeper dive into personal beliefs and experiences as they related to the pre-service history teachers' navigation of controversies in the history classroom.

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Interpretivism acted as my research paradigm, or that would act as a lens or focus for the study. More specifically, the research paradigm is rooted in social constructivism as located within interpretivism, which relies on the idea that meaning is made by individuals based on different aspects related to social interactions (Paily, 2013; Pathak et al., 2013). The research design is discussed further by referring to the epistemological and ontological assumptions held within the interpretive paradigm.

Research Paradigm

A research paradigm is a general agreement between researchers on how different research topics should be addressed and understood. The research paradigm I selected as most appropriate for this study is social constructivism within interpretivism. This decision was driven by my research questions and the phenomenon under study. According to Shah (2021), social constructivism is rooted in interpretivism and is a philosophical paradigm which believes that knowledge and reality are constructed by humans within a specific social construct. This means that reality cannot exist without the lived experience of individuals. With reference to my study, this implies that the navigational routes that were chosen by the pre-service history teachers were directly linked to the environment that they found themselves in. This paradigm was selected as I believe that the pre-service history teachers' choices during their WIL period were directly influenced by the different educational contexts they found themselves in and the different role players present in their environments during this period.

Furthermore, this study created a combined meaning of social constructivism by blending social culturalism, that is, a principle that focuses on knowledge creation as a collective process, and social constructivism, which focuses on learning and how the resulting understanding is facilitated through social interaction (Palincsar, 1998).

Interpretivism is a paradigm used when a researcher chooses to conduct qualitative research. It is open to interpretation by the participants in the study and the researcher

conducting the investigation. According to Babbie (2020) and Merriam and Tisdell (2016), the main aim of the interpretive paradigm is to understand people and how they interpret the world they are in. Therefore, the chosen research paradigm in this study allowed me to acquire a deeper understanding of why the pre-service history teachers made the choices they did in their respective classrooms when navigating issues of controversy. As stated above, social constructivism is based on the idea that all understanding of reality is formed through social interaction, relationships, and individual experiences. For this study, I therefore analysed the external and internal factors that influenced the pre-service history teachers while navigating the multiple different controversial issues that arose in the period of their WIL; this might have had a direct impact on the choices they made (Leavy, 2020; Shah, 2021).

In sum, I, as the interpretive researcher in the case of this study, believe that reality needs to be interpreted, and that those interpretations are used to discover the meanings that humans give to activities and events that occur (Bernard, 2012). The interpretive paradigm provided me with an opportunity to gain a deeper understanding of the different influences that led to the pre-service history teachers' decisions in their classrooms and how they were able to interpret situations and make appropriate decisions in their classrooms. In line with interpretivism, I believe there is no single reality and that human behaviour is not fixed in the same situation (Dean, 2018).

Qualitative Research Approach

Before conducting research, the researcher must decide which approach to use to ensure that accurate answers can be given to the research questions posed (Tuli, 2011). For this research, a qualitative research approach was chosen as it allowed me to make use of a non-numerical form of data in the form of a reflective report to understand the experiential and related navigational choices made by the pre-service history teachers as controversies emerged in their classrooms (Wright & Austin, 2015).

The qualitative research approach, in simple terms, may be viewed as a way of doing research that focuses on social phenomena in a natural, unplanned setting in its aim to understand individuals' experiences in their interaction in that particular setting (Teherani et al., 2015). Creswell (2022) and Basurto and Speer (2012) refer to the qualitative research approach as a means to further the understanding of individuals or groups and the reasons for their choices.

The qualitative research approach gave me the opportunity to delve deeper into the differences and the themes that emerged from the analysed data on how the pre-service history teachers navigated the controversial issues that arose in the South African history classrooms where they completed their WIL. As mentioned earlier, this study has been conducted on the premise that the pre-service history teachers sampled for this study were inevitably influenced by their culture, beliefs, values, backgrounds, and the social environments that they grew up in, trained in, and found themselves in during their WIL placement (Melvin, 2019). In sum, the qualitative research approach allowed me to understand how the pre-service history teachers navigated the teaching of controversial issues, and what educational tools they acquired from the History Methodology class at the University of Pretoria. Furthermore, it helped me to understand their chosen navigational pathways and why they made the choices that they made in relation to the interactions that they found themselves in during that period of time.

Ontological and Epistemological Assumptions

Every research paradigm and approach that a researcher chooses has ontological and epistemological assumptions underpinning it which dictate the manner in which a researcher and the participants interact with the world. Interpretivism and the qualitative research approach are no exception, as they also have their interpretations based on the questions posed by both ontology and epistemology.

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Sefotho (2015) explains that ontology is the starting point of all research, as it forces the researcher to explore what they believe reality is and what constitutes it. Ontology forces the researcher to question what they already know and how they believe reality is created. To answer these questions, interpretivist researchers like me believe that there is no single reality and that reality is created by different individuals or groups (Smith, 2012). Yin (2016) elaborates on this thinking by stating that ontology seeks to interpret the philosophical beliefs that individuals have regarding social reality and whether or not reality differs for all participants or if reality is concrete and viewed as being identical. As an interpretive researcher, I reject the notion that reality can exist irrespective of people and believe that reality can only exist after being constructed by humans through interaction with the world around them (in the case of this study, the various history classrooms during WIL) and individuals in proximity to them (in the case of this study, teachers and learners and other people related to the history classroom). Ontological assumptions, therefore, mean that the knower creates the world. This is evident in interpretivism as the research participants can construct meaning out of their realities, allowing them to appreciate their construction of knowledge through practice and the context in which they find themselves.

Additionally, in terms of the ontology of this study, reality is subjective and is based on an individual pre-service teacher's position and the situation they found themselves in (Bloomberg & Volpe, 2018). For this study, the ontological position that was taken was one of relativism, as the realities that the pre-service history teachers created stemmed from their subjective experiences as each of the participants' experiences differed in their respective classrooms. In research by Maree (2019), relativism was focused on the abilities of individuals to construct their meanings within situations, thus strengthening the idea of multiple realities being present when looking at a specific context. The use of relativism as a positioning tool in ontology in this study allowed for the diverse contexts in which decisions based on navigational routes in their classroom were to be understood.

Epistemology raises the question, "What can be accepted as knowledge, and how should we investigate the world?" When it comes to the interpretive paradigm and the qualitative research approach, researchers are seen as naturalistic as they study real-world situations as they occur. In other words, the researcher tends to be non-manipulative, which means that the findings will be random, unscripted, and interpreted by the researcher. The interpretive researcher believes that reality needs to be interpreted, and those interpretations are used to discover the meanings that human beings give to activities and events that occur (Ary et al., 2010).

Wang and Zhu (2016) argue that the epistemology of the interpretive paradigm and the qualitative research approach are inter-subjective knowledge as the research participants' responses are constructed by the individuals themselves, and the researcher uses these constructions to understand reality from their positionalities. In turn, Edirisingha (2018) believes that interpretivism research focuses on the specific and concrete while allowing multiple interpretations to be viewed before coming up with a conclusion. For this study, the epistemological assumption was that the pre-service history teachers would experience epistemology as a subjective principle as they were placed in diverse contexts and faced a multitude of different factors that influenced their understanding, choices, and realities as it related to the navigation of controversial issues in the history classroom.

Research Methodology and Methods

While the research design addresses the theoretical part of research, the methodology speaks to the practical part – namely the research methodology and methods. Zainal (2007) and Kothari (2004) describe research methodology as a way to systematically address a research problem as it seeks to explain how a study has been conducted by discussing the methodology and methods that have been used to perform the research. The research methodology can thus be seen as a set of practical guidelines that a study follows to achieve

the desired focus and purpose (Leavy, 2020). Metaphorically speaking, a research methodology can be seen as a tree that branches off into the research methods, the data collection procedures, and the analysis methods deployed when interacting with the data.

Case Study Method

The methodology selected for this study is a case study of pre-service history teachers enrolled at the University of Pretoria and their personal experiences when navigating controversy in the history classroom during their WIL period. There is no singular conceptualisation of a case study. Yin (2013) and Kostere and Kostere (2021) define a case study methodology as investigating a given phenomenon and placing it within its particular context. According to (Laplante et al. (2020, p. 13), a case study refers to "a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real-life context using multiple sources of evidence".

Case study methodology was deemed most suitable for this study as it allowed for attempts to understand the thinking of the pre-service history teachers when it came to the navigation of controversies in the history classroom. It was also selected because it had a direct link to the research design and the chosen theoretical framework for this study.

The explanatory case study method was selected to address the research questions in Chapter 1. This case study method addressed the "how" and "why" questions to explain why something happened and what influenced the events. Haverland and Blatter (2012) state that the main focus of a case study methodology is to analyse not only the event that occurred but also the internal and external factors that influenced and caused a particular event to occur in the manner in which it did. In this study, I focused on the pre-service history teachers' decisions and the factors they believe played a prominent role in their choices in the classroom.

Research Method

The data used to conduct this study was secondary in nature and was collected in the form of an assignment that explained in detail the experiences of the pre-service history teacher's navigation of controversial issues. The data for this study came in the form of the feedback that the pre-service history teachers submitted once they had completed their WIL period teaching history. "Secondary data analysis is defined as the process where individuals who were not involved in the collection of the data analyse the data" (Church, 2002, p. 35). The use of pre-existing or secondary data has many advantages for first-time researchers like me as the collection of data is time-consuming and costly and may require experience when interacting with participants to ensure that the data collected is valuable. However, a disadvantage when using this secondary data was that, at the time, I felt limited as I could not ask follow-up questions that could have helped shed further light on.

The reason I selected to use pre-existing data was guided by the advice offered to me by my supervisors, who wanted to make sure that the wealth found in the data was independent of the time that had passed since the data was collected. A primary factor that also guided this choice was the time at which I decided to start this study. I began my research in 2022 when the University of Pretoria was making use of online learning for most of the year. This was a hindrance when attempting to collect new data due to the long-lasting effects of the global pandemic and the prolonged response time of the South African government when rolling out vaccinations. Therefore, a well-designed and practised research method would ensure that the data remained authentic and unbiased, thus enhancing the trustworthiness of the study.

The open-ended reflective reports used for this study formed part of the History Methodology module that was compulsory for the fourth-year history education students to complete during and directly after completing their WIL period. I refer to them as "sea shanties" to blend them with the phenomenon of the study which dealt with navigation.

The sea shanties that were presented by the participants in this study in the form of a summative assignments at the end of their WIL period acted as a way for the final-year students to express their experiences and feelings about how they had been trained, their experiences during their WIL period, and how they had navigated the controversial issues that reared their heads in their classrooms. The assignment was divided into two sections: The first required the pre-service history teachers to create a literature review in which they interacted with the pre-existing knowledge on the different methods that might be used to teach controversial issues in history; the second expected of them to reflect on their own experiences with controversy in the history classroom and the navigational routes they chose to use during their WIL period when controversy emerged. It is the second part, as authentic recollections, that were used in this study. The reflective reports or sea shanties that made use of open-ended questions thus "allow[ed] the participants to answer the questions based on their knowledge, experiences, and with the prior knowledge that they may have [had]" (Maree, 2019, p. 205).

The sea shanties followed the principles evident in the interpretive paradigm and ontological and epistemological assumptions adopted for this study in that the pre-service history teachers were given complete autonomy to generate their responses in a written manner that allowed for the expansion of their experiences, feelings, and factors that influenced them when teaching controversial issues. This led to a plethora of rich data that contained, for the most part, honest recollections of the experiences, emotions, feelings, and opinions of a diverse group of pre-service history teachers who were placed in unique schooling contexts and who were expected to make navigational decisions in order to not only thrive during their WIL but also to use this navigation as a tool for critical introspective reflection of what occurred in the classroom.

Sampling

Data sampling in research refers to the selection of individual entries that are included in a research project based on the value they hold for the research topic. According to Lu and Franklin (2018), selecting a sample group from a population is often driven by the purpose of the study and the researcher's expertise.

The research population for this study was comprised of 10 pre-service history teachers amongst the final-year B.Ed history education methodology students who had returned to the University of Pretoria, Groenkloof campus after completing their WIL. There were 91 students in the class, all of whom had previously completed three years of the History Methodology courses, including one study unit titled "Teaching Controversial Issues in History" during their final year. This grounding prepared them to enter the classroom and navigate the multiple obstacles, such as controversy, that they might have encountered. The students were exposed to various international and national sources to create a "map" to use when faced with controversy in the classroom. They were encouraged to practise the different methods that were introduced in the sources when it came to the navigation of controversial issues in the classroom. It was from that target population that the sample for this study was chosen based on the evidence that the participants selected to divulge in their respective sea shanties.

I employed purposive sampling. Purposive sampling is often conducted when a researcher attempts to gain a deeper understanding of the participants' experiences in a multitude of ways on the basis of certain established criteria (Merriam & Tisdell, 2016). For this study, all the 91 sea shanties were reviewed and categorised into five emerging categories, namely avoiders, containers, risk-takers, retreating idealists, and sinkers. From these, a total of ten participants were selected as exemplars of the emerged categories.

Purposive sampling is a technique that cannot be generalised as it is often used to gain insight into individuals' experiences in a specific context (Merriam & Tisdell, 2016). Purposive sampling emphasises the importance of selecting participants who are of interest

or value to the research that is being conducted in a specific context, as the sampling technique believes that participants who are valuable to a particular study will provide sources that are rich with information (Yin, 2016; Maree, 2019). Using the sea shanties – the open-ended reflective reports – to collect the data from the sample and using non-probability purposive sampling allowed me to analyse and deduce valuable evidence for this study and to eventually propose answers to the research questions posed in Chapter 1.

Data Analysis and Writing Up

Data analysis can be described as the interpretation of raw or secondary data collected and organised into trends that may be interpreted for research purposes (Seidman, 2019). The researcher's aims often influence the analysis of a study, determining how the data is organised once it has been analysed. Data analysis cannot be seen as a stagnant process, as the data goes through continuous analysis and elimination to avoid data being used that adds no value to the study or the existing body of knowledge that the study is attempting to broaden.

This study made use of six steps when analysing the data that was used. Step one allowed me to familiarise myself with the data. I analysed 91 summative assignments, each roughly ten pages long. After familiarising myself with the data set, I selected ten participants based on the quality of the evidence provided and the value that their sea shanties had on the focus and purpose of this study.

During Step two I analyse the reflective reports using open coding, which allowed initial codes to be created based on emerging themes. I identified open coding and deductive methods as the most appropriate methods of data analysis for this study. Using deductive coding (see Figure 3) ensured the data was rich and valuable when proposing answers to the two research questions in the dissertation.

Figure 3

Deductive Coding for the Study
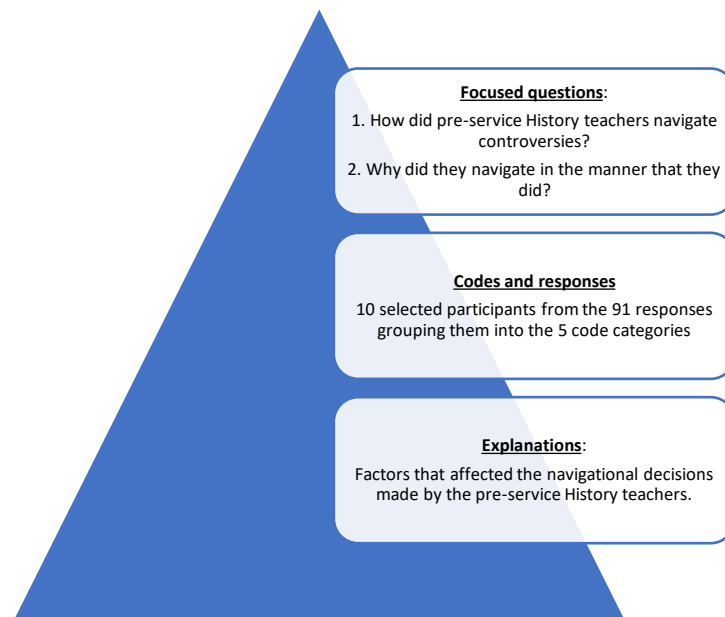
The codebook used when analysing the data was informed by the theoretical framework created using the bricolage principle. This codebook comprised the navigational routes chosen by the pre-service history teachers and the factors that influenced their choices.

Table 2

Themes Emerging from Data Analysis

Themes that emerged	
Navigational routes	Factors influencing the navigational routes
1. Avoiders	Mentor teachers
2. Containers	Identity (Pre-service history teachers)
3. Risk-takers	Learners
4. Retreating idealists	Training received at university
5. Sinkers	
a. Bobbers	
b. Bottomers	

(Expansion of roles developed by Harro's
umbrella of oppression (1997) and Kitson
and McCully (2005)

This data analysis method "includes labelling concepts, defining and developing categories based on their properties and dimensions" (Khandkar, 2009, p. 11). It allowed me to discover the main themes, trends, and patterns from the pre-service history teachers' reflections (Wassermann & Bentrovato, 2018). According to Belotto (2018), open coding allows for multiple interpretations of the same situation and depends on individual responses from the participants.

The final step in the data analysis was the write-up of the data. It was determined that narrative was the best way to write up the data. The write-up allowed for the pre-service history teachers' experiences to take centre stage without removing any of the expressions or emotive responses that they had provided in their sea shanties.

