



APPENDIX III: Chapter 5

Transcripts for interview - Group discussion interview - *11/03/08*

Transcripts for the specialization session - *11/03/08*

Audio cassette

Video cassette

Analysis indicating the categories



A- What would be the quality?

M – Add in the whole process of the life sciences and how the students go about constructing the knowledge for themselves

11.03.04 - Observation with Slabbert and students – University based sessions

Slabbert – the things that I just gave you now is just a little elaboration on the three outcomes for the life sciences and a little about what we spoke about the last time – the whole issue of basically the content that is involved. Feedback from your side – studying the policy documents, what was interesting Karien – you talk about the positive things about what you have read

C – I did not do it – I did not know that we had to do it. He did it.

Prof – Why did we give it to you as a gift? When we give you things we do expect you to study them for the next time. You need to ask.

B - ek het ook misverstaan.

M – It was very interesting - there are a few things that I do not get the connection between the critical and the developmental outcomes

S – did you get one

B- it is somewhere

P – just remember that you must bring everything that I have given to you – we could be working with them

S – Okay let us stay there. What would you describe as problematic for you – the link between the critical and developmental outcomes?

M – Well, I do not really know why there is a distinction between them and I think also trying to put them into the bigger picture of the statement of where they fit in. – they are the overruling outcome.

S critical outcome – overruling

M- They established from the constitution and therefore that comes from that

S- so just looking at what you have said in terms of fl in the life sciences – what does that mean in terms of the critical outcomes If you stand in front of a class and you want to go to class and you want to facilitate learning in the life sciences – what does that mean regarding the critical outcomes-

M – that everything that you do is in line with the critical outcomes

S- You have to achieve the critical outcomes

M – so is it a combination of the critical and the developmental?

S- Let us just go with the critical first and then we can work with the developmental outcomes

C – In the ICT all of these fall in

S – What does dev mean – read the first of the critical and the dev and what would you say is different

S- jah kom

C – here they focus on critical and creative thinking. Here there is a variety of strategies and it can be critical and creative – it is broader perspective

S right, what else

C- identify, solve, make decisions - this is the whole thing of learning more effectively

S – much more developmental than an outcome – how do you develop these critical outcomes - to collect, analyse content – does it seem to make sense so if you reflect on exploring a variety of

Pole
qDL

Pole
SL

Pole
SL

M- Policy doc.

M- Policy doc.

C- Policy doc.

C- Policy doc.



strategies to learn more effectively it does not only mean to reflect – you need to be able to use it, to implement it

It is more C said a broader thing – it encapsulates how the critical outcomes is/are developed that is why they are called developmental

M – how the critical outcomes are developed

S – Let us see a – collect, analyse, organize and critically evaluate information – that is an outcome – a critical outcome – how do you develop that through reflecting strategies to – being culturally sensitive when you collect etc... explore etc when you So you are going to develop these critical outcomes through the developmental outcomes – how do you get there – the interplay between these two you want to develop into that and you will also achieve the critical outcomestherefore you can see why all of those are critical outcomes

Role of SLF does meaning

M – working on this going to the they say that the assessment standards are the minimum *W- Policy doc* requirements and further on they say competence descriptors – what are they?

S – You are talking about pg 50 – 51 this is to promote a learner – in other words this gives an indication of a mark – it is to do with assessment – final assessment for a learner in terms of promotion – do not pay much attention to it now – assessment standards – yes you must pay attention to it in each learning task that you design you have to state the outcomes that you want the learners to achieve and the assessment standard

What else is interesting – say about how this relates to everything that you have learnt in the course so far

M – I think a lot of it is related I picked up the same words – learner potential *W- Learners LBO*

C- I quickly saw there life long learner

S-pgce developed long before obe and these doc so what we are trying to say

M – the doc came from the course

S- these things tie in very well

M – what do they mean here about high knowledge, skills, integration

S what does it say – principles...and then all of those principles are being discussed – principles in terms of the obe and the basis of how obe works so to speak – very interesting if you want to go there quickly to see what kind of learner is envisaged and what kind of teacher is envisaged.