Trustworthiness

This section's primary focus is on how I ensured that trustworthiness was achieved in my research. The trustworthiness of a qualitative study refers to the amount of confidence in the data, interpretation, and methods used to ensure the quality of a specific research (Gaudreault et al., 2023; Shenton, 2004). In qualitative research, the findings that stem from the study must be trustworthy, as trustworthiness provides credibility to the research in its entirety. Leavy (2020) states that one can ensure that a study is trustworthy by being upfront or confessional with the dilemmas that the researcher encounters during the research process. One of the main assumptions of qualitative research methods is that reality is not fixed and is subject to change, thus making it difficult to measure (Merriam & Tisdell, 2016). This is one of the essential reasons why trustworthiness is an important factor in any qualitative research.

Trustworthiness can be ensured in qualitative research by informing the audience of the research process and ensuring the study is carried out with integrity.

Gaudreault et al. (2023) state that trustworthiness occurs when four aspects have been adhered to: credibility, transferability, dependability, and confirmability. This study considered these four aspects in the following ways. Credibility was ensured by using the sea shanties from the pre-service history teachers which were submitted as summative assessments at the end of their final year. Transferability was attained by allowing the pre-service history teachers' experiences when navigating controversial issues to take centre stage in Chapter 4; these navigational decisions may be used and applied to other situations as they develop professionally as history teachers. Dependability in this study was difficult to predict as the findings were based on individual experiences and navigational choices that they made. Finally, confirmability came from the data that was presented which was taken directly from the sea shanties to allow the participants' voices to appear in the study. There were no preconceived notions on my part as the researcher.

The secondary data selected for this study were collected by two experienced and well-respected academics who have worked in academia for many years. This enhanced the trustworthiness of the study, as it ensured that the participants were not persuaded to provide falsified answers for my benefit as the researcher who would make use of their responses. The data had undergone two coding processes to ensure that information which might be deemed inappropriate was removed before conducting the study.

To ensure the trustworthiness of this study, I chose the number of participants to gather the data used for this study to ensure that the data was saturated. Being an outsider assisted me to remain unbiased and objective, which ensured that the data collected and analysed throughout the study was trustworthy. The data that was used for this study remained authentic: they were not altered in any manner: spelling, emotive language, and opinions in the data were not changed. During the research stage of this dissertation, trustworthiness was

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ensured by communicating with the authors of some of the existing literature, such as Hess, Wassermann, and Bentrovato to ensure that there was no misinterpretation of their work. This was further enhanced by the cohort sessions that were held online by the Department of Humanities academic staff at the University of Pretoria as it allowed for the opportunity to engage with practising researchers and academics for guidance. Although my supervisors were also a part of the cohort sessions, our intimate sessions, both online and in person, assisted me with navigating this study as they could steer me away from untrustworthy language usage and bias.

To further ensure the trustworthiness of this study, it was subjected to critique and guidance when it was presented at the 37th South African Society for History Teachers held at the University of Johannesburg from 3 to 4 October 2023. The audience that was present during the presentation ranged from pre-service history teachers to historians practising in academia.

Ethical Considerations and Implications

In adherence with ethical standards for research involving human participants, only the summative tasks of history students who had consented to participate in the study were used. This study used pseudonyms to protect their identities and those of their various mentors and the schools at which they were placed during their WIL period. Since this study used secondary, pre-existing data, the ethical clearance obtained for the data collection, that is UP17/10/01, was part of an ongoing study. All the University of Pretoria's protocols were observed to ensure that the study stayed within the ethical parameters set by the University of Pretoria and the ethical committee that governs the university.

The University of Pretoria, as an academic institution, stresses the importance of applying for and being granted ethical clearance before any research can be initiated and conducted. This is awarded to individuals by the ethics committee after a rigorous process of

review by multiple individuals who sit on the committee. I obtained ethical clearance to use the pre-existing data after getting written permission from Professor Johan Wassermann and attaching it to my personal ethical application. I was granted permission to conduct this study after getting approval from the ethics committee in September 2022.

Conclusion

This chapter focused on the research design and research methodology selected to conduct this study. The research design allowed for the qualitative approach to be unpacked and discussed how it would be used in this dissertation. The interpretive paradigm allowed for the realities in which the participants placed themselves within the data to be identified for later discussion in Chapter 4. The explanatory case study method was identified as the research method for this dissertation as it provided the most reliable answers to the research questions in a trustworthy and credible manner.

The next chapter, Chapter 4, presents the data and their analysis. The data, as mentioned above, was written in a narrative or storytelling manner to allow for the voices of the participants to take centre stage with no interference from me as the researcher.

Chapter 4

Data Analysis and Interpretation

Introduction

In this chapter, the findings related to the pre-service history teachers' navigational decisions made during their WIL period as it related to the teaching of controversial issues are discussed. This discussion is centred around how and why the pre-service history teacher navigated the controversial issues that emerged during their WIL period the way they did. The themes for this chapter emerged through the open coding process of analysis as explained in Chapter 3. These were then applied to the reports of the ten pre-service history teachers selected for this explanatory case study. Each of the pre-service teacher's experiences in this chapter are explained by highlighting the critical aspects of their experiences of teaching controversial issues to ensure that the data analysis was coherent.

The Case of Pre-Service History Teacher 1

This pre-service history teacher (P1) who self-identified as a Coloured woman stated that the strategy that she felt most comfortable with was to avoid controversies and any unnecessary risks in the classroom. She stated that "The teaching of something that can be controversial put me in a very uncomfortable position as I was a student teacher at a school that was very unusual to me."

P1 explained that the school was "a government school in a wealthy area of Tshwane and is not a school that is lacking in educational resources or access to them". She continued by describing the school culture as different from what she was used to. While she felt that she was out of her depth socio-economically and in terms of class, she found some comfort in the learners who attended the school. She explained, "The pupils though are not from the

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surrounding areas but rather travel for far from outside locations to get to school often coming from a lower economic class than most of the teachers and area the school is in."

P1 explained that some of the learners were on scholarships that allowed them to attend the school despite their impoverished backgrounds. She further observed that the school lacked diversity: "The school is not very racially diverse, but it is very culturally and religiously diverse, which could bring controversial issues within the classroom".

P1 was, additionally, fearful during her WIL because of rumours which had circulated that the school was very selective in terms of the pre-service teachers they accepted for WIL. Rumour had it that this was done to ensure that those who entered the school conformed to its culture and to avoid adverse reactions from the learners during the teaching and learning process.

P1 was clearly intimidated by the power and school culture present at the school. This was emphasised when she entered the Grade 7 History classroom, where she was expected to teach "Colonisation of the Cape in the 17th and 18th Centuries". In this instance, P1 was expected to teach the "Dutch settlement in the Cape, which emphasises the reasons for why the Dutch chose to settle in the Cape and what were the results of this action" (Department of Basic Education, 2011, p. 35). In this section of the CAPS-History curriculum, emphasis is placed on slavery at the Cape and the origins of enslaved people. This topic presents many controversies as CAPS expects issues related to race, class, and land to be taught in the history classroom.

P1 regarded the colonisation of the Cape as controversial from the outset, as it relates to issues of race. She explained:

> The controversial issue arose when teaching the section on the arrival of the Dutch in the Cape. This, to them [the learners], was the introduction of colonisation as we moved along, and the theme of slavery was being brought up. The origins of the enslaved people were brought into question when working through the CAPS

document, which led many of the learners to be confused when they learnt that it was not only indigenous people that were enslaved people but others that arrived with the Dutch.

In her sea shanty, P1 recalled that her fears and uncertainty were realised when

> one learner put up his hand in the middle of my sentence and before even being acknowledged looked at me in the eye and asked, "Ma'am, do you hate Black people?" which put me in an uncomfortable position. It could have jeopardised my very existence at the school if answered incorrectly.

This placed her in a challenging and emotional situation as P1 identified as a mixed-race woman, known as Coloured in South Africa, who did not fall into the category of Black that the learners were creating in the classroom. She emphasised that the question made her feel uncomfortable as she identified as a Coloured woman who could not place herself on either side of the Black–White racial debate.

It is clear from the report by P1 that she was regularly asked uncomfortable questions. She elaborated, "I am younger and a female, they felt that it was easier to push my buttons and test me", when some students felt the need to consistently ask her political point of view. She revealed, "The first few times, it was easy to brush off as it was not related to the topic, and I told them they were getting off-topic." However, in her sea shanty, P1, explained that she believed she was ill-equipped to deal with such a blunt personal question in the context of the school where she had been placed for WIL.

P1 explained that the reason that she felt ill-equipped was multifaceted. First, she believed that she did not receive adequate assistance from the school because of her fear of being removed from it if they believed she could not teach effectively. She further unpacked this by explaining that her mentor teacher's assistance needed to be more stable, as the mentor teacher either did nothing or became a domineering force in the classroom. P1

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provided insight into one of the moments when the domineering force was displayed in the classroom. P1 was struggling with a question that she had shared with her mentor teacher, who, she said,

> took it completely out of proportion as I felt that a reaction to that size was exactly what the learner was looking for, as she started to yell that the learners were being disrespectful and saying that they should not be asking such questions … This then made it very hard for me to continue teaching them and still demand the same level of respect from them as they now felt I could not handle issues on my own.

In her sea shanty, P1 described the days that followed, when she was left alone to continue teaching the topic with minimal interference or guidance from the mentor teacher, who believed she had corrected the learners' behaviour the day before. That was until the day that she was assessed by her mentor teacher, who had to observe and critique the lesson she presented. On this occasion, a similar question about her racial position was raised. P1 told the mentor teacher that on this occasion she would deal with the issue herself. However, she simply avoided answering the question and instead opted to provide an emotional and defensive response by chastising the learners for asking the question. She told the learners, "If you want to know my political stance in the country and how I feel about South African politics and the slavery that was evident during that time, you will need to write me a two-page essay on the meaning of politics and about our different political parties."

In her reflective report, P1 explained that she believed that the topic of colonisation of the Cape only became controversial in the classroom when the learners started to pose questions about her political positioning and racial views on the issues being discussed, which she deemed as being "off topic".

The relationship that P1 had with her mentor teacher became strained after that incident. Consequently, her mentor teacher stepped in and took over the teaching and learning

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process. According to P1, once the learners recognised that the mentor teacher had stepped in and taken control, "this then made it very hard for me to continue teaching them and still demand the same level of respect as they now felt I could not handle issues on my own".

Based on P1's sea shanty, it seemed that pedagogical tensions existed between the mentor teacher and P1 as they had differing viewpoints on the best way to navigate the controversies that emerged in the history classroom. This became evident to P1 when she observed her mentor teacher in the classroom and how she had decided to navigate the controversy brought into the classroom by the learners and as found in the History curriculum.

P1 acknowledged that her position when navigating the controversy that emerged was that of an avoider, while the mentor teacher was a container who relied on the use of the textbook to teach with no deviation from the written word. This became a problem for P1 as she disagreed with using containing as the sole teaching style when navigating controversy, especially when moving from one topic to the next. She explained:

> My mentor teacher, as knowledgeable as she was, taught from the textbook and felt that once the lesson had been read, then the learners must copy the passages straight out the book into their workbooks and completely discarding the activities.

The complexities that emerged through the analysis of the report from P1 were the issues revolving around her self-identification as a Coloured woman, the school environment and culture, learners in the classroom, the mentor teacher interfering in her lessons, and the eventual halting of all her teaching.

The first issue to emerge was the use of the textbook to navigate the controversies that emerged in the classroom, the mentor teacher-maintained control of the class and the topic being taught, with no critical or historical thinking needed by the learners. By contrast, as discussed earlier, P1 attempted to create a classroom environment that made the learners feel comfortable, based on the environment that P1 created within her classroom, enough to

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ask questions about the colonisation of the Cape but retreated when the questions put her in an uncomfortable position, thus leaving the learners' questions unanswered.

Secondly, the subject knowledge that P1 possessed on the colonisation of the Cape when compared to that of her mentor teacher also led to the growing tension within the classroom. P1 revealed that her mentor teacher had taught this topic many times and although she felt prepared, she did not expect some of the questions that the learners brought into the classroom, even those that were related to the topic.

A third reason for her feeling ill-equipped was evident from the position that P1 took when navigating the controversial issues that arose in the classroom, one of which was the fear and discomfort that she felt at the school. Her navigational route was challenged by the personal questions that the learners posed about her political positioning and identity. These questions pushed her out of the safe space that she had created, and, rather than viewing this as an attempt by the learners to probe deeper into the content, she felt that they were ambushing her and being disrespectful of her and her identity as a Coloured woman, which ultimately led to her eventual relational breakdown in the classroom.

For P1, another factor that guided her navigational decision was the rumour that had been circulating about the school's strict policies regarding pre-service teachers and the threat of removal from the school if a mistake was made. This fear was underpinned by the mentor teacher relying on the textbook to teach all the content that was required with no deviations to ensure that there were limited controversies that emerged.

The Case of Pre-Service History Teacher 2

Pre-service history teacher 2 (P2) stated that the environment in which she, a self-identified Muslim woman, did her WIL was vastly different from what she had been used to. She relayed, "During my years of schooling, I attended a racially diverse school with both the students and the teachers alike." She continued by saying that the school that she attended

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had a multitude of religious beliefs amongst the staff and student population. During her WIL placement, she revealed that she had been placed at a mono-religious school that lacked diversity in terms of religious beliefs and practices. P2 explained that the school she was placed at was a Muslim school where "the majority of the staff and students were all Muslim".

In her sea shanty, she recounted, "There were no controversial issues that arose until I was nearing the end of my teaching practice." The controversy arose when she was expected to teach about the Arab-Israeli conflict in a Grade-11 class. This is one of the case studies that the CAPS document prescribes as part of a topic on "Nationalisms – South Africa, the Middle East and Africa" (Department of Education, 2019, p. 22). P2 identified the Arab-Israeli conflict as a controversial issue as it dealt not only religion with but also with identity and a plethora of other issues. She explained that she and her mentor teacher worked collaboratively on what lesson she would teach and when. As soon as P2 came to the topic of Arab-Israeli apartheid, "the teacher told me that I was not to do any lessons on this as she had a specific plan of instruction for this section". P2 connected with this issue as she came from an Islamic background and understood that it might be a sensitive issue for the learners in the classroom, especially with the current conflict between Israel and Palestine and the question of the rightful ownership of land. P2 criticised how her mentor teacher presented this topic in a class by stating in her report:

> I expected the topic to spark controversy in the classroom, so I was keen to see how the situation would be dealt with; however, instead of teaching them in a way that encapsulated multiple perspectives from all [of] the groups involved, the teacher brushed over the topic and then told the story from an Islamic point of view. I believe that as an Islamic institution, the learners should have an Islamic background; however, the class being taught is history and not Islamic studies, and I felt as though the teacher allowed her own beliefs to affect how the content was taught.

P2 defined this as the starting point for all the controversies that emerged during her WIL period by saying, "from this point of controversy, other controversial issues sparked."

P2 described the way her mentor teacher navigated the controversial issues that emerged in the classroom as problematic and she chose to probe the mentor teacher to gain a deeper understanding of why she had chosen the navigational route that she did. P2 asked the teacher why she disregarded other sources and only told the students a part of the history or focused only on certain parts of the topic. P2 described her mentor teacher as an elderly lady with many years of teaching experience, and P2 suggested that this might be why the mentor teacher taught in the manner that she did. P2's mentor teacher responded that she taught in that way as she had been teaching it in that manner for many years and deemed it to be the most appropriate based on the culture of the school which stressed that the learners should understand the Islamic point of view when dealing with such topics. The mentor teacher's argument was that, the "learners' parents are very involved in their children's education, and they would not like their children to be taught about issues from a textbook's perspective".

After liaising with her mentor teacher, P2 decided to approach the learners in the class and ask them how they felt about how they were taught and what their opinions were, keeping how her mentor teacher navigated the controversy in the back of her mind. She reported:

> Many of the learners said that the teacher taught them one side of the story, but for study and exam purposes, many had to go and read over the entire topic. When I asked them what they thought about the information that was given to them from the textbook and other sources, many of the learners found the work interesting. They understood what the Arab-Israeli conflict was in a broader sense.

In P2's conclusion to her sea shanty, she further criticised the manner in which her mentor teacher taught by stating that "the teacher also underestimated the learning ability of her learners and neglected historical-thinking skills of empathy, and multi-perspectivity". P2 further elaborated on the mentor teacher's use of bias and the way in which she allowed her religious views on history to affect not only how the learners were taught in the history classroom but also the impact that this may have had on the learners. P2 further explained in her report that this "raises the question of, how do we strive for more open-minded teachers or ways of teaching and how is one able to steer clear of old ways and incorporate new teaching ideas and strategies into the history classroom?" Unfortunately, P2 did not discuss what was meant by "old ways".

In the sea shanty, P2 did not mention much about how she taught controversial issues. However, it can be deduced from what she did mention that there were elements of censorship in which she was forced to navigate controversies in a manner that did not go against the ethos of the school. Religion, in this instance, Islam, can be seen as the central complexity for P2. The second complexity that emerged in this sea shanty were the parents of the learners at the school and what they expected from the teachers teaching their children at a private religious institution. The manner in which history was taught by P2's mentor teacher was a one-sided, unbalanced manner that did not go against or challenge the religious ethos of the school nor the supposed? wants of the parents. This meant that P2 was not given the opportunity by her mentor teacher to practise what she had gained from the university and was forced to navigate in a manner that did not address the controversies related to the Arab-Israeli crisis. This led to tension between the mentor teacher and P2 as the CAPS-History document was not adhered to with the mentor teacher opting to become a peacekeeper in the school rather than actually teaching history in a balanced manner. The final complexity stemmed from a conversation between P2 and the learners. It became evident that there was a disconnect between the learners and the content that they were being taught as they were

open to multiple perspectives and not the one-dimensional way that the Arab-Israeli conflict was taught.

The Case of Pre-Service History Teacher 3

Pre-service history teacher 3 (P3) completed her WIL placement in two radically different schools in Tshwane, presenting her with unique challenges when navigating the controversies that emerged. P3 identified as a White woman of English descent. The radical shift that she experienced during her WIL made it challenging to pinpoint her exact navigational route, as it was ever-changing through trial and error during her WIL period. As mentioned above, one of the main factors that led to the challenge was the school environments that she found herself in.

P3 described the school for her first WIL placement in Term 2 as a "private school in Tshwane, and the Grade 8 class that I had been given was diverse in all aspects such as religion, ethnicity, and nationality". She further explained that most of the students who attended the school "came from wealthy backgrounds and had access to a number of resources, both online and physical". P3 confessed that she had a strong feeling of being overwhelmed at first as the learners "completed all of their work via e-books and online platforms, which was something that was new to me, and I had to learn to use it quickly in order to teach the learners effectively".

At this school, P3 was tasked with teaching Grade 10 learners about colonisation, which she felt placed her in an uncomfortable position based on her identity and ancestry. She explained, "As a White female teacher, teaching a touchy topic such as colonisation and having ancestral roots dating back to the early colonisers, I was expecting some form of negative feedback or discomfort from the learners." However, P3 revealed that the learners provided positive feedback and asked questions that she deemed as "smart". The learners were able to show that they possessed second-order-thinking concept skills, and she believed

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that the learners were able to empathise with the enslaved people and the disadvantaged groups that were discussed in the lesson. However, there were a few learners who asked P3 why the colonialists treated people of colour in the way that they did, and why they thought that people of colour were "uncouth savages". P3 confessed that she approached the question by using the resources at her disposal, such as an e-textbook, and explained that "before the colonists had arrived in Africa, not many of them had laid eyes on people of a different colour before – it was something of an anomaly to them".

According to P3, she attempted to bring multiple perspectives into the classroom to address the questions that she was receiving,

I also explained that the colonists were people of God - Christian values that had Western behavioural and moral standards that they believed all 'cultured' individuals should possess. Thus, when they came across the indigenous people, who had no Christian beliefs or ideologies, they presumed that these people were uncultured savages.

She stressed that using the teaching and learning resources to find the answers allowed her to provide a balanced view of the historical period by stating:

The majority of the indigenous people did not want to learn about the Western form of religion nor did they want to adapt their ways to Western societal norms, and it was due to this inability to conform that led to war and battles breaking out between the two groups.

She further elaborated that by doing this she believed that by presenting the perspectives of both groups that she was presenting a "balanced and well-rounded" view of history.

The mentor teacher who was assigned to P3 was described as a "White man in his early thirties, who was very accommodating, supportive, and provided helpful information throughout my practical". P3 articulated that although her mentor teacher was very supportive

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of her, she observed that the learners responded differently to an authoritative male presence in the classroom when it came to discipline and behaviour as opposed to that of a young female presence.

P3 recalled, "The only real issues I had whilst teaching colonialism to this specific class was the age gap between the learners and I, and the fact that I am a woman." She elaborated on this saying that the Grade 10 boys would purposefully push her level of tolerance and force her into uncomfortable positions with some of their questions. "They made many attempts to engage me on a 'buddy-buddy' level, where they began asking questions relating to smoking, drugs, alcohol, and my preference of 'jol places'." P3 navigated through these uncomfortable probes into her personal life by explaining that "regardless of my age, I was still their teacher and they needed to treat me with respect", which was followed by the threat of detention as a form of after school punishment.

Similarly to the above-mentioned controversial issue that was underpinned by gender and age and a certain degree of sexualisation. "One issue of current and great concern among people, particularly in post-apartheid South Africa, is the issue of gender and the emphasis that is placed on the power held by women" (Motse Manyane. 1995, p. 29). The subsequent controversy occurred outside the classroom during P3's extracurricular responsibilities. During the first part of her WIL period, she was expected to assist with coaching the boys' hockey team. Her gender was seen as problematic as she expressed that she was not being taken seriously because she was a woman. P3 explained that the boys should have taken her advice more seriously, but they often just walked away from her until the male coach arrived. This could, however, stem from the debate and disagreement on what the rightful place of women should be, especially within South Africa's changing landscape from apartheid to post-apartheid (Motse Manyane, 1995; Wassermann, 2011).

In contrast to the school in the first part of her WIL period, the second school that she was placed at was "a government school located in Pretoria CBD, central business district".

P3 specified that the majority of learners in the school came from disadvantaged backgrounds with "parents/guardians who were financially impoverished or living on the bread line with most of them not being able to pay school fees each month". The school was overcrowded, with five classes per grade and a minimum of forty learners in each class. P3 explained in her report that the school also needed more basic resources such as sanitation products, toilet paper, and soap in the restrooms. Additionally, "the school did not have enough tables and chairs for the learners in the classrooms, nor were there the correct number of textbooks for the learners to use during their learning experience".

P3 described the learners as "destructive, as they would engrave graffiti on their desks, and scribble and tear pages out of their very limited textbooks". She explained in her report that the school itself was not very diverse as it was predominantly attended by Black learners. However, the students belonged to "different ethnicities – Zulu, Sepedi, Venda". Since the school at which P3 was placed lacked music, which was her major, as a subject, she decided to incorporate music into the history lessons. P3 was tasked with teaching history to a Grade 10-class with whom she would set her navigation in motion.

> I decided to approach this scenario by incorporating music history in each topic we covered in the history textbook. If we learnt about the Zulus, I would bring in some aspects of Zulu music, etc... One of the topics covered was colonial expansion in the interior. Teaching this controversial topic to this class proved quite tricky and was not similar to my previous experience.

The sea shanty of P3 divulged limited information about the external factors evident in the school. However, she did voice her concern about her mentor teacher as she noted that "my mentor teacher deserted me when I took over the class. He vanished and was not there to help and guide me through the duration of my time at the school. I taught a class of 45 learners alone from day one."

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Similar to her experience in the first school, P3 felt uncomfortable based on her identity and the learners she taught. This was evident when she expressed that "as a young White female teacher, teaching a topic like colonisation to a class of Black Grade 10 learners, I encountered a few uncomfortable moments".

P3 was expected to teach "colonisation and expansion in the interior" (Department of Education, 2019, p. 17) to Grade 10 learners. She noticed that the learners who were present in her classroom were not particularly interested in learning about the topic. She elaborated on this, stating that "their attitude and behaviour towards the topic, and me, was utterly abysmal. They continuously made racist remarks towards me and the work we were covering". As a consequence, P3 felt uncomfortable and tried to diminish the tension that was in the classroom. She attempted to play "devil's advocate" to defuse the hateful atmosphere she found herself in.

As she had done at the first school she had attended for WIL, she tried to create a balanced view of history by explaining that there were "White activists fighting for the rights of Black people during apartheid". Being placed in this uncomfortable position, P3 attempted to defend herself by asking the learners, based on the comments she was receiving, that if she hated Black people, then why would she be in their class trying to educate them and make a difference in their lives? This was met with further negative responses. Some of the learners took it further by telling her:

> I should not expect to receive any form of respect from them while I was at their school because they hated the colonists for what they did to their ancestors, and I was White, so they hated me for the fact that my ancestors had taken their land.

She reflected on her final days at the school by stating that from then on the topic was no longer controversial to the learners but almost damaging to her as a pre-service history teacher. P3 ended her sea shanty about this WIL experience explaining, "I felt incredibly

uncomfortable every time I had to teach them, and to make matters worse, it was also the first time I had encountered such bias in the textbook and questionable historical facts."

In the conclusion to P3's sea shanty, she compared her experiences of the two schools by discussing the school environments, external factors, and the learners. In her view, because of the different contexts, "what would normally be labelled as a 'controversial topic', colonisation, turned out to be non-controversial during my first WIL, and extremely controversial during my second WIL, based on factors other than the topic itself". She also reflected on the navigational route that she chose for the second WIL period by stating that doing further research upon returning to University she "definitely would have approached my second teaching practice in a different way". However, how she would do that was not revealed.

The complexities that emerged for P3 can be separated into two as she presented her experiences for both WIL periods. In her first WIL period, the school environment could be seen as the first complexity as its advanced, technological environment made her feel overwhelmed before she even entered the classroom. The second complexity that became evident was one that centred around her gender as the learners often sexualised her both inside and outside the classroom. They tried to become too familiar with her in the classroom and did not respect her authority or advice when she was coaching the boys' hockey team. This second complexity escalated as she did not know how to deal with the belief held by the male learners that women held less power and authority in the classroom.

The third complexity that emerged was the learners' reaction to her mentor teacher as opposed to her, which was directly linked to her gender — she believed that the learners respected her mentor teacher simply because he was a man. While teaching the controversy of colonisation, P3 expected that her identity as a White English-speaking woman with colonial ancestry would be a problem in the classroom. However, this was not a problem and the learners reacted positively to the content that was taught, asking questions not to challenge

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her but instead to probe deeper into the content. It is here that the final complexity emerged. P3 referenced religion when answering the learners' question as to why the colonists treated people of colour the way they did and why they thought that people of colour were "uncouth savages". The navigational route that became evident from P3's sea shanty was that of a balanced approach.

While completing her WIL period at the second school, some new complexities emerged, namely the interaction with her mentor teacher, issues of race, and the negative experiences that she had with seemingly anti-White comments being made by learners. The first of the complexities that emerged were the structural inequalities that existed between the first school she was placed at and this second school, as the latter lacked basic necessities such as chairs and desks in the classroom. The second complexity that emerged was that of an absent mentor teacher. P3 claimed that the mentor teacher simply vanished for the duration of her WIL and that she was unsupported in the classroom. The second complexity gave rise to the third complexity in that P3 was doubtful of her position in the classroom especially when she was unaware of what to expect. Her gender and race became the third complexity as she was a White English-speaking woman who was expected to teach colonisation and interior expansion to learners who seemed not interested in hearing about it. As the lessons progressed, the learners started to aim racist anti-White comments at her when she tried to implement the idea that some White people were part of the anti-apartheid movements. This came to a head when issues of land, a contentious contemporary issue in South Africa, were brought up and a learner demanded the return of land to Black people stating that the land had been stolen by White people during colonisation. This led to P3 retreating from her intended balanced method of navigating to a more contained textbook-reliant navigation method in order to complete her lessons.

The Case of Pre-Service History Teacher 4

Pre-service history teacher 4 (P4), who self-identifies as a White woman, described the school at which she had been placed for the first WIL period as "a multiracial, co-ed primary school located in Pretoria". The school was considered, in her view, "normal" when it came to the number of learners in each class, as each had a "minimum of 30 learners per class, reaching a maximum of 34 learners". At the school, P4 was tasked with teaching Social Sciences to five classes of Grade 6 learners. She explained in her sea shanty that "being a student teacher, I felt extremely overwhelmed with the number of students that came to class daily".

Upon arrival at the school, P4 was placed under the guidance of the Social Sciences teacher who taught Grade 5 to Grade 7 learners. P4 recalled that while discussing a way forward with her mentor teacher with regard to the requirements for the completion of the WIL period, the "mentor teacher allowed me to take over the Grade 6s, and I was coined their social science teacher for the term". P4 expressed her gratitude to her mentor teacher for this but stated, "Although I am extremely grateful for the experience, I felt as though I walked into teaching practice being thrown into the deep end and asked to teach Grade 6s from the get-go."

Once both P4 and the mentor teacher had agreed on him abandoning his classes for her to teach, P4 explained that she was handed the Grade 6 Social Sciences textbook that was used in the school and was asked by her mentor teacher to "stick to the content and activities in the textbook completely and I was not allowed to 'veer' from this". P4 says this action was highly influential when she was expected to choose a navigational route when teaching. She further elaborated that the instruction given with regard to teaching "restricted me from the activities I wanted to do and the content I wanted to add and teach that I felt could benefit the learners".

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When P4 questioned the instruction by her mentor teacher, she was given a response which P4 called an "excuse", that is, "we teach large volumes of learners and sticking to the textbook is easier for all parties involved". P4 explained in her reports that the mentor teacher expected her to use the textbook to teach the content and give the learners activities after completing each main topic. The mentor teacher did not allow any activities to be used that could not be marked by the learners using the teacher's guide to the textbook that contained the answers to all the activities in the learners' textbooks. P4 felt that this left her feeling "frustrated" as she saw it as a form of censorship:

> The worksheets that I wanted to create had to be approved, and this goes for the activities that I wanted to plan for lessons, and the content that I taught was also checked to ensure that I stuck to main headings and subheadings in the textbook.

Although the controversy did not emerge with any of the content that was being taught, P4 felt that the forced reliance on the textbook as the sole provider of information was controversial in itself. She confirmed that through speaking with the other pre-service teachers who were at the same school and by observing different Social Sciences classes, it became evident that the use of a single textbook "was the 'norm' in the school". P4 did not place any blame on the school nor on the in-service teachers as she believed that the pressure came from the "Education Department".

To P4, the controversial issue was that "this teacher relies so deeply upon one textbook to teach content [and] would not allow me to add content or use different activities to benefit my teaching of history and enhancement of the student's knowledge of the subject".

The second school that P4 was placed at presented new challenges for her as it was vastly different from the first. The school was a "private Christian school that had a strong focus on the beliefs and morals that are held in the Christian religion". During this second WIL period, P4 emphasised that she did not teach Social Sciences. However, she observed the

Social Sciences lessons that were taught by another student teacher at the school, specifically on the topic of "Nelson Mandela". P4 commented that the manner in which this topic was taught was not in line with what was expected from the Intermediate Phase Social Sciences CAPS-History document (Department of Basic Education, 2011, p.35). According to P4, the reason for it was that "this private school decides what they will teach as a grade and do not follow the CAPS curriculum". In essence, this influenced what the pre-service history teacher was be able to teach, having being told that she must teach "the life of Nelson Mandela".

P4 offered insight into the differences between the two schools at which she was placed by explaining in her report that the first school had relied solely on the textbook. By contrast, the second school "did not have textbooks, and we were given the thematical topic we were to teach". She stated that this led to a large amount of anxiety as the pre-service history teachers were expected to "make up" what they would present to their classes as no guidelines were given to them by the school or their mentor teacher. P4 was concerned that the "issue comes in when you teach a controversial topic, and you are therefore 'forced' to decide on the content that you think is important."

While observing the lesson that was being taught by her peer pre-service history teacher about the life of Nelson Mandela, a video was used as an aid for the lesson. The video showed Mandela speaking "about White dominance and race as an issue in South Africa" during the apartheid era. This was not received well by the mentor teacher, who insisted that the video should be stopped as "she was worried this could cause a problem in the classroom as issues such as race and apartheid had been brought up, and asked about, during the video". This left P4 confused and she questioned if dealing with the issues of White dominance that were mentioned in the video was damaging or essential in the South African classroom.

When P4 asked her peer how she had felt about what had occurred, her answer was, "This is a private, Christian school, and I do not want to get into trouble with the school or the parents."

In the conclusion of P4's sea shanty, she stated that the controversial issue that emerged in the second school was the manner in which the content was to be created by the teacher with minimal influence from exterior entities due to the fear of the backlash that might have arisen from the parents or the school itself.

The lack of freedom that P4 had within her classroom in the first school became problematic for her during her WIL. The mentor teacher and school culture took away her freedom by forcing her to rely solely on the textbook without deviating from it. This meant that there was no room for her to incorporate any of her own ideas or initiatives into her history lessons as this would go against the wishes of the school and her mentor teacher. It was evident from P4's sea shanty that her WIL period was merely a pragmatic production line that relied on the textbook as the only source of knowledge with no historical thinking or engagement being promoted in the classroom. The promotion of rote learning was evident throughout this report as P4 was unable to utilise a large portion of her training.

In contrast to the first school that P4 was placed in, the second school did not use textbooks at all. During her second WIL period, she merely observed in the Social Sciences classroom but deemed the lessons as problematic from the outset. The school was a mono-religious Christian school which often deviated from the CAPS-History document when it came to teaching about Mandela. When P4 questioned the pre-service history teacher who had been placed in the classroom about this deviation from CAPS, she emphasised the culture of fear that the pre-service teacher had experienced at the school, namely being removed from the school or the opinions that the parents would have.

In both schools, P4's training and feelings often left her in a state of confusion, especially when implementing the pedagogical toolkit that she had acquired from her History Methodology courses was shut down in the classroom.

The Case of Pre-Service History Teacher 5

Case 5 is the case of a pre-service history teacher, whose racial identification is unknown but identifies as a woman. Her sea shanty projected comfortability, within her position as a pre-service history teacher, from the outset, as she described the school as "diverse in multiple ways as there were a few international learners that attended the school, offering unique perspectives on the topic in the classroom". The school that P5 was placed in was a co-educational high school located in the greater Tshwane metropolitan area. On arrival, P5 was placed under the guidance of the Senior and Further Education and Training Phase history teacher, who expected her to teach "Social Sciences to Grades 8 and 9 and History to Grades 10 and 11".

From the beginning of her WIL period, P5 had a strained relationship with her mentor teacher. P5 explained:

> When observing my mentor teaching during class, I was hopeful that he would be open to my ideas and teaching style because of his personality and his own teaching style in the classroom. However, this was the opposite of what happened, which not only brought tension into the classroom before I had even taught but brought major anxiety when preparing and introducing my ideas in the classroom.