M - Life-long education

S – quote from the manifesto to what do you relate that - of the course

M – seeing ed as a holistic approach – what you are learning must contribute to your values and how these contribute to your learning

S – the kind of teacher – that is your job

M - describe it as a facilitator but talk about it as a teacher

W- Role of facilitator

S- go back to the book – fl and the roles of a teacher - teacher as a mediator – look at that and see what has happened with that and these are the roles and go and do the roles – look at what has happened and the research – then you realise that although it says a mediator of learning and all the other roles which could also be and look at what is required inside then it is simply teaching – why we have deducted from that research that you have to be a facilitator of l and not a mediator of l

Role of SLF prompting

C – What is a mediator - meaning

P – mediator – just mediates learning from whatever you wish to whatever you wish –

M – it directs

S -it can be anything just as long as it directs learning. but what do we mean by a facilitator of learning – if you do not have a reason for fac l why fac l – what does fac l have to include

M C – must be construction of meaning by the learner, maximize potential



S how is a learners' potential maximized?

C - by challenging with a problem -

S - what type of problem

C a real life problem -

S- so these are all req for fac l - if you are not doing this you are not fac learning - you have to initiate it and maintain it - why maintain it

C - for life long learning

S- Learning and learning all the time Why would I ask the learners is this the best that you can do - to maximize learning

B- for learners to discover another way

C maximize potential

S - relates to what else in terms of learning quality does it improve it

C - improves it

S - req improvement of learning quality all the time - mediating learning requires - you can do anything you like - if you want to mediate learning do what you like - chalk and talk do it exp do - but there is no thing that demands and have the requirement that you have to do this - big difference - both instances mediate learning but the one fulfils the requirement of education whist the other one not necessarily - right an imp issue why fac l and not mediate learning - as we said last time for all practical purposes what you learnt in grade 10, 11, 12 - basically the same things still in grades - a few new things that you have not learnt about indigo know sys - what do you think is indigenous knowledge?

C - ind people the Tswana people - like the lobola thing - that is more cultural - but is indigo knowledge for them.

S - right - relate it to the Life Sciences - what would the indigo know for the indigo people of SA have to do with Ls.

B - Maybe they use some indigenous plant to cure it

P - all the health issues and using the natural remedies - naturalistic ways of dealing with health - there is an enormous wealth of knowledge - indigenous know - in Amazon - orchid - has a cure for cancer - they know it has but they do not know how to extract it yet. Which is valuable to us. It is not unfortunately not much of it has been practiced - it has been infused with western capitalist knowledge - that really made a mess of that as well. - World conference - sustainable dev - try and recall how ik could be valuable for us in terms of sustainable dev - think about the indigenous people when they were in SA long before agriculture - what happened there - take the Bushmen

B- they had ways of doing things that were basically thought out by them ---

C - Tracking

M- everything they did had to be sustainable -

P - They had mechanisms that they could use to be able to sustain - we need to get hold of those things again.

C - Why did they not keep on existing - they are almost uitgestap - extinct

B - they are tourist attractions in the Kalahari

C - if their things were so good

S- The way in which they had a sustainable they would never run out of food - they instinctively tallied the animals all the time, knew the offspring of the animals and they would not kill an offspring - the way in which they worked was crucially important, we do not even know all the bottom-line thing of how they went about their tasks. We are not even talking conservation - what are we talking about

*Role of
Learner
Clarity*

- C - Role of learner

C - Exp CTK

*Linking
Role of
Sci.*

B - Explaining Content IK

C - Exp Content IK

B Exp Content IK

M Exp Content IK



M – preservation

S – no that is even more

M – at a number of game reserves you have all the partnerships – no fences around

S- now environmental management than a conservation or preservation

So Ik is incredibly valuable to us which we need to explore – esp people like the Bushman who knows so much about nature – no water and they lived. Somewhere in west Africa – arid region – baobab tree – get a big one and the place where the branches start to grow – make a hole there and then hollow out the tree to just so far above the ground – what do you think happens?