In the initial meeting that P5 had with her mentor teacher, she stated that he did not give her small sections of the CAPS-History document to teach, but instead, he assigned "Topic 5: Apartheid South Africa 1940s and 1960s" (Department of Education, 2019, p. 24) in its entirety. P5 expressed concern with what was expected of her, especially when it came to teaching the Grade 11 students. The reason for this was that she "knew that these learners would have opinions and would be prepared to give me a tough time". However, instead of letting this concern limit her ability, she expressed that teaching apartheid "excited" her as she

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wanted to be "innovative with this section of work in order for the learners to enjoy the content instead of focus on the controversy of the topic".

During her preparation for the first five lessons on apartheid, P5 decided to bring in the laws that underpinned apartheid South Africa. These classes started with her separation of the students not along the lines of race but along the lines of gender. P5's first class, on the introduction to apartheid, focused on the practice of the minority ruling the majority. The first lesson progressed as follows:

> I gave the girls one of the 25 desks even though there were 18 girl learners. I gave the boys the rest of the desks where there were seven boy learners in the class. I spoke to the boy learners before allowing the girls into the classroom and told them they were in control of the classroom; they were to come into every lesson and institute a new law. The laws had to be something the girls would need to follow. The girls were then allowed into the class where I gave them a pass where it states in the constitution on the board that the girls would not be allowed to enter the classroom without their passes.

This progressed over the following four lessons, and each day," the boys would write their new law on the constitution and explain the law to the girls". Before P5 implemented this idea in the history classroom, she ran the idea by her mentor teacher, who did not react in the manner that she was expecting, which created tension between her and the mentor teacher. The mentor teacher, according to P5, "feared that the parents would find out about my lessons and have a huge issue with the way I was conducting the lessons". Additionally, he was fearful that the learners themselves would find the lessons offensive, which may lead to them not learning from the experience.

P5 recalled her mentor teacher telling her that she "was taking a risk in teaching the way I planned on teaching apartheid, however, I decided that it would be in the best interest

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of the learners to learn through an experience". Therefore, P5 decided to continue with the five lessons that she had planned, regardless of the conversation that she had had with the mentor teacher. P5 offered her opinion as to why the mentor teacher reacted in the manner he did by stating that "the only reason why my mentor teacher thought there would be controversy because of the way I decided to teach was because he himself has not explored this form of teaching before". She believed that the mentor teacher underestimated the learner's maturity level in dealing with the way that P5 was planning to teach apartheid.

P5 held the belief that the controversial issues in the apartheid section of school history was not navigated appropriately, by the mentor teacher, as there was "fear of the response of the learners and the learners' parents". In her report, she criticised the manner in which these issues were taught, stating that the content was covered quickly in the history classroom, leading to learners only receiving a limited view into apartheid as the teachers did not allow the learners to "delve deeper in the knowledge that they are learning". Before stepping into her first class, P5 was adamant that the way she had planned to teach was best for the learners.

P5 revealed that the controversies that ultimately emerged in the classroom did not originate from the content that was being taught or the learners; instead, it was the interactions that she had with her mentor teacher that were the major controversial issues that emerged at the beginning of her navigation.

> The controversial issue that arose during my teaching practical because of my teaching style of using learning experiences in the classroom occurred a week before I was to stand in front of the classroom. Before I even had knowledge of whether or not there would be any controversy with what I was teaching, however, I was able to deal with the situation as professionally as I could.

As a last-ditch attempt to gain the blessing of her mentor teacher, she explained that the manner in which she had planned to teach apartheid was entirely beneficial for the learners and that teaching the way she planned to navigate "would further build their historical empathy, and they will learn about cause and consequence better through experiencing it for themselves", which was still met with pushback by the mentor teacher.

P5 explained that she was aware that the way she had planned to teach apartheid could "backfire"; however, she emphasised that the opposite happened, and the learners, "even those who did not normally participate in the class, started to connect with the knowledge that was presented to them". As expected by P5, the emergence of controversy was inevitable, and in the two weeks that she was teaching, she stated,

> There were many heated discussions on this section of work, and many learners were outspoken about the events that took part during apartheid; however, many learners did not have evidential facts to back up their arguments, which was a learning curve for them because it was through these heated discussions that they learnt they needed to have evidence to back them up.

P5 followed this statement by saying that she was never uncomfortable in the classroom while navigating the controversies as they emerged. Furthermore, she continued to say that the learners were never uncomfortable when challenging the knowledge that was presented, and this created a "positive learning experience for the learners and for me as the teacher". She credited the success of her lesson and the creation of this learning experience to the

> demographics of the learners [which] helped the situation because half of the learners sitting in the classroom were not from South Africa and, because of this, it lightened the topic because they had not much [personal] knowledge on the events that took place.

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The complexities that became evident through the analysis of the above sea shanty were centred around the interactions that the pre-service history teacher had with the mentor teacher, especially as the mentor teacher often objected to the new ideas that P5 wanted to incorporate into the classroom. It was evident that the pre-service history teacher's pedagogy was seen as controversial by the mentor teacher especially when P5 attempted to teach apartheid in a learner-centred manner using simulation-style teaching. The mentor teacher expressed that they were afraid of the reaction that the parents might have to this technique. This strained relationship with the mentor teacher created a sense of fear, anxiety, and uncertainty in the mentoring that P5 received. However, P5 was able to navigate this controversy through the facilitation of a successful evidence-based discussion in the classroom. Although the mentor teacher's approach was problematic in P5's view, the school in which she had been placed offered an air of comfortability and support. The learners in the classroom also proved to be unproblematic, as they were often comfortable with the multiple controversies that emerged in the classroom.

The Case of Pre-Service History Teacher 6

From the report by pre-service history teacher 6 (P6), it was clear that the she was reluctant to divulge information about the school environment at which she was placed during her WIL period. However, from her sea shanty, it can be understood that the school was a diverse government primary school.

In the post-WIL report, P6 self-identified as a "young, White, inexperienced female teacher". She further explained that, generally, these identification labels might lead to controversy in the South African history classroom. However, in her sea shanty, she affirmed that her identity, which she clearly embraced and owned, did not provide any challenges when it came to teaching controversial issues. She continued by reflecting on her teaching philosophy, stating, "I would like to believe that I created an open classroom environment

where learners were free to share their opinions and ask questions without getting attacked by other learners' opinions."

The school placed P6 in the Grade 6 Social Sciences classroom, and she was expected to teach the topic "Democracy and Citizenship in South Africa" (Department of Basic Education, 2011, p. 44), which touches on the controversial issue of race and South Africa's traumatic past. P6 believed that being placed with Grade 6 learners was not a negative as she believed that, at their level, the learners should possess "satisfactory background knowledge", and P6 saw this as an opportunity to engage in open and constructive class discussions by probing for their insight into democracy and citizenship in South Africa. According to P6, before any form of class discussion could take place, she had to set ground rules, especially those that emphasised that if there was a response to a topic that could lead to a heated argument rather than a debated discussion, the topic was not welcomed in her classroom. She then gave the learners a brief overview of the history that was being questioned and the multiple perspectives that exist about the topic.

P6 stated that she was aware that even though the learners were in Grade 6, controversy could emerge in the classroom. She believed:

> I handled a seemingly controversial topic of "Democracy and Citizenship in South
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> Africa", which automatically brought about the topic of apartheid and racism among
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> the class. I say this because although the topic brought about split ideas and
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> opinions, there was never a public dispute between the learners. When planning for
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> these lessons, I had to think carefully about how I would approach the topic.

She continued by providing an example of a controversy that emerged in class during her WIL period. P6 explained that during one of the lessons that she was presenting, a learner asked her two questions that momentarily caught her off guard. He asked what led to democracy and why apartheid was no longer law. Although she was caught off guard, she

stated that "instead of showing my shock or controversy towards this question that came from a learner of a different race", she answered the questions straight away, and opened them up to the class to gain their insight into what they believed the answers were. She used their thoughts too at the end of the answer provided to the learner.

The technique of questioning and discussion became prevalent in many of P6's lessons. For example, she noted, "When explaining apartheid, I asked the learners, if they were White, what role would they have played, or, as another example, I asked what they would have done differently in the apartheid era". This type of risky probing allowed the learners to gain a small amount of background knowledge before they were divided into groups and assigned a specific role to complete an activity. P6 did not specify what the activity was, but she described what followed:

> They [the learners] then had to argue why they reacted the way those roles did in South Africa during the apartheid era; I felt that this gave the learners an opportunity to see the different perspectives on the subject matter and even consider the life of the oppressors.

Whilst teaching democracy and citizenship in South Africa, P6 mentioned that the topic of race and its historical presence in South Africa emerged. She then described the manner in which she chose to navigate around this controversial issue by having a "brief class discussion" where one of the learners asked what it meant to be "of a certain colour". P6 proclaimed, "It was not a topic that I was frightened to speak about but rather a chance for me to learn how to handle it in the future." While attempting to answer the learner's question, she posed a question to the entire class that made them ponder their own identities and how they fitted into society. She said, "I asked the class what it means to be Black, White, Coloured, and Indian before asking them what it means to be human, therefore leading to the explanation of how the two are essentially of the same nature." She emphasised her belief that the Grade

6 learners should "understand issues that may be considered a part of their hidden curriculum at Grade 6 level" thus forming the foundational knowledge that they might use as they progressed through their schooling.

The manner in which P6 concluded her sea shanty was not so much a critique on the teaching of controversial issues but rather the materials that the pre-service and in-service history teachers were expected to use as a "tool kit" when navigating the controversial issues as they emerged. P6 stated that she was given a textbook upon arriving at the school from which she was "supposed to teach from for the remainder of the term. However," she explained, "I remember so clearly trying to prepare for my first lesson. It was a challenge and left me with very little information on my topic," which meant that she had to use additional resources to fulfil the requirements of the lesson.

Throughout P6's sea shanty, she presented a picture of a WIL period that was seemingly easy to navigate. The controversial issue of race took centre stage in this report as P6 often referred not only to her own race but also to the race of the learners in the class. The topic that was presented was "Democracy and Citizenship" which led to the question of the level of controversy that the topic contained. The main complexity that was evident in the sea shanty of P6 was the use of textbooks as the primary source of knowledge in the classroom. She was, however, able to overcome this by creating her own learning and teaching materials that used multi-perspectivity and what she had learnt at university.

The Case of Pre-Service History Teacher 7

Pre-service history teacher 7 (P7) described the school that she was placed at as a "multiracial, government-run" environment in Gauteng. It is this diversity that P7 claimed was the root cause for the controversy that emerged during her WIL period. She described her classroom as a "space where the students can interact in a critical manner even though they come from different ethnicities, races, cultures, and beliefs".

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Owing to the diversity that existed in the school environment, navigating the controversies that arose in the history classroom was a challenge at first for P7. She explained in her post-WIL report, "I had to be very careful as to how I interpreted and presented the content to the learners." This changed when she taught her first lesson and learnt that no matter how the content was interpreted and presented, there would always be learners who were sensitive when discussing topics that were central to how they identified, such as the controversial issues of race and culture. This realisation caused P7 to rethink the teaching methodologies to be used in her history classroom during her WIL period. While trying to pinpoint the exact reason why learners found particular topics to be controversial in nature, P7 stated that this was due to the unofficial knowledge, adding that the "learners are taught at home and how they communicate in their social circles in their everyday lives has an impact on how they interpret the different issues that are studied in the history classroom". P7 emphasised that when teaching topics that encapsulated controversial issues, she had to bear in mind that the learners in her history class reacted in different ways to the content that was being taught and that "I should allow discussions in class" to grant the learners the opportunity to discuss their differing opinions as long as they had "factual evidence to back up their claims". However, before any discussion could take place in the classroom, ground rules had to be put in place to ensure that order would be maintained and that no biased comments were made.

The controversial issues emerged in the classroom when P7 attempted to navigate the Grade 10 CAPS-History topic "European Expansion and Conquest during the 15th to 18th Centuries" (Department of Education, 2019, p. 14). This topic became increasingly controversial, especially when P7 tried to link the land expropriation act that has been present in South Africa since 2017 with the idea that the "Dutch East Indian Company settled in the Cape and used the indigenous people of Southern Africa's land to build their own wealth". P7 stated that some of the learners in the classroom, especially those from the Black minority group, believed that there was exploitation during the historical period being taught, and a

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separate discussion was needed on the land that was stolen and the rightful owners of the land. During this discussion, P7 attempted to navigate through the treacherous waters that were rife with controversies related to the intersection between the curriculum, the emotions around the ownership of land, and unofficial knowledge. However, the learner's unofficial knowledge that was used to guide the discussion led P7 to retreat and rely on the assigned textbook in order to contain the controversies that began to emerge. As a direct consequence of the discussion, the class were "consumed" with questions from students of all racial, cultural, and ethnic backgrounds, which led P7 to find the answers to their questions in the textbook to avoid any more controversies from emerging.

The lessons, as mentioned earlier, sent P7 into unfamiliar territory and forced her to choose a new navigational route in order to complete her WIL period with minimal further controversies emerging. For future lessons, she stated, "I relied on the use of the textbook and other sources to ensure that the learners and I would not be placed in an uncomfortable position again when discussing topics that touch on controversial issues."

P7 divulged that she found the navigation of controversial issues to be not "black or white" and admitted that she had struggled with determining what the best route was to navigate the controversies that emerged during a lesson, not only through the content but also through the learners' unofficial knowledge that they incorporated into their discussions and debates. This meant that "I had to use multiple techniques in the classroom to ensure that there was no harm done to any of the learners". Upon reflection, P7 stated:

> In order for me to make sure that the controversies were dealt with in the correct way, I had to know my boundaries and had to manage my emotions because this might have an impact on how learners think I interpret the content and to avoid being perceived as biased.

She provided further insight into the manner in which the controversial issues that emerged in the classroom should be navigated to remove the "incorrect" unofficial knowledge that learners brought into the classroom with them and emphasised the importance of "factual evidence to back up any claim or opinion" that was held on any issue deemed controversial. The manner in which P7 combatted this issue was through the constant rerouting of her navigational route; primarily, this was done by reverting to the textbook as the official state-sanctioned CAPS-History curriculum when unofficial knowledge was brought up in the classroom. The central complexity that emerged from the onset of this sea shanty was race as P7 was told by the mentor teacher that she had to be very careful when interpreting any topic that dealt with race and culture.

The Case of Pre-Service History Teacher 8

From the outset of the sea shanty submitted by pre-service history teacher 8 (P8), it was evident that she did not have a positive experience when it came to navigating the controversies that emerged during her WIL period. She recalled, "Teaching practice has definitely not been a walk in the park for me." During her WIL period, P8, as explained in her report, went through a period of introspection where the view that she held on being a history teacher was challenged as she had been under the impression that "being a teacher would be quite a tranquil and plain-sailing job". This immediately changed after her WIL period as she then held the belief that being a "history teacher is emotionally and both physically and mentally challenging".

This pre-service history teacher offered limited insight into what the school environment was like for her during her WIL period. However, from her sea shanty, it can be deduced that P8 was placed at a high school that was diverse to an extent, as she stated that the Grade 12 class that she was teaching was made up of "only Caucasian students". At the same time, her Grade 10 and 11 classes were "mostly Caucasian, but there were also a few

learners from different ethnic backgrounds too". The positionality of P8 made this environment challenging to navigate. P8 explained that during her schooling, she had attended a mixed school "where most of the learners whom I shared a history class with [were] learners from different cultural backgrounds of colour and race". This was in contrast to the school she attended for WIL.

The mentor teacher that P8 was assigned to was described as "very caring and prepared me for some of the controversies that may arise in the history classroom". She also provided P8 with advice on how she should prepare for the lessons that she was expected to teach. The most important advice that was offered to her, according to P8, was that,

> in order to be a successful history teacher, I would constantly need to do additional research about the topics that were being taught in class in order to answer any complicated questions that the learners may ask and even to be prepared and able to handle controversies in class with the correct subject content knowledge.

P8 explained that she had encountered different types of controversial issues during the first weeks of her WIL period. She revealed that her "very first and rather serious controversial issue was with a Grade 12 class". This was entirely unexpected as P8 tried her best not to draw any attention to the controversies that could be found in the topic that she was preparing to teach, namely "Topic 4: Civil Resistance in South Africa 1970s to 1980s" (Department of Education, 2019, p. 29), which was taught in the second term. To prepare the learners in her class, she introduced a new topic that dealt with the forced removals that had occurred in Sophiatown, Johannesburg.

The day that P8 presented the lesson to the Grade 12 learners, "during most of the lesson the learners made jokes and remarks to one another in secret which I chose to ignore at first". As the lesson progressed, the comments and jokes continued until P8 could not ignore them any longer and asked what "the learners were saying and why they thought it was okay

to make jokes about the topic". P8 decided to change her navigational route and relied on the use of sources of historical evidence to continue to teach the lesson. She explained, "When I came near to the end of the lesson, I had decided to show the learners a couple of images from Sophiatown" to assist with the development of empathy towards the individuals in the images. P8 described one image that was shown as a wall with the words "We will not move" sprayed onto it with three people sitting in front of it. This was not met with the response that she was expecting. "Immediately when I had shown this image to the class, a White male learner had shouted out, 'Then we will make you move! Black pig!'". After having dealt with the emotional and mental ill-treatment by the remarks, jokes, and hateful comments that were made by the learners, P8 "immediately paused the lesson when I heard what the learner had said and immediately confronted him". This was met with the response that it was his "right to express his feeling about the image", directly referencing his freedom of speech.

Upon seeing that the other learners in the class were getting physically uncomfortable with the learner's and P8's interaction, the mentor teacher took the learner to the office to address the outburst that had just occurred. P8 concluded her sea shanty by explaining that controversial issues in the classroom could "escalate quite fast and therefore a person needs to be equipped with the basic and even extra knowledge about the subject or topic that is being taught [such as that] which had sparked the controversy". P8 stated that "no matter how well you prepare for a lesson, the plan may change halfway through the lesson".

The navigational route that was selected at the beginning of P8's sea shanty was subject to change as the complexities started to emerge throughout her WIL period. The first of the complexities that emerged was her self-identification and feelings, especially having been placed in an environment that was unfamiliar. The learners themselves became problematic as they used racial slurs as the lesson progressed. The learners expressed a lack of empathy when faced with South Africa's traumatic past. The mentor teacher's arrival was

presented as a saving grace as she was able to step in and assist P8 before any further escalation could occur.

From P8's sea shanty, it can be deduced that the first controversy that she experienced related to her well-being and mental health. A formal solution to this was never pinpointed in her sea shanty, however, the complexities discussed below emphasised that the teaching of controversies can be taxing and a challenge to one's mental health and wellness.

The first complexity that emerged for this pre-service history teacher was upon arrival at the school, which was a monocultural school dominated by White learners. This was a complexity as it was contextually different from what P8 had been accustomed to.

The second controversy that birthed two of the complexities was centred on the question of why P8 was placed in a Grade 12 class so close to the National Senior Certificate examinations that year. The third complexity was centred around race and the racial and historical insensitivity that the learners expressed during the Sophiatown lesson. The learners showed a serious lack of empathy when faced with historical evidence of the events that occurred during the forced removals, as this evidence was met with overt racism that the learners tried to cover up as freedom of speech. P8 was, however, assisted in resolving this issue by her mentor teacher who stepped in to control the learners who were making racist jokes and remarks.

The Case of Pre-Service History Teacher 9

The sea shanty submitted by pre-service history teacher 9 (P9) created the impression that he needed help when it came to the navigation of the controversial issues that emerged within his history classroom. P9, who self-identified as a Black man, began his pre-WIL sea shanty by stating:

It is not easy to teach controversial issues in the history classroom if you do not have the necessary skills on how to tackle such issues when they arise in the classroom. I experienced that when doing my teaching practicums.

P9 described the school that he was placed in as a "government school located on the outskirts of Mamelodi, that lacked diversity as there were only students from one race". He further elaborated that the lack of racial diversity in the township school made it challenging to introduce multiple perspectives in the classroom.

P9 viewed the relationship that he had with the teacher he was assigned to as "not a mentorship", stating, "It is pointless for saying someone is your mentor while, on the other hand, you find out that the person is competing with you". He believed that his mentor teacher felt threatened by him. According to P9, as soon as she found out that he had attended the University of Pretoria she became unwelcoming. He stated that his mentor teacher was not happy to have a student from the University of Pretoria, explaining that one of the other pre-service teachers had "overhead [sic] them talking in the staffroom, saying students from Tuks [University of Pretoria] think they know it all and that the only thing they know is to wear nice clothes as if they came to a fashion show". He attributed his methods of teaching and his overall experience to the unsupportive mentoring and guidance that he received from his mentor teacher. P9 described the manner in which his mentor teacher taught as "teacher-centred", while he defined his teaching method as more "learner-centred".

P9 explained in his report, "My mentor teacher was teaching from the textbook only, and I included posters and pictures when teaching. Seeing that the learners love my style, she decided to take me on by confronting me with using posters and pictures." According to P9, the mentor teacher stated that he should rely more on the textbook because that was where the answers for the examination would come from. She criticised the manner in which P9 taught, stating that he deviated too much from what was expected of him.

P9 had expected to be met with compliments and praise from his mentor teacher, but "instead of helping me, she would criticise my lesson a lot and how I teach". The main problem that the mentor teacher had was that P9 relied on "code-switching" in the classroom, although the learners would write their examinations in English. This was done in an attempt to ensure that all the learners in the class could understand the content that was presented to them, as the learners came from different linguistic backgrounds and many did not have English as their mother tongue.

After arriving at the school, one day during WIL, P9 was instructed by his mentor teacher to teach the Grade 10 learners "Topic 5: Colonial expansion after 1750" (Department of Education, 2019, p. 17), which P9 described as a topic that was rife with controversy. P9 said that he was confident that he would be able to navigate the controversies that would emerge whilst teaching the topic to the learners. This was until the following occurred:

> One learner asked me, "Why does it seem as if only Black people were slaves and White people were slave masters?" This question was never easy to answer, and one learner asked a follow-up question of whether God loves White people over Black people because only Blacks were slaves.

It was these questions that led to P9's forced navigational change. As he stated, "I totally did not have the answers, and this made me realise that discussions are very imperative in the history classroom because they prepare learners to be critical thinkers and knowledge developers." In an attempt to correct the course, he opened the questions up to the class to get their perspectives on the questions. According to P9, he did this to avoid supposed bias. This led to the inevitable sinking of P9 as the learners took this opportunity to "attack each other with words and nasty words were uttered in class". He explained that he attempted to hear all sides but noticed that the learners were not open to listening to each other and he had to admit "defeat" and stop the debate that he had unintentionally started.

While trying to understand what had occurred and as an attempt to shift to a new navigational route, he looked to pass the blame onto his mentor teacher. "I did not know whether I should blame my mentor teacher or not for the chaos that I always had with discussions in class". To try and save himself, he attempted to introduce role-playing into the lesson by having "some learners … be slaves, and others had to be slave masters, but there was no progress with the lesson due to noise and emotions in the classroom". Owing to the experiences that P9 had with his two previous classes, he decided to teach his upcoming classes "from the textbook without using class discussions".

P9 believed that the manner in which he had been trained at university did not prepare him to teach the controversy that emerged in the classroom. He expressed this opinion by saying, "Controversial topics are not easy to teach, and I believe teachers need to be trained and get all the necessary skills on how to handle such issues in the classroom." P9 blamed his performance and the choices he made during his WIL period on the need for more communication between the role players in the educational sector, such as the schools and universities.

In the case of P9, it can be deduced that there were many aspects that became problematic during his WIL period. The first controversy that arose for P9 was institutional tension, as he believed that he was not adequately trained to deal with all the controversies that could have arisen in the history classroom. The complexity surrounding this issue was that the university promoted the use of risk-taking, even though it could be problematic in certain contexts. The second complexity that emerged was the school environment, as this school was a uniracial and unicultural township school that lacked diversity and frowned on the use of code-switching due to the language of instruction for the National Senior Certificate examinations. The predominant controversy that emerged was the clash that P9 had with his mentor teacher. This became increasingly problematic as WIL relies heavily on the response from the mentor teacher in order for the pre-service history teacher to succeed. This was

further exacerbated by P9's continual risk-taking, and that he deviated from the instruction that was given to him by his mentor teacher to use the textbook and to teach with no deviation.

During his WIL period, P9 took multiple risks in the classroom, when it came to teaching content and answering questions. The one question that led to a heated debate was when the learners invoked religion in the lesson in an attempt to understand the topic. This debate became heated as P9 lacked the skills to fully control a class discussion, which was why it ended up as a verbal attack between the learners. The second risk that was taken by P9 was the role-playing activity with some learners being enslaved people and others being slave masters. This activity can be seen as controversial as it lacked the basic awareness of the sensitivities that surround the topic. This risk concluded with an immediate change in his navigational route when he reverted to the textbook to teach his lessons. P9 concluded his sea shanty by taking no accountability for his actions and opting instead to blame all the other role players involved in his WIL, namely the university, the school, and primarily his mentor teacher.

The Case of Pre-Service History Teacher 10

The school that pre-service history teacher 10 (P10) was placed at was a "private school that uses the IEB system, educational system that is used by some private schools within South Africa, of education". P10 emphasised that the school was one that marketed itself as "dual lingual" as it offered English and Afrikaans as languages of instruction. However, the majority of the faculty were "Afrikaans-speaking individuals, a fact [that did] not [go] unnoticed by the learners of colour". According to P10, although the school stated that it was diverse, there was only one non-White staff member. Owing to the overwhelming number of Afrikaans staff members, most of the administrative work and meetings were conducted in Afrikaans. The classroom environment reflected the same lack of diversity as the staff. P10

reflected that "while there are Black students in every class, the demographic of the students is by no means a reflection of the South African population".

The topic that P10 was expected to teach the Grade 10 learners was the "1913 Native Land Act passed by the apartheid government under Botha and Smuts" (Department of Education, 2019, p. 18). He affirmed that he was aware that this topic would be controversial in the classroom as the "question of land is a topic of heated debate in South Africa at this very moment, and this lesson would be about a key piece of pre-apartheid legislation that would shape South African society on every level". What made this topic even more controversial was that it could be linked to land expropriation without compensation, the removal of land from its current owners and given to individuals or groups deemed as previously disadvantaged, which remains a prevalent topic within South African society.

P10 articulated that he tried his best to prepare for what he believed could be controlled if the controversial issue that emerged sparked a debate led by emotions. However, during the teaching of the topic, P10 explained, "What emerged was a heated debate that turned ugly and required intervention from my mentor teacher and a restorative discussion in the following lesson." Upon reflecting on the lesson and the incident that occurred, P10 stated that the attitude and actions of his mentor teacher led him to reconsider his actions as well as to critically analyse his "own internal bias and the need to address any ingrained prejudices and resentments that I, as a pre-service teacher, carry into my classroom".

The lesson that followed was handled in a different manner as P10 had decided that he would not introduce the topic of the lesson himself. However, he would make use of a video that presented the key facts that underpinned the topic as a whole. In an attempt to create a balanced view on the topic, P10 included a video that, he said, showed the learners both sides of the "land debate". He added:

> The White farmer-aligned group, the Suidlanders, in which the leader of the said
>
> organisation uses classic propaganda techniques and a misrepresentation of the

facts in order to get financial support from overseas, and we critically analysed an EFF [Economic Freedom Fighters] address to supporters in which land expropriation was presented with anti-White rhetoric.

This video clip was followed by a class discussion on the "flaws and merits of both extreme sides of the debate". Again, P10 intended for this to be a controlled debate that would have led to an informative class discussion on what land reforms could be employed to redress the wrongs that had occurred in South Africa's past in order to emphasise "how complicated the current land situation is". For a second time, however, this was not the case. Immediately following P10's introduction on the merits and flaws of both views, a boy of "African descent raised his hand". This would be the start of the debate that P10 had planned.

He stated that he felt that it was right to take away the land of wealthy Whites who continued to gain from apartheid. He said he believed that the land belonged to Black South Africans and that it was stolen by Whites when Jan van Riebeeck landed. This sparked a heated conversation that was not constructive at all.

Once this comment had been made, P10 defined the atmosphere as being filled with rage and the learners "were on the verge of physical violence". He recalled that some of the points that were made by the learners in the classroom were driven by racial prejudice. In response to some of the racial comments that were being thrown around the classroom, a White girl, who P8 later found out was the daughter of wealthy Afrikaans landowners, stated that land given to previously disadvantaged people would not work because "Black people do not know how to farm". This comment was followed by another student declaring, "Farm murders are blown out of proportion because the victims are White."

Upon reflection, P10 acknowledged that the debate had gotten out of hand and he posed the question, "Why did I let the discussion go on for so long, but in reality, it lasted only a few minutes?" In the few minutes that the debate had taken a turn for the worse, P10

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emphasised that he did not sit idly by but "attempted to gain control of the situation and get the learners to critically analyse what they had seen in the sources, what their peers had said, and to try and get them to see the situation through the perspectives of people of other groups and races". This ultimately failed and led to the intervention by the mentor teacher.

Upon failing to gain control of the situation created by P10 himself, the mentor teacher had to step in to gain control and try and consolidate the lesson in a conducive manner. However, he was interrupted by the bell and the lesson ended with no consolidation. P10 stated that he "felt very defeated, and I felt that I had failed and began to question my abilities as a pre-service history teacher". The mentor teacher advised the pre-service history teacher to take a step back as the learners in a history class often used the controversial issues that emerged to "fuel the pre-existing racial tensions that already exist due to the school environment". This was followed by the promise that they would work collaboratively to consolidate the issue in the following lesson. "Re-energised by his confidence that the events could be salvaged and morphed into something constructive, I began to prepare for a healthier debate in the following lesson".

In the days that followed, academic activities were interrupted by special assemblies, meaning that P10 was not able to see his class for two consecutive days. The following day, when the learners entered the history classroom, P10 stated that his "mentor intended to take the lesson with me as support". The mentor teacher began the lesson. P10 stated that he could not teach any part of the lesson as his mentor teacher was moving too quickly through the key points, and time was running out. P10 recalled that his mentor teacher "explained the situation and the differing views on the issue of land and how the destructive conversation of the previous lesson was unacceptable". P10, through the observation of his mentor teacher's lesson, concluded that P10 himself was biased towards "Black interests and belittled the fears of White landowners and the 'Red October' movement".

While concluding his sea shanty, P10 pointed out, "Although I feel I presented the sides of the content fairly and accurately, my failings as the facilitator of a constructive debate lay in the fact that I failed to set adequate ground rules for the discussion".

The complexities that became evident in the sea shanty provided by P10 emerged during the interactions in the classroom. The school culture and environment were the first complexities that emerged based on issues of linguistics and the demographics of the predominantly White Afrikaans private school. The issue of race underpinned the first controversy that arose. The second controversy to emerge was internal for P10, and that was his own bias towards the history that was taught in that class. This became evident when his mentor teacher accused him of having a bias towards Black interests and perspectives and belittling the fears of the White landowners, cementing P10's own bias in his political position. The relationship that P10 had with his mentor teacher was complex as the mentor teacher took on multiple roles throughout WIL, namely acting as a supporter, collaborator, and controller if situations got out of hand. P10 was tasked with teaching the Native Land Act, which is the foundation of the contemporary land debates that currently exist in South African society. The controversies that arose in the lesson were centred around two land-related issues, namely the murders of White farmers and the question of the rightful ownership of the land. P10 attempted to remedy these issues by showing videos of both the White and Black sides of the argument (multi-perspectivity), which was the tool that he was attempting to implement as he had been taught during the university's History Methodology courses. This, however, turned into a heated debate as the P10 lacked the appropriate skills to control the class discussion and debate using evidence. Instead of navigating the controversy, P10 further entrenched the positions that White individuals held in the White Afrikaner-dominated privileged school. P10 could be seen as taking multiple risks throughout his WIL. Furthermore, as a result of the complexities mentioned above and the controversies he had ignited, he felt

unable to return to the classroom as a teacher but rather acted as a support staff member to his mentor teacher.

Conclusion

As discussed in Chapter 3, this study made use of secondary data that took the form of sea shanties that were submitted as a summative task for the History Methodology module that the fourth-year students had to complete once they returned to the university after completing their WIL period. By using open coding, the categories that are presented in this chapter emerged. This chapter allowed for the data to be analysed and interpreted. The five categories that were presented in Chapter 4 are solidified in Chapter 5. Chapter 5 focuses on the findings that were drawn from the data analysis in this chapter and the categories are discussed in relation to the research questions that were posed in Chapter 1.

Chapter 5

Discussion, Findings, and Conclusion

Introduction

This study set out to gain a deeper understanding of how and why the pre-service history teachers navigated the various controversies that emerged in their respective classrooms during their WIL period in the final year of their B.Ed degrees the way they did. This case study served as a forum to allow the voices of the pre-service history teachers to take centre stage when trying to understand the factors that led them to make the choices that they did while navigating the controversial issues in the history classrooms that they had been placed in. The four previous chapters presented the background and context to the study, the literature review and theoretical framework, the research design and methodology, and the presentation of the data that acted as the foundation for this chapter.

Chapter 5 acts as the conclusion to the dissertation and draws the discussion, findings, and conclusion together in a coherent manner. The first aspect that will be discussed is a review, in a backwards-looking manner, of the previous four chapters to set the scene for the rest of Chapter 5. Secondly, the findings of this study will be discussed according to the data analysis that took place in Chapter 4 by bringing the findings into conversation with theory and literature. This will be followed by an unpacking of the contribution that this study will make to the existing knowledge and literature about the teaching of controversial issues and the training of pre-service history teachers. This will be followed by various recommendations to be considered. My personal–professional reflections on the study will then be presented. Finally, the methodological reflections on the study will be engaged with and a conclusion will complete this chapter and the study as a whole.

Review of the Study

This section acts as an overview of the four previous chapters of this study through a brief explanation of what each chapter focused on and allowing emphasis to be placed on the key elements and aspects that are present in the chapters. The manner in which each of the chapters evolved is also briefly discussed to provide the reader with a brief backwards-looking overview of what has transpired.

Chapter 1 introduced why there was a need for the study to be conducted. The detailed background and context that have been provided were broken up into three sections, namely teacher training under apartheid, curriculum transformation, and the subsequent teacher training in post-apartheid South Africa. The three sections were discussed in detail to portray the changing landscape of teacher education, policy development, and how it relates to the teaching of controversial issues within the South African context. This chapter also laid the foundation for the succeeding chapters as it provided my motivation and rationale for this study, along with an outline of the chapters that were to follow. The research questions that acted as the navigational device for this study were also unpacked in this chapter. The final element that was added to this chapter was a concept clarification, where the specific concepts that were to be used throughout this study were conceptualised.