M – collects water or something

P – becomes a water pit

S – fills up with water

C – for itself

S- yes from the root pressure – it fills with water – think how much botanical knowledge did they have – they did not know what a xylem vessel looked like I am not saying that you do not need to know what a ...cell looks like – you need to determine what is more important – that is the wonderful thing

They know not to damage this and this – this gives the water, this gives the food – they do not have to study the botanical knowledge – right good – go through the doc – see what is in there in relation to what we have discussed. You will use the outcomes and assessment standards all the time when you are designing your learning tasks

M – what is a manifesto

Prof – it comes from the constitution –

M – so does the constitution come from a number of manifestos

S- yes. I just want to quickly talk about what will happen when you go to the schools. You will meet you mentors. The purpose of that week – is twofold – you are releasing the mentor to come to the course – you will be a tutor. The teacher will give you the work that needs to be done – you will have to see that they continue to work

C – can some of the mentors not attend

S – we are expecting everyone – we are dealing with some new transformation learning – met-learning. The other function – you will collect the programme – the teacher needs to sit down with you and say from this point you will need to

We are going to ask them to supply you with tests and examinations so that you know what will be expected. Remind the teachers – What do you need the learners to equip themselves for the learning – week programme – planning – all these things will help us then because in the afternoons we will be working on what you require to know. Establish from the teacher where do I need to start and where do I need to end. In the afternoons when you come back we can devise some means of how we are going to manage that. I hope that you are all in gr 11 – so that we can really support one another – get excellent work done.

The relationship between schools is a very sensitive thing. We need to be very careful – schools are running at a pace -

We do not want to interrupt the school programme – teachers willingly do the mentor programme but you are taking 40% of their programme – but the teachers also have to assess you

Just remember what you are going to experience in the school may be very different from what you have exp and learnt up to now. But you do see the doc and the policy with regard to what is expected. We have spoken about – even though obe 1997 – some schools are not there yet even today – transformation a very long process. I would also like you to in addition to what you need to

*Mark
content of L.S -
FK.*

do at the schools - go to the lab and interview the lab manager - could that person give you in very broad terms what is where and why. Be diplomatic when you ask this - the teachers at schools are very busy - the

Look at what the laboratories look like - what can you learn from this how will you organize your laboratory

A - yes, looking at all the safety aspects as well

S - what we want you to learn what are the possibilities for a laboratory to be arranged. Look At the study guide - I will also give you information.

We will be using a number of labs very often - natural Science labs. We would like you to - so when you design a learning task you need to be able to do that before you get the learners to do it. You can then design the pracs in your own time. Go through the study guide - what it contains write down questions - study guide before the pgce programme - we will tell you what goes where We are going to the labs next week -

M - what do we need for that

S- go through the study manual to get a feel of what it says - we are taking a different view pt and we need to organize our time

S- now the question I would like to ask - how much relevance could you detect from here and the work we have done in the rest - all the modules

M- are all inter-related,

B- I also wanted to say ethics and law and assessment you need to know that no matter what C- the holistic viewing

S - have you been chatting to your peers and compared what you do in your programme and what they are doing.

11/03/04 ---- CASSETTE TWO

Prof - What are your concerns for this coming period and the way that you must prepare yourself etc. what are your concern?

C - going to school now, the unexpected, the unfamiliar, I do not know, I am going there --I do not have a clue - which standard or grade I am going to be at

Prof - Lots of these things will be cleared up, you will meet the learners you will be involved with. I would like you not to get involved in teaching when you are there next week. Do not set yourself up in the role of the teacher ... I do not want them to see you in a role that you are not supposed to be in - you must keep on tutoring ...