Chapter 2 provided a review of the existing literature and the theoretical framework. This chapter focused on the literature from the Global North and the Global South to ensure that all perspectives were taken into account, mainly because the teaching and learning of controversial issues is not limited to a specific geographical location, temporal era, or historical classroom. The literature review commenced with a brief explanation of what a literature review is and why it is necessary, as well as brief introductions of what scholarly literature and theoretical literature are. The scholarly literature that was reviewed in two parts was organised in a thematic manner that made use of an inverted triangle layout. This started with the broad concept of controversial issues in the history classroom, and was then narrowed down to pre-

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service history teachers' experiences with controversial issues as per the literature. In the process, the niche for my dissertation was identified. In turn, the theoretical literature was used to create the bricolage theoretical framework which I applied to my study.

In Chapter 3 the research design and methodology were unpacked. In terms of design, a qualitative research approach was used to understand the navigational decisions that were made by the pre-service history teachers during their WIL period. This was underpinned by the use of interpretivism as rooted in the paradigm of social constructivism. The ensuing ontological and epistemological assumptions were discussed, emphasising how they would be used in this study. This was followed by the discussion of the chosen research methodology, which for this study was an intrinsic case study, consisting of ten cases. The sampling was also discussed and provided a clear understanding of the purposive data sampling technique that was used and the size of the sample, which was made up of ten pre-service history teachers. The use of a pre-existing data set that was made up of reflective reports (sea shanties) that were collected as a summative assignment upon the pre-service history teachers' return to the University of Pretoria upon completion of their WIL period. A deductive data analysis approach was used to analyse the data by employing the principles of open coding. In total, 91 participants formed the data set, which was later reduced to the ten participants who provided a wealth of information for this study after using the deductive or top-down data analysis approach. The participants were required to write a reflective report that allowed them to voice how they had navigated the controversy that emerged in the classroom during their WIL period. As the chapter progressed, the concepts of trustworthiness and credibility were also unpacked. The final aspect of this chapter was the ethical considerations, such as the institutional clearance that was awarded and the existing ethical clearance for the data set that was used for this study.

After completing the review of the literature and the discussion of the research design and methodology, the data analysis and interpretation were front and centre in Chapter 4. The

fourth chapter presented the data in the form of a narrative that allowed for the experiences of the pre-service history teachers to take centre stage, no matter how messy their navigation of controversial issues was. The data were separated into the sea shanties of the ten selected participants and the key complexities were extrapolated from each case and summarised at the end of each of the sea shanties. It is from these complexities that the themes for Chapter 5 emerged.

Chapter 5, as explained in the introduction, deals with the discussion, findings, and conclusion of the dissertation. In this chapter, I applied the theoretical framework that was presented in Chapter 2 to gain a deeper understanding of how and why the pre-service history teachers navigated controversies in the manner that they did and provided answers to the research questions that were presented in Chapter 1.

Findings

Upon completion of the analysis of the ten sea shanties that had been selected from the pre-service history teachers reports, two main themes emerged, namely the obstacles encountered in the navigation of controversial issues, and the navigational aids that assisted them in the navigation process. I will discuss the obstacles that emerged based on the variety of navigational routes first.

Obstacles Encountered in the Navigation of Controversial Issues

The first obstacle that emerged through the analysis of the ten sea shanties was the role of the mentor teacher. Mentor teachers play a huge role in the "pupil–teacher system" (Wolhuter, 2006, p. 124), which allows for the professional mentorship of the pre-service history teachers by a qualified in-service teacher. This became a central obstacle for many of the pre-service history teachers, as can be gleaned from Chapter 4. P1, P2, P3, P4, P5, and P9 stated in their reports that the mentor teacher to whom they had been assigned did not

fulfil their roles adequately and, rather than assisting them with their professional development as teachers, they influenced them in an adverse manner in the way in which they navigated the controversies. These adverse influences can be broken down into two distinctive categories that are discussed below.

The use of a textbook in the history class became a dominant theme that emerged during the analysis of the pre-service teachers' reports. According to Erdal and Vural (2015), in history education, a textbook is often the only source of information available. At the same time, it is, as per the programmatic curriculum, the embodiment of official knowledge. It might also be the only source used which, in itself, can be seen as controversial. The main complexity to emerge across many of the analysed reports was the centrality of the textbooks in the classroom and the dependency that the school teachers and, by extension, the mentor teacher had on them. This went, for the most part, hand in hand with the enforced usage thereof. P1 criticised her mentor teacher for relying on the textbook, stating that the mentor teacher did not deviate from the written words in the textbook when teaching. In the case of P1, she was forced to use the textbook as a primary source of knowledge, meaning that she was unable to incorporate any of the training that she had received from the university. Similarly, P4 was instructed by her mentor teacher to stick to the activities in the textbook entirely and not deviate from the textbook at all. In contrast to P1 and P4, P3 was given a certain level of freedom when it came to the teaching materials that were used. However, as soon as the introduction of unofficial knowledge escalated out of her control, she immediately reverted to the textbook to regain control of the learners and the classroom as a whole. On reflection of his WIL period, P9 confessed that his mentor teacher criticised the manner in which he had taught as he had deviated too far from the textbook, stating that the learners needed to know what was in the textbook in order for them to do well in the examinations which would be based on the textbooks. In sum, the mentor teachers enforced a very particular way of teaching history, which many a time resonated with the school culture.

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The resistance to new ideas that the pre-service history teachers faced during their WIL, as it related to the teaching of controversial and other issues from the university, meant that they were unable to navigate the controversies in a manner that they deemed suitable for the given situation. This became evident in the case of P4 as the mentor teacher discouraged deviation from the textbook, which meant that there was no room for the incorporation of any of her ideas or initiatives in the classroom as it would go, according to the mentor teacher, against the wishes of the school and how it viewed education. Similarly, P5 stressed that the resistance that her mentor teacher had to the ideas and navigational techniques that she wished to incorporate in the classroom caused tension between her and her mentor teacher before teaching her first class. She elaborated on this by explaining that the lack of openness that the mentor teacher expressed in their planning meeting caused significant anxiety for her as a pre-service teacher.

The mentor teacher played an essential role in the success of the pre-service teachers during their WIL period. Unfortunately, for some of the pre-service history teachers, the mentor teacher served not as a support system but as an obstacle that proved to be unavoidable during their navigation. In the case of P3, the mentor teacher to whom she was assigned on arriving at her second WIL period vanished and was not present during any of P3's classes, leaving her vulnerable to the learners, unfamiliar environment, and potential uncontrollable controversies. According to Mezirow (1997), the mentor teachers' role is to assist in the navigation of controversies that emerge in the classroom. They should be there to support the pre-service teachers through their period of trial and error when selecting navigational routes. The lack of a mentor teacher in the classroom allowed the racism that P3 was forced to endure at the hands of the learners and the subsequent navigational changes throughout this period of WIL. P9, on the other hand, struggled with a mentor teacher who offered him no support due to preconceived ideologies about students from the University of Pretoria. Although the mentor teacher was present throughout his WIL, (s)he offered no support even when the pre-

service history teacher was visibly drowning in the controversial issues and the teaching methodologies he had employed had rendered the history class uncontrollable. P9 emphasised that he expected his mentor teacher to support him, however, she criticised the lessons to such an extent that he believed that she ultimately wanted him to fail.

The second obstacle that emerged was the learners' position in the class and the prior knowledge that they possessed. Goldberg et al. (2019, p. 5) state that such issues emerge in the classroom when there is a clash between two collective narratives, namely the official narrative, as sanctioned by the state in the form of curricula and textbooks, and the unofficial narrative, based on media, communities, and family stories. An official narrative is created by a dominant group, such as the state, while the victimhood narrative, according to Goldberg, is created by the other group. The learners in the classes where the pre-service history teachers were placed were exposed to both these histories and this had an impact on the manner in which they navigated the controversies that emerged. P1, P3, P7, and P9 all stated that the unofficial knowledge that the learners brought to the classes that the pre-service history teachers had planned had an adverse influence on the navigational routes.

P7 observed that the unofficial knowledge that emerged upon her taking risks in the class was overwhelming and led to an unpleasant exchange of contestable, biased, and derogatory utterances in the classroom. P7's navigational route was ever-changing as the risks that she chose to take in the classroom led her to retreat to the state-sanctioned history textbook upon her failures. Unofficial knowledge can thus serve as an obstacle for pre-service teachers as it can catch them off guard or hinder their predetermined navigational route. In this regard, Kokkinos et al. (2004 & 2013) argue that the training of pre-service teachers has become increasingly difficult due to the rise of unofficial knowledge in the classroom, as it is nearly impossible to prepare pre-service teachers to deal with what is essentially hidden. The learners' use of their unofficial knowledge thus placed the pre-service history teachers in this study in a dangerous position as the learners asked questions that were directly linked to

identity, race, ethnicity, and culture and, in some cases, proved traumatic because the pre-service history teachers, by their own admission, were at times not equipped to handle it.

Some learners used unofficial knowledge to ask questions that were outside the parameters of the CAPS-History document, which led to the pre-service history teachers being forced into waters that were treacherous to navigate if there was a lack of evidence to support their claims. In the case of P1's interactions with the "rogue wave questions", as per the nautical phenomena used in this dissertation, she believed that the learners were asking questions that were off-topic, and therefore, she neglected to give them formal answers to the questions that were posed. In parallel to this, P9's students used religion to pose questions about the slavery that occurred during the colonisation of the Cape by the Dutch. P9 admitted that he did not have the answers as issues of religion may be controversial in nature. Holden (2002) and Kuş and Öztürk (2019) argue that learners in a class often ask questions about a topic to learn from the different viewpoints that exist. In contrast to the cases mentioned above, the learners in P3's report took the asking of rogue wave questions to the extreme and they were not necessarily aimed at gaining an understanding of a different viewpoint but to disrupt the lesson. In other words, the learners were not asking questions that were linked to the topic being taught but rather asked personal questions that sought to undermine the position of the pre-service history teacher in the classroom.

The third obstacle that emerged from the analysis related to the school culture and environment that some of the pre-service history teachers were placed in. The school environment and the culture of the school, constituting a metaphorical educational ecosystem, influenced the manner in which pre-service history teachers were expected to conduct themselves in class during their WIL period. P1, P2, P3, P4, P8, P9, and P10 stated, in their respective sea shanties, that the school environment had had a negative influence on their navigational routes, often forcing them to conform to rules that they did not necessarily agree with out of fear that they might be removed from the school and be forced to end their WIL

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period ahead of schedule. The experiences in this regard can be broken down into the following sub-themes, on the basis of the patterns that emerged in the three contexts outlined below.

First, the experiences of the pre-service history teachers in private vs public schools were different. The pre-service teachers who were placed at private schools faced obstacles relating to the content that they were expected to teach, and the navigational routes that they were forced to use. P2, P3, P4, and P10, upon arrival at their respective privileged private schools for WIL, all expressed a feeling of being overwhelmed by multiple aspects, such as the advanced technology that was being used and the censored manner in which they were expected to teach history. P2 and P4 experienced censorship based on the premise that the schools that they were placed in had predetermined navigational routes that they were expected to follow and content that had been watered down so as not to stir up any form of controversy. In her findings, Pace (2021) highlights that a school may censor any form of controversy if it goes against the school's culture. P3 experienced discomfort due to the advanced technology that the learners were expected to use in the classroom, and she expressed that this was overwhelming as it was in direct contrast to what she was used to or trained to deal with. Similarly, while P10 was not given a predetermined navigational route, the obstacle that he faced in the history classroom was the structural inequalities in the school based on its predominantly White Afrikaans.

The remaining pre-service history teachers were placed in public schools where they saw the emergence of controversies progressing in various ways, including through class discussions and the content being taught, and navigation taking on different forms, with many of the pre-service history teachers favouring the use of risk-taking as they were trained to do. This led many of their navigational routes to change as controversies emerged. This meant that they would be expected to take on multiple roles, as expressed in Harro's umbrella of oppression (1997), for example, bringing in a balanced view of history by using multiple

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perspectives or bringing in a peacekeeper role when the pre-service history teachers felt overwhelmed.

Secondly, what became clear was that the pre-service history teachers who were placed in high schools were more prone to facing and navigating controversies than the participants who were placed in primary schools. This became evident in the comfortable way in which P6 was able to implement her teaching strategies and techniques with minimal pushback from the learners when tasked with teaching "Democracy and Citizenship in South Africa" (Department of Basic Education, 2011, p. 44) to Grade 6 learners. This can stem from a number of factors, such as the learners' historical awareness, unofficial knowledge, wokeness, and interest in history as a subject. It can be deduced from the participant's report that the primary school learners were less likely to challenge or test her knowledge as they lacked the basic background information on the content that was being taught.

Thirdly, the issues in mono-religious and monocultural schools proved to be amongst the bigger obstacles for pre-service history teachers to navigate when teaching controversial topics. These schools were often prone to controversies when it came to what they expected from the pre-service history teachers whom they hosted. P2 and P4 shared similar experiences during their WIL, even though they were placed at different schools. P2 was placed at a mono-religious, monocultural Muslim school, which censored the content that was being taught in the history classroom out of fear of the reactions that they may receive if they were to teach the complete version of history. In the case of P2 the mentor teacher may have manipulated the historical evidence. Occasionally, individuals find it difficult to accept or believe that the perspective, interpretation, or viewpoint of another person is superior to our own. In certain situations, we can be tempted to skew the data to support our claims (Motse Manyane, 1995). Similarly, P4, who had been placed at a mono-religious, monocultural school, this time a Christian school, reporting on a changed curriculum to suit the school's needs as opposed to teaching history in its entirety.

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Religion reared its head as an issue in many of the pre-service history teachers reports. This was brought up by multiple different role players in the schooling environment, such as the learners, the pre-service history teachers, the mentor teachers, and school management. In the case of P9, religion was evoked by the learners in class when questioning the content that was being taught to them. This was done not to gain insight into the topic but to probe the pre-service history teacher's opinions on how God views the different races in history. Another pre-service teachers, P3, evoked religion to answer a question that was centred around colonisation and the treatment of Black people by White colonisers. This was done in an attempt to promote historical thinking in her students.

As discussed earlier, P2's and P4's interactions with religion were forced upon them as they were both placed in religious private schools that put religious beliefs and values above the curriculum. The topic that P2 was expected to teach was the "Arab-Israeli conflict" (Department of Education, 2019, p. 22), a conflict which is fuelled by religious beliefs and tensions. The manner in which the mentor teacher chose to navigate this issue was one-sided and favoured the Muslim viewpoint. This became increasingly uncomfortable for P2, who, although a Muslim herself, believed that the controversy should not be avoided in order to keep the peace between the school, parents, and learners. P4 shared some of P2's experiences, as the school changed the content that was taught in the classroom to ensure that no controversies would arise.

In the case of P4, the topic that the pre-service history teacher was tasked with presenting was that of good leaders, focusing primarily on Nelson Mandela. The school deviated from the curriculum by removing issues of race from the topic. Wassermann (2017) argues that some schools teach issues surrounding apartheid by softening the atrocities that occurred at that time and rather focusing on the exaltation of Mandela as a person. When P4 questioned the pre-service social science teacher who was conducting the lesson about this deviation from the CAPS-History curriculum, the pre-service social science teacher

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emphasised the culture of fear that she had experienced at the school, namely being removed or worrying about the opinions that the parents would have. In the case of P2, the non-adherence to the CAPS-History curriculum led to tension between the mentor teacher and the pre-service history teacher as the mentor teacher opted to become a peacekeeper in the school rather than teach history in a balanced manner.

The sexualisation of female pre-service teachers in the school environment also proved to be controversial. The following incident was unique to P3, who commented on the way particular male learners treated her as opposed to her male counterparts. Her input as a coach was ignored and the learners probed into her personal social life leaving her feeling vulnerable. The lack of respect for her authority based on her gender, especially when interacting with the male learners at the school, led to her questioning why they saw this behaviour as acceptable. A sense exists that a certain toxic masculinity at a structural level was probably tolerated at the school. Messerschmidt (2019) argues that toxic masculinity, in a structural sense, legitimises the unequal distribution of power and authority between men and women. In sum, the manner in which the male learners reacted to her hindered her navigation of controversial issues in class, as the learners at both the schools where she did her WIL did not give her a fair opportunity to fully express herself as a pre-service history teacher.

Another obstacle that the pre-service history teachers had to navigate relates to politics in contemporary South Africa, especially as it relates to land. In the South African context, issues of land and who is the rightful owner of the land are part of the political structure of contemporary South Africa. This was evident in the cases of P1, P3, P7, and P10 who were expected to teach colonisation and the apartheid regime. P1 was tasked with teaching "Colonisation of the Cape in the 17th and 18th Centuries" which brought up the issue of who was and is the rightful owner of the land. P3, who was tasked with teaching "Colonisation and Expansion in the Interior" (Department of Education, 2019, p. 17), held the belief that due to

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her ancestry [White English], she should not speak on issues of land in class as such issues led to racist remarks being directed at her by the learners. The teaching of "European Expansion and Conquest during the 15th to 18th Centuries" (Department of Education, 2019, p. 14), led P7 into an uncomfortable position as her unofficial knowledge about land became a central talking point in the lesson. In the case of P10, he attempted to create a balanced view of what the Native Land Act and its long-lasting effects meant in contemporary South Africa, by showing videos that looked at both sides of the Black–White argument. Tibbitts and Weldon (2017) believe that the issue of land in South Africa emerged due to the belief among certain Afrikaners that they were the rightful owners of the land as it was gifted to them by God. However, the land issue is, in reality, a more complex issue inside and outside the classroom. This obstacle emerged for four of the ten pre-service history teachers. The four pre-service history teachers were all expected to teach under the broad topic of colonisation that exists across the Senior and FET Phases of the CAPS-History curriculum. Motse Manyane (1995) argues that the myth of the empty land had been accepted as fact by the colonists, who attempted to justify the giving of land to White people by arguing that the white settlers were the first to arrive at the cape. This is however, underpinned by the falsified assumption that Jan van Riebeek and his men occupied land that belonged to no one. The topic itself became challenging based on the self-identification of the four pre-service teachers, with three of them identifying as White and one identifying as Coloured, all of whom held the belief that it was not their place to teach a topic in which they were portrayed as the villain or had no opinion on the matter as they did not fall on either side of the argument. Due to this ambiguous positioning, the navigational routes that they used were not fixed and changed throughout their teaching of the topic as a result of the hostile and aggressive responses they received from the learners and which the learners aimed at each other. Like the land issue, certain other topics also proved controversial, especially those that challenged the identities of the learners, such as colonisation of the Cape and slavery.