M- When we do, not next week, will we take one class or will we take teachers classes

Prof - We request that you take 40% of the mentor educators workload and you should not go into different grades ... stay in one grade - it will take up to much of your time - preparation time we do not want to overload you with a lot of stuff - we want you to be experienced and start to become the best facilitator that you can become

C - we are basically going to be .. find out from the teacher observe what her class works like and spend the whole day with her



P - yes, on Monday you will basically shadow the teacher it will be a good idea to get to grips with some class culture, also open up your senses so that you can get a sense of how you can approach the learners. You already have had a little glimpse of what a learning task looks like - so you know more or less about that ... We are talking about preparations for next week. When you come back on Monday see that you bring all the working knowledge and the documents - when I say working knowledge - that you know what the documents contains and you are able to work with them

You must go to the school and you will be allocated a teacher - they will allocate you a teacher The relationship between us and the school and although we have a kind of contract it is not really a binding contract we do not have that kind of authority. We are at the mercy of the schools, principals ... It is important that you understand that what is happening out there, can be the widest range of things that you can imagine

There are teachers out there doing excellent work they might intuitively be doing lots of facilitating learning, also do very good OBE some of them very consciously ... you may get that spectrum you may also get zero from teachers ... take whatever you get ...

... When we ask the mentor educators to attend sessions - principals at school - what about kids that will be staying behind---we have to see the teachers for three mornings Will the teacher do all the work of course we say that you will be doing the work we have to say that - it is difficult with someone who has been in a relationship with kids after first school -based session the principals phone and ask ---could that student be coming - you are at selling value

We have to guarantee that the learners will learn and do the work that you have set out for them Teachers get the sense that they can also learn something from what is happening her ... even if you have what you may call a poor teacher there is a lot that you can learn, if not from the content area .. but in another way the way in which the relationship in the class is handled

Reflections

Prof - I'm finished and now we can have a look at reflections

A - Who decides when you are finished, Prof Ask them who decides when he is finished ... ? C - He says that he I finished same as he did now I am finished - what you want to know, any questions, can we reflect, any insecurities ...

A - So does he have power over the situation right now

M - I think that he did just ended off by saying - we are finished now but I think before that he always asked us - is there any thing that we want to ask about the programme

A - are you comfortable with that situation

M - comfortable - yes

A - are you comfortable with that situation

P - I am always really looking for more, the more reaction from your side. The more we can learn from one another - so when I indicate something like we are at the end of something - perhaps what is more important to me for you at that point in time for you to reflect more deeply into what we have done. - what we have been saying. When you were talking about that I was thinking about this,- you know about this when will this come into play or things like that it will be good if you get into that mode - I know at the beginning it is really something that you are not thinking of - but to me it is always something - and you will also if you are facilitating learning much more, you will also need to get much more, need to get much more from you and eventually it does not really matter



what kind of thing, that comes from what facilitating learning comes from - you take whatever comes and you make of that what makes a learning situation.

A - Can I just carry on that angle and then we can start reflecting - the question came to me just when he said that - thought I had to ask it you said I am finished - who was the person - who was talking - you were the person talking at that point and when you came to the end of that particular session - it is always the person that is speaking and when they say I am finished it is almost like the closure of the session is now in place. They have decided that the closure is going to be in place -if we are sitting with a group of people - do we not negotiate closure do we assume now that closure is in place and we accept it ... I am also getting you to think of it in another way as well - that you as a student - can you not say , well at this point - there is something I still want to talk about

C and B - We know we can ask him something ... K . I also agree he said I am finished now but we can ask him anything - it is sort of saying I am finished - now go on

A- But you see it is important for us to work with those dynamics - we need to reveal the dynamics - it is good enough to say yes you know but did we understand that initially without you having stated it and saying it If he says that we know that we can ask him something afterwards even though he has said that I do not know if you want to say something.

P - No - I think what they were just saying - it is really important to ask them - from the beginning when we were working how did you feel about that - were you feeling that you were comfortable enough to say something else or have you just said - Mike were you cut off was it okay to carry on

B- I think if I still want to know something I would ask it even if you want to know it or not. You can say you are finished and I will still ask you - if you get up and walk off and I will run after you and still ask - so yes I did know, I will ask.

P - When you have been asked a question and you give a particular response and that response does not seem to have been taken in - how do you feel about that ----Bertha?

Bertha - response not taken in

A- I can share an instance with you - where that actually happened - you asked her about the policy document - and you were saying something, it was to do with the outcomes ---and you said something -

Bertha started to give her response - to say developmental- you said already done developmental is already done ... Slabbert said no; no; no.

B - Jah, I already attacked him about it last week.

A - Can we talk more about that - I need to write down the points - what did you attack him about last week.

B - What I do - I think aloud most people do not understand I am sitting there

Last year in pharmacology I would sit there just before an oral examination and I would say do not listen to me -- I need a piece of paper... I think now I do not have a piece of paper .. maybe this is it I am not answering - I am just reasoning ... I am reasoning out loud

P - What is important to me and I am glad that you are picking it up - just as clarity as information this is my personal deficiency in the sense of what we are doing and if you have been in this business for so long -what I am talking about - if you been in the business for so long - you basically to a large extent know exactly what the students will be asking you and it is not because you do not want the question to be asked - it is because you know that dealing with that question the effort and the labour and the sense of rather not going in there because of time that will elapse because of

that then this is my reaction ---.So when Bertha said - I immediately sensed what she was actually

reading -you were reading the correct thing and reasoning the correct thing It remains important to me that I must be more conscious of having you ask the question because you haven't gotten to the reasoning of the question I have not got you to the reasoning of the question - so it is a deficiency from my side which I need to pay attention to so you do not worry about that just remind me about that ... If you have a question or you are busy saying something and I am interrupting you, you have not really cleared your mind, just tell me

M - slap your hand on the table

P - Jah slap your hand - it is important to me - so help me in paying attention to that deficiency - so you need to go through the argumentation of the question - you need to go through that process and if I stop you going to that process then you going to that deficiency - once in that regard

A - How do we take that situation and turn it into more of a learning moment for everybody B - Can I answer that?

A - Yes I was going to say let the student answer ...

B-1 do not know if it is wrong - I am used to I do not know if it is the way we were educated or whatever but I am used to sort of you send your mind in a certain direction - knowing that there will be someone to say No that is not so ... so in an instance like that you will say no that is not it, that is not what I am looking for then immediately you start thinking about something else, but when you tell me No, I immediately do this I do not know the answer.

A - At the same time now take it further - no it is not that - take it more into a learning moment what could we do with those particular learners - and what could have been done in this type of setting - Should we be exploring from you why you are thinking that way - how do you feel about itCarinne - are you confirming

C - Yes we can explore what you are thinking or then ask those questions like the clarification question -

B - Why are you saying that?

C - What about that and what about, we can come in and say what we are thinking

B-1 think that that will get more of a discussion going instead of just answering the questions that are shooting around ...

A-Ok

P - Very good

A- I do not think that the reflection should come from me essentially - I think that I have started it off and all of us must be part of it because it is participatory and possibly what we should be doing and this is a change that possibly must come in for the next session is that as we are going through the afternoon session, if there is something that you need to say something, jot it down and then during the reflection session you say it and give the example - sometimes when you jot it down - you read it and then you say eeh what is this all about so when you give the example

and you give the person who said it - then everybody has a sense of what it is that you are talking about ... the next time around - write reflection, have a page, have a pen, write the person and then write the comment the thing that you want to be elaborated on

right now we are asking you to reflect but at the same time it almost like saying mmmmh you know go back - to which part should I be going back to - sure you go back to probably the most important part for you ... at this moment in time but it was important - but something else was more important to you ten minutes ago - so what is the sense of strategy that we are going to be working with and how do we need to go forward. What are the burning issues for you that came through for your things that you would like to reflect on We started with the **response and the type of behaviour that Bertha has when she wants to give a response to a particular question ...** .is there



anything else that people would like **understanding a reflection how do you understand it ...** - How are you

C - I think that the whole thing on reflection is kinda what you did and what you learnt about it how you feel about it, jah, that is what I understand about it. .. reflection

P - what else

B - Carinne said - What you have learnt P

- You have learnt something ...