All things considered, doing WIL was a challenging prospect for students and probably even more so for history students because of the nature of the subject. They entered the classroom being trained to deal with controversial issues in a theoretical manner and now had to educate learners accordingly. Applying what the pre-service history teachers had learnt from university became difficult for some, especially when facilitating class discussions and debates. The use of class discussions has been praised as a simple and often effective method when it comes to the navigation of controversial issues in the history classroom. Hess (2009) believes that discussions enhance learners' tolerance for others while also diversifying their thoughts and beliefs. This is supported by many scholars who promote the use of this technique to teach issues that are deemed controversial (Bertram, 2021; Hess, 2009; Nussey, 2021; Pace, 2019, 2021; Wassermann, 2017).

However, the data showed that this was not utilised correctly. The downfall of some of the pre-service history teachers, like P9 and P10, was that they were unable to facilitate class discussions in a manner that was conducive to learning about and through the controversy, with many being overwhelmed and forced to either shut down the conversation or re-enter the theoretical framework cycle (see Figure 2) and start at a disorientation in the middle of their lessons. This study shows that the use of class discussions and debates in a diverse post-conflict society like South Africa may not always promote the historical-thinking process, particularly when it is led by a pre-service history teacher with limited experience and when up against powerful unofficial knowledge. Again, this can be linked to insufficient training and mentorship received by the pre-service history teachers when faced with issues of unofficial knowledge.

The continuum of risk-taking proposed by McCully (2011) and the emphasis that the university places on its value in the history classroom became problematic for many of the pre-service history teachers based on its fixed nature. The students were taught about the continuum in their final-year History Methodology course. In it, they were encouraged to favour

the use of risk-taking as the optimal navigational route to take in the classroom. However, due to the manner in which the continuum was presented, it often became a chimaera for the participants. From their sea shanties, it was evident that the pre-service teachers attempted to take risks, as they were trained to do, even though the content and school context or environment did not allow for this to take place. This was the case for all the participants except P5 and P6. Participants P1, P2, P3, P4, P7, and P8 were all forced, either by their mentor teacher or the learners in the classroom, to retreat as they attempted to take risks, which they admitted left them feeling anxious, overwhelmed, and frustrated. These feelings can be directly linked to the importance that is given to the idea of risk-taking by the university. In the case of P9 and P10, the taking of risk led to their ultimate temporary downfall in the schools at which they were placed. P9 attempted to take a risk in the form of a class discussion, which was not successful due to his lack of facilitation skills. This ultimately led him to take a further insensitive risk when he introduced a controversial role-playing activity in the lesson, expecting some of the learners to act as enslaved people and others as slave masters. Similarly, P10 introduced a class discussion that touched on the traumatic past of South Africa by introducing videos that attempted to show both extremes of the contemporary land argument. The learners did not receive this well and ultimately started to verbally assault each other using derogatory language.

In the cases of P5 and P7, emphasis was placed on the need for ground rules to be in place to ensure that the learners made use of evidence to back up any claims that were made in the class discussions. This move, encouraged by Hess (2009) and Pace (2021), was made in an attempt to ensure that controversial issues would not emerge as a result of the unofficial or uninformed knowledge that was brought into the classroom. In P8's case, the adopted navigational route changed from being a risk-taker to being forced to rely on historical evidence and her thinking had to be adjusted when the learners had an adverse, insensitive reaction to the content that was presented. The lack of historical evidence at the disposal? of

P9 and P10 ultimately led to the momentary failure in the navigation of the controversies that emerged. It is as a result of this issue that P9 and P10 confessed that historical evidence, especially in the classroom, plays a vital role in navigating the inevitable controversies that emerge.

With reference to the above and the historical context of South Africa, race proved to be omnipresent in the classrooms of the pre-service history teachers. The South African history that is presented in the history classroom is steeped in issues of racial tensions due to its unique history (Siebörger, 2000). On one level, the self-identification of the pre-service history teachers became an obstacle in cases where the issue of race was brought into the classroom. This was evident in the cases of P1, P7, P8, and P10. The participants all experienced controversy in the manner in which they attempted to present issues of race in the classroom. For P1 and P7, their own racial identity was seen as problematic. P1's Coloured identity led to multiple instances of frustration in the classroom as she could not place herself on either side of the Black–White argument. P7 attempted to teach a classroom of predominantly Black students about issues of land, which she felt uncomfortable about doing as she identified as a White woman. Their own race and the race of the learners proved to be a challenging and controversial issue.

Wassermann and Bentrovato (2018) state that pre-service history teachers are exposed to a curriculum in which race and racism are prevailing controversial issues. Consequently, the participants experienced issues with race in multiple ways, such as engaging with racist comments being brought up in the classroom based either on the identity of the pre-service history teacher or the content that they were expected to teach. This became evident in the analysis of the sea shanties of P8 and P10. P8 attempted to teach the learners about the atrocities that occurred in Sophiatown. However, instead of the learners being empathetic or sensitive, they made jokes and derogatory comments at the expense of the

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Black people in the photographs. The content that P10 was teaching, the Native Land Act, is steeped in racial tension in South Africa,

The toll taken by the navigation of teaching controversial issues and the importance of mental health emerged as obstacles faced by the pre-service history students in this study. This probably speaks to issues of mental well-being becoming more prevalent in society of late. "The main occupational risk factors identified were lack of support from colleagues, and to a lesser extent, depending on the mental health problem, the fear of physical or verbal abuse and the reasons the teaching profession was chosen" (Kovess-Masféty et al., 2007, p. 1186). At face value, the pre-service history teachers were reluctant to mention the toll that the navigation of controversial issues and the associated obstacles, as mentioned earlier, had taken on them. This became increasingly problematic when they felt they had failed to act as the 'risk-taker' teacher that is held as ideal in the literature and the teacher training they received. This was due to the emphasis that is placed on the importance of the continuum by scholars such as Pace (2019), Barton and McCully (2005), and Nussey (2021). This took a toll on some of the participants, especially P7 and P8. While in overwhelming situations within her WIL period, P7 had to constantly remind herself that she had to know her boundaries and manage her emotions before engaging further. P8, on the other hand, expressed from the outset that the teaching of controversial issues, especially as a pre-service history teacher, was complex and taxing on the mental health and well-being of an individual.

Along with mental well-being, a culture of fear was also a prevalent theme in some of the schools where the students found themselves. Not only were they afraid to cause controversy, but, in some cases, so too were their mentor teachers. This was evident in the reports by P2, P4, and P5. In the reports of the pre-service history teachers generally, fear became a reoccurring theme which could be broken down into two sub-themes, namely the fear of the parents and the fear of the school culture/environment. This fear was exacerbated

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by the fact that some of the schools that they were placed in had strict rules that had to be followed or else they could would be removed from the school.

The parents' role in the school also became a clear obstacle for some of the pre-service history students as they feared that their teaching and their navigational routes could cause controversy. Although the parents were indirect role players in the schooling system, they proved to be a significant obstacle for participants P2, P4, and P5. In each case, the content that they were expected to teach was censored by the school at which they were placed to ensure that no possible controversy could arise and bring about adverse reactions from the parents. In the cases of P2 and P4, the censorship was done on the basis of religion.

Navigational Aids in the Teaching of Controversial Issues

Having engaged with the obstacles that hampered the pre-service history teachers, their navigation of controversial issues during WIL will now be discussed. As mentioned above, the mentor teacher plays a central role in the success of the pre-service history teachers during their WIL (Tibbitts & Weldon, 2017). For some of the pre-service history teachers, the mentor teacher that they were assigned to took the form of a co-captain on their navigational route when controversies emerged in the classroom. These mentor teachers' openness to the pre-service teacher's ideas, when it came to the navigation of controversial issues, proved to be invaluable, especially when it came to assistance that was offered to them in the planning of lessons and the guidance that they provided when the teaching and learning process was moving into unchartered waters.

The planning for the history lessons that the pre-service history teachers were expected to present in their respective classrooms proved to be essential, especially when looking at Figure 2 and Mezirow's ten phases of transformative learning (1997) that the pre-service history teachers were expected to go through during their navigation of controversial issues. This became evident in the case of P6, who had few obstacles during her WIL period.

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This can be attributed to the support that she received from her mentor teacher when she was planning for the lessons that she was expected to teach. P6, with the guidance and blessing of her mentor teacher, was able to create her own teaching materials that promoted the use of multi-perspectivity and other historical-thinking skills. Additionally, she was not limited to the textbook as the primary source of knowledge. Likewise, P10's mentor teacher gave her the freedom to choose the navigational route that they would use. It became evident from the report submitted by P10 that her mentor teacher took on multiple roles, especially with the assistance that he offered to the pre-service history teacher and primarily acting as a saviour when the lesson entered treacherous waters that P10 was unable to navigate.

The feeling that the pre-service history teachers were supported by their mentor teachers aided in their confidence when they navigated the various controversies that emerged. For some of the participants, the mentor teachers were able to step in when they saw that the pre-service history teachers were starting to sink or had a moment when they were unsure of what to do. The feeling of being supported by their mentor teacher, but also the university or school, proved to be imperative for the successful navigation of controversial issues as soon as they emerged.

The pre-service history teachers who were aided by the school culture and context that they were placed in were given the opportunity to flourish when allowed to take risks when it came to teaching controversial issues. The alignment of the school culture and, by extension, the mentor teachers' support created a context that was conducive to the experimentation of teaching controversial issues, thus removing some of the obstacles that their peers had to navigate. In this regard, supportive mentor teachers did not act as stand-alone entities but rather as an extension of a positive school culture. This meant that the mentor teacher allowed the pre-service history teachers to decide on the navigational manoeuvres to the eliminate obstacles. By removing some of the obstacles, the pre-service teacher was able to change their navigational route with ease. This was met with positive responses by the learners who,

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similar to the mentor teacher, acted as an extension of the positive and supportive school culture. The pre-service history teacher could, in such cases, engage with historical-thinking skills beyond teaching the textbook. This was evident in the cases of P5, P6, P8 and P10. As a consequence, these pre-service history teachers had an incredibly rewarding experience with WIL and navigating controversial issues that they would be able to use during the rest of their careers. This is in direct contrast to the experiences of some of their peers discussed in the above section who, in many cases, dealt with obstacles which were hard or impossible to manoeuvre around, and which became detrimental to their navigation of overbearing obstacles that emerged. In other words, it was a case of the school and mentor teacher that the pre-service history teacher ended up with which contributed to their successful engagement with such issues and not only their own abilities as a student, which I elaborate on below.

Risk-taking is seen by the University of Pretoria's history methodology course as the best way to navigate controversial issues in the history classroom as it promotes historical thinking, which is an aim of CAPS. Hess (2009) and Nussey (2021) conceptualise risk-takers as individuals who engage with all forms of controversial issues, especially in countries with a contested past, and welcome the emotive responses by learners by incorporating the use of multiple perspectives when navigating school history. All ten of the pre-service history teachers took risks in some form. However, those who were given support and academic freedom in their schools and classrooms were able to take risks that paid off and led to the creation of conductive learning environments for their learners. Consequently, the promotion of risk-taking in the classroom allowed the pre-service history teachers to make use of the pedagogical tool kit that they were provided upon the completion of the three years of History Methodology (Bertram, 2009). The use of the training that the pre-service history teachers received in the facilitation of, for example, class discussions and debates in the WIL period, truly aided pre-service history teachers P5 and P6.

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Many of the scholarly works that were reviewed in Chapter 2 described the importance of conducive class discussions in the history classroom as they give learners and teachers the ability to engage with the complexities of navigating the controversial issues that may emerge (Bertram, 2021; Hess, 2009; Nussey, 2021; Pace, 2019, 2021; Wassermann, 2017). Theoretically, in the class discussion facilitated by P5 and P6, it can be seen that the pre-service history teachers were expected to take on multiple roles when engaging not only with the content but also with the unofficial knowledge presented by the learners in the discussion. And in this they succeeded. This came down to the implementation of what they had learnt at university, the support that they had received from their mentor teachers, and the learners acting as an extension of the school culture.

Thinking About the Navigation of Controversial Issues by the Pre-Service History Teachers and Its Meaning in Terms of Theory

Having discussed the obstacles and aids that the pre-service history teachers endured during their WIL, it is necessary to engage with the theory underpinning the study. Figure 2, which was discussed in length in Chapter 2, served as the theoretical framework for this dissertation. To add an additional level of analysis, the navigational patterns and trends have been broken down into the three original theories below. Figure 2 serves as a visual representation of the theory that was created for this study.

Central to all teaching, as it relates to controversial issues, is planning. Mezirow's ten phases of transformative learning (1997) form the body of the theoretical framework that illustrates the complexity of planning on navigating the controversial issues in the history classrooms in which the pre-service history teachers were placed during WIL. This theory is in constant motion and allows for the pre-service history teachers to re-enter the cycle if they need to change their navigational route during their lessons as a result of the multiple factors

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discussed above. Based on this planning, McCully's continuum of risk-taking (2011) can be understood.

Many scholars view Kitson and McCully's continuum of risk-taking (2005) as the fixed framework that should be used in the history classroom when dealing with any form of controversy (Barton & McCully, 2005, Nussey, 2021; Pace, 2019). In the training that the pre-service history teachers received at the University of Pretoria in their history methodology courses, great emphasis was placed on the continuum and the promotion of risk-taking with minimal thought given to the consequences that might emerge for the pre-service history teachers. It became evident through the analysis of the sea shanties of the ten pre-service history teachers that there are two sides to risk-taking. The pre-service history teachers who had the support of the school and mentor teacher were rewarded for their ability to take risks in order to create environments that were conducive to learning. By contrast, the pre-service history teachers who lacked such support at times experienced punitive damages and were forced to re-start the navigational selection process, as explained in Figure 2. This sometimes occurred in the middle of a lesson when the controversial issue became uncontrollable and increasingly difficult when the training that they had received did not prepare them for this navigational change within a lesson.

Although Nussey (2021) accepts that scholars agree that the continuum is useful for pre-service history teachers, she argues that the fixed nature of the continuum is problematic and does not allow for the fluidity that is required in the complex post-conflict South African history classroom in which, as per the CAPS-History curriculum, the subject needs to be taught as a disciplinary discipline focusing on historical thinking. It can thus be deduced that the continuum is presented as a somewhat black-and-white solution to the teaching of controversial issues; this is in itself controversial, as countries have unique needs and challenges. This dissertation stands as proof that evolution of the pre-service history teachers that occurred in the South African context cannot simply fall within the three predetermined

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categories of the continuum as they have to deal with unique situations in a fluid manner and play numerous roles, as per Harro's Umbrella of Oppression's umbrella (1997).

Harro's Umbrella of Oppression's (1997) (see Figure 2) does not serve as a stand-alone theory but one that expands the narrow continuum of risk-taking. It was imperative to incorporate this into the study as it speaks to the multiple roles that the pre-service history teachers had to take on when navigating the controversies in the history classroom, such as using a balanced approach, acting as peacekeeper, devil's advocate, and many more. Harro's Umbrella of Oppression's (1997) creates the fluidity that the continuum of risk-taking lacks. In this dissertation, the continuum and the umbrella were braided together to form one part of the theoretical framework.

Through the analysis of the data, I deduced that the navigation of controversial issues by the pre-service history teachers is not a neat and clean process. On the contrary, the navigation of controversial issues by the pre-service history teachers is multifaceted and complex in nature, with no neat content or temporal boundaries. This was proved by the multiple factors that influenced the pre-service history teachers' navigational choices during their WIL period. The support that they received and the context that they found themselves in made some of them vulnerable in the history classroom, thus forcing them to take on a more fluid role when choosing a navigational route when controversial issues arose. This vulnerability can be linked to the lack of balanced and realistic practical training that they received at university.

I have emphasised the South African context as the country's traumatic and contested past creates a complex landscape that the pre-service history teachers are expected to navigate. However, this cannot be done by using only one of the three fixed pedagogical choices offered by the continuum. South African schools, much like the society it is rooted in, are still dealing with the lasting effects of their traumatic past with some schools being predominately inhabited by a particular racial group. It is my deduction that the navigational

routes that are chosen by the pre-service history teachers should be treated as temporary and subject to change when needed. That is also a possible contribution of my dissertation.

The limited literature, apart from the works of Wassermann and Bentrovato (2018), on pre-service history teachers' voices and experiences during WIL as a key period during their professional development was the identified gap in the literature that this study aimed to address. What then do I hope to add that is new? Upon reviewing the sea shanties of the ten participants that acted as the sample for this study, it can be deduced that Kitson and McCully's continuum of risk-taking (2005), although helpful to an extent, should allow for more fluidity and removal of the rigid nature that it practises. While conducting this study, I was able to identify that Kitson and McCully's continuum of risk-taking (2005) can be detrimental to the value that the pre-service history teachers place on the practice of risk-taking in the classroom and the emotions that they feel when they are unable to execute risk-taking in every aspect of their lessons. This is partly due to the emphasis that is placed on the importance of being a risk taker within the history methodology module that is offered at the University of Pretoria, without taking the pre-service history teachers' experience and personal opinions into account.

This study stands as an example that the manner in which pre-service history teachers navigate the controversies that emerged during their WIL period was not a stagnant or easily defined process. I therefore propose that the continuum should be expanded to include the two temporal categories, retreating idealists and sinkers, which allow for the fluidity of the navigation process to take place. It is imperative that the continuum should be taught as a practice that has yet to have definitive categories as this often forces the pre-service history teachers to conform to one category in their classrooms; this has been discussed in depth above.

Figure 4 offers a visual representation of a realistic navigational route that some pre-service history teachers might end up using in the history classroom. I theorise that there are two temporal navigational routes, retreating idealists and sinkers, that can be used to expand

Kitson and McCully's continuum of risk-taking (2005). These categories act as in-between, temporal categories that allow the student teachers to make changes to their navigational routes. This further emphasises that the navigation of controversial issues is fluid and cannot be practised or theorised in a fixed manner, especially as the pre-service history teachers are still developing professionally. It is imperative to note that in the analysis of the ten pre-service teacher's sea shanties that entered these temporal routes none emerged again as a risk-taker. It is imperative to note that upon concluding the analysis of the sea shanties from P1 to P10 it is imperative to mention that no generalisations can be made as to why or how these pre-service history teachers chose to navigate the controversial issues. This is further expressed within figure 4 as it also incorporates the fluidity that has been introduced to the Kitson and McCully's continuum of risk-taking (2005) within the bricolage framework that was created within chapter two, incorporating Harro's umbrella of oppression (1997) as well as Mezirow's ten phases of transformative learning (1997).

Figure 4

The Temporal Navigation of Controversial Issues
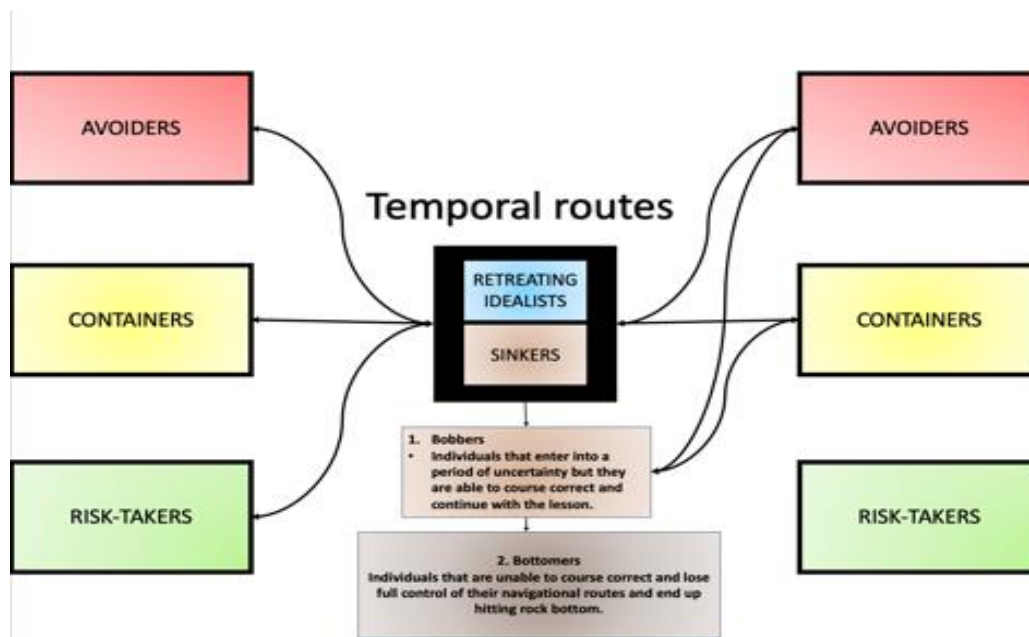
The retreating idealists and sinkers start their navigational routes as risk-takers before entering the two temporal routes. They then emerge as either avoiders or containers this means that they never revert back to being risk-takers. This category emerged in majority of the reports that were used for this dissertation as the pre-service history teachers viewed the teaching of controversial issues as something that should be challenged head on. However, this navigational route was, for many of the participants, diverted due to the environment that they were placed in, the mentor teachers ideas and experience as well as the reactions that they received from the learners within the classroom and the school as a whole.

The sinkers route is comprised of two sub-routes: the bobbers and the bottomers. The bobbers are the pre-service history teachers who go down underwater, so to speak, but are able to come back up; they go from risk-taker to bobber, then emerge as an avoider or container. This route is not without consequences as the initial traumatic period of partial sinking before emerging into a different route leads to a period of frustration or confusion. This often lead the pre-service history teachers to revert to the beginning of the bricolage framework presented in chapter two, as they found themselves acquiring new knowledge and within a new disorienting dilemma and were forced to rework their navigational options.

The bottomers, however, do not re-emerge from under the water. These pre-service history teachers often drown or are drowned and never fully emerge again during WIL; this became evident in the cases of P1 and P10. The teaching was stopped by either the mentor teacher or the school as a system. From the reports analysed, the pre-service history teachers who ended up as bottomers did so because of risk-taking that went wrong and, in some cases, harmed them professionally or emotionally in the classroom. How to support such pre-service and possibly in-service history teachers needs further research and reflection.

Contribution of the Study

The non-existent pre-service history teachers' voices and experiences, which have been neglected/marginalised in the literature and the existing body of knowledge, were the identified gap in the literature that this study aimed to address by allowing the pre-service teachers' experiences and voices to be placed at the fore. This section refers to the scholarly conversations that were had in the literature review and assess how this study has added to these conversations. This section elaborates on the value that this study has in the field of teaching and learning of controversial issues and on the contribution that this study might have on the existing body of knowledge with direct relation to the scholarly conversations that were presented in Chapter 2.

Scholarly Debates and Conversations

The use of class discussions in the existing literature has been praised as a simple and often effective method when it comes to the navigation of controversial issues in the history classroom, as many of the scholars who are cited in the literature review promote the use of this technique to teach issues that are deemed to be controversial (Bertram, 2021; Hess, 2009; Nussey, 2021; Pace, 2019, 2021; Wassermann, 2017). However, through the data analysis that was conducted in Chapter 4, it became evident that due to its perceived

simplicity, it needs to be addressed when techniques are taught to pre-service history teachers in their respective training courses. Some of the participants' major downfalls were that they were unable to conduct a class discussion in a manner that was conducive to learning, with many being overwhelmed and forced to either shut the conversation down or re-enter the theoretical framework cycle and start at a disorientation in the middle of their lessons. Hess (2009) states that the learners in the classroom are able to enhance their tolerance for others while also diversifying their thoughts and beliefs. This study stands as proof that the use of class discussions in a diverse society like South Africa may not always promote this thinking process, particularly when it is led by a pre-service history teacher with limited experience and powerful, unofficial knowledge that is brought into the classroom by the learners who will participate in the discussion. Again, this can be linked to the insufficient training and mentorship that was given to the pre-service history teachers when faced with issues of unofficial knowledge and lack of knowledge of how to handle controversies when it is brought into the classroom environment.

Theoretical Debates and Conversations

Kitson and McCully's (2005) continuum of risk-taking has, for many years, been accepted as a framework for how controversies should be taught and has been incorporated into the University of Pretoria's history methodology curriculum to provide fourth-year and PGCE students with a form of assistance when it comes to the navigation of controversies as they emerge in the history classroom. Upon reviewing the sea shanties of the ten participants who acted as the sample for this study, it can be deduced that the continuum, although helpful to an extent, should allow for more fluidity and removal of the rigid nature in which it is practised. This study stands as an example of the manner in which pre-service history teachers navigated the controversies that emerged during their WIL period, which was not a stagnant or easily defined process. I have therefore proposed that the continuum should be

expanded to include the two temporal categories, retreating idealists and sinkers, that allow for the fluidity of the navigation process to be acknowledged. It is imperative that the continuum should be taught as a practice that has yet to have definitive categories as this often forces the pre-service history teachers to conform to one category in their classrooms; this has been discussed in depth above.

Recommendations Based on the Study

This section is separated into two sections, improvements and recommendations. The improvements that I suggest relate to the educational policies and practices when it comes to the training of pre-service history teachers to prepare them for the navigation of controversies that stem from the analysis in Chapter 4 and the discussion in Chapter 5. The main issue that emerged was the lack of practical sessions, micro-lessons, and simulations or role play that would prepare the pre-service history teachers for the inevitable controversies that will emerge when the pre-service history teachers are placed in a history classroom during their WIL period. This dissertation and the work of Wassermann and Bentrovato (2018) provide a window into how the pre-service history teachers might navigate those controversial issues during WIL. The universities should prepare students to engage with the multifaceted nature of controversies. Universities need to reflect on their training units used to train pre-service history teachers to engage with controversial issues in history classrooms. An emphasis needs to be placed on the fact that controversial issues may emerge at any time and in various manners. To ensure that these units are tailored to the needs of the pre-service history teachers, the universities could also involve fourth-year students like those who participated in this study.

The educational practice of placing pre-service history teachers with mentor teachers should allow training to be offered to the mentor teachers to ensure that the pre-service history teachers are not discriminated against or abused when they are placed under a mentor. In

light of the findings from this study, a prominent concern emerged. A significant number of participants reported a conspicuous absence of mentoring from their assigned mentor teachers, causing many to feel unprepared for the multifaceted challenges of their roles, both professionally and personally. As a result, a crucial recommendation arises. Mentor teachers should undergo specialised mentoring training to enhance their mentoring skills, focusing on pedagogical strategies, interpersonal communication, and methods for fostering the holistic development of pre-service history teachers. Furthermore, it is critical to develop clear mentorship guidelines which include expectations for effective communication, constructive feedback, and the formation of a positive learning environment. Anti-abuse and anti-discrimination training should also be provided to mentor teachers to ensure a respectful and inclusive WIL experience. Regular evaluation and feedback systems are proposed. These ideas seek to build a mentorship culture that not only prepares pre-service history teachers for the demands of their profession but also fosters their confidence, resilience, and professional identity. The mentor–mentee relationship is pivotal, and these measures seek to enhance the overall quality of pre-service teacher mentorship programmes.

A recommendation for future studies would be to not only focus on reports such as the pre-existing data used for this study but also to allow a research process whereby pre-service history teachers could be shadowed during their WIL period so as to develop a more comprehensive understanding of the various factors that influence the navigation of controversial issues by pre-service history teachers, and how these intersect.

Methodological Reflections on the Study

The research design and methodology that were used in this study proved to be useful as they allowed for interpretation to take place. This was made possible by the authentic data that pen-and-pencil methods, such as the one employed, tend to yield. This is possible because they are open with a limited structure and allow time for participants to freely express

their feelings and beliefs. The intrinsic case study method that was used for this study was suitable and effective as it allowed for the proposing of in-depth answers to the research questions that were presented in Chapter 1.

However, methodological limitations also existed. The use of secondary data in the form of summative reports meant that follow-up questions were not possible because the students had already graduated and because their reports were anonymised. An additional methodological limitation was that the pre-service history teachers might have not had always been fully forthcoming in their reports for several reasons. They wanted to protect themselves and the school/s at which they did their WIL, and since it was a report that was graded, in all probability they kept this in mind when presenting their experiences, especially when it could have meant criticising the training that they had received to teach controversial issues. However, for the most part, the pre-service history teachers voiced their opinions and experiences when looking at the teaching and learning of controversies in history education in an admirable and research useful manner.

Personal–Professional Reflections on the Study

As discussed in my positionality in Chapter 1, I have had to interact with controversy most of my life. However, I only became truly aware of it when I was in my second year as a B.Ed pre-service teacher student in the history methodology module at the University of Pretoria. At that time, I was immediately drawn to the concept of teaching and learning controversial issues as I was interested in the different theoretical and methodological ways in which controversies could be navigated, and especially how it dealt with complex controversial issues such as identity. To fully understand the concept of controversial issues and what makes an issue controversial, I had to confront my own identity and beliefs when it came to the navigation of controversies in the history classroom in a diachronic manner – from when I was a learner to when I became a qualified teacher and how I would like to navigate

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these issues. This became increasingly difficult as I was educated at various times by individuals who were trained during the apartheid era, while I brought a different set of knowledge with me. Although I did not focus on myself in this study, I could see some similarities between the participants and me in terms of the choices they made and the factors that influenced their choices.

During the two years that I had spent completing this dissertation, I believe that I had to adjust but also to develop some of the skills that I already possessed. I was forced to improve on my time management and communication skills due to the fact that a master's dissertation is, at times, life-consuming as you are required to read, write, and analyse new literature and data on a daily basis, while, at the same time, communicating with your supervisors when you are unsure about certain aspects or concepts. The art of sacrifice was something that became prevalent in my everyday life, often meaning that I had to forego small activities if I had to work on my studies and stick to the deadlines that I had agreed to with my supervisors.

Professionally, I had the opportunity to gain a vast amount of knowledge about the topic of controversial issues in the multiple educational arenas in which it emerged. I was able to interact not only with academics and specialists within my own institution but also with individuals from other local and international institutions, many of whom specialise in the field of history education. As a university lecturer, I had to determine where the weak points lay in our own training systems, as revealed by the data used for this study. Another major growing point in my career was the opportunity to present a paper at the SASHT conference based on my dissertation with the topic *'Retreating idealists and sinkers: challenging McCully's categories on the teaching of controversial issues'*.

Throughout the writing process of this dissertation, I was guided and assisted by my supervisor and co-supervisor, who gave me the ability to believe in myself even during the times when I honestly struggled with the academic writing process. The phrases, "there is no

writing, only rewriting" and "it is the reader who writes the texts" will probably stay with me for the rest of my life. My supervisors allowed me the freedom to steer my studies and did not force me down any predetermined path. My supervisors offered many different viewpoints on topics that were complex using their respective knowledge; my supervisor offered a viewpoint that was close to home; my co-supervisor often challenged viewpoints that allowed me to grow and understand an international viewpoint on my topic.

In conclusion, all students doing work in South Africa will invariably be confronted by the controversial realities of the country. Loadshedding and cable theft was an omnipresent threat where I live on the East Rand. Hence, I was many a time doing my dissertation around these events. Or I had to travel to Pretoria to use the university facilities. More seriously, some months ago I was a victim of an armed robbery in our driveway during which my phone and laptop were stolen and shots were fired. Apart from being severely traumatised, my greatest fear was that I had lost all my master's work that was on my laptop. Fortunately, that did not prove to be the case as I had backed it up elsewhere.

Conclusion

The purpose of this chapter was to round off the study and provide a comprehensive conclusion to the dissertation. In order to do so, this chapter has been divided into multiple sections, beginning with the backward-looking review of the study, which succinctly unpacked the key elements present in the first four chapters of this study. This was followed by the findings, contribution of the study, recommendations based on the study, methodological reflections, and personal–professional reflections.

Through the purpose and focus of this study and the research questions, I set out to gain a deeper understanding of how and why pre-service history teachers from the University of Pretoria navigated the controversies that emerged in their respective history classrooms during their WIL period. The gap in the body of knowledge and existing literature that this study

aimed to fill was to provide a chance for the voices of pre-service history teachers to emerge when navigating controversial issues. This was done by analysing the sea shanties that the pre-service history teachers submitted upon their arrival from their final WIL period for assessment purposes. In this sea shanty, the participants were expected to propose an answer to the open-ended question of dealing with controversial issues in the classroom they were placed in. The participants were able to reflect on their WIL experience, emphasising how they navigated the controversial issues that emerged in their classrooms and the factors that may have influenced their choices, allowing me to place them into the five previously mentioned categories.

This dissertation's fundamental idea is that controversial issues are not fixed, as they may emerge at any point. There are no neat or clear methodologies that are one-size-fits-all due to the messiness, fluidity, and multifaceted construct of controversy. The risk-taking promoted by the university became problematic in many cases as the pre-service history teachers viewed it as the best way to navigate the controversies that emerged. This is directly linked to Kitson and McCully's continuum of risk-taking, which, however, can be viewed as static, with its merit in the pedagogy rather than practice. This study contextualised the multiple factors that influenced the navigation of controversial issues, such as the school context and the mentor teacher, complexifying the neat categories created by Kitson and McCully.

The school context and environment in which the pre-service history teachers found themselves were significant factors in their success or failure. This study deduced that in a healthy school ecosystem and culture, the pre-service history teachers could flourish and experiment in teaching controversial issues as they felt supported by the school and the mentor teacher. By contrast, the pre-service history teachers placed in a strenuous school environment were often left to flounder when trying to apply what they had learned during their training. This was caused by absent mentor teachers and hostility within a school culture based on race, gender, and unofficial history. The final key point that this dissertation makes

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is that the navigation of controversial issues cannot be predetermined as it is a constant trial-and-error process with consequences such as bobbing and sinking.

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Appendices

Appendix A- Turn it in report

Masters A Lawrence

Johan Wassermann

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