M - going over all the important things that you think has been discussed and how you sort of assimilate that in your own life.

B - Sometimes I add something really important that I have learnt also into my reflections - like an important fact - before I forget

A- When you say you add an important fact - how do you do that -

B - Jah, I know the other day, I think it was - Prof ... classes - he was saying stuff that was not in the notes ... he was saying stuff that was really interesting, that I wanted to remember, so I added it to my reflection

A- So when you added it to your reflection are you saying that you added it to your journal B-

Jah under what Carienne said - the reflection to her and also to me is what you have learnt ... something interesting - I have learnt that I did not know and that I am not going to find anywhere else - I write it down.

A- So at this point do we take it that the reflective journals are turning pages - do you understand what I mean by that

B - it is a page

A ... so there is movement in your reflective journal if you had to take yourself through your reflective journal - do you see your own path from where you started your first snippet to where you are now can you see yourself in what you have written

B - It is not me just - mine is just jah, but you can see from what I knew up to what I know now, so there is movement

K - in the feeling thing you can see yourself but not the fact that I have learnt this ... not the fact.. ..

P - Have you, have you learnt - has the lets be very crude - has the quantity of what you were writing - has that increased some what - not necessary ----

K - I have to think back

M - She has got it here

B/C - mine is also the same

B - Well the first one at Hammanskraal---was nothing like this

P - What is your perception - what should happen? What do you think is the value of reflection for you perhaps to put it more crudely? Are you reflecting just because we asked you to reflect - in the sense of been part of this research or do you think there is value in doing it.

M - I think I am doing it because you said we should do it but I definitely think there is value in it after doing it - I really realise it actually thinking deeply about what we had done in the session - actually - jah, has really made it clearer- jah.

P - So if I then can make a comment from my side and that is that - I think I did at sometime in Hammanskraal - somewhere - I talked about this honours student that I had - she had some personal problems and she had to write an exam and she - there was no way she would pass that



exam - she did not have the time to learn the material-that she was supposed to learn I told you what happened - I basically said go back home - because she had that afternoon to learn that is all she was writing the next morning - I said to her go sit down - without opening a book start constructing a concept map on everything that you have learnt - and she did. She started and I said you think that you have exhausted yourself - just think harder and carry on .. and she passed her exam with flying colours - because what did she do
M - reflect

P - she reflected so therefore what we might even expected this ...

Be aware of how important this could be for you - this reflection as opposed to or as part and parcel of what you need to know - but then also to help us - we need to learn from the process as a part of the research, so therefore not to be an add on but to be part and parcel of what you are doing ... and I think Carienne - you said a very important thing - in terms of your feelings it would be kind of interesting to somehow really reflect on your feelings even if you feel kind of mellow about them,

I, we expressed that feelings is really part and parcel of learning and how is that influencing us, so we kind of need to be a little more conscious also about ..

You know like Mike he is bored now

M - I always play with a pen- you must not pick on me

P - I was really bored when we had this, this - that is okay - do not make it artificial, it must be genuine-

C - So we can say if we were bored

P - Of course - absolutely and especially not to say I was bored but from this point to this point I was really bored But also then say why - you know it did not touch you it was something that you knew or was it really important to us that next time say in terms of reflection - comment - I was really bored with, I could not see the sense because I could not see that- could you just give us the sense, the meaning of what we are doing - I would like you to tell us when it is really becoming boring

C - No, it is just that I did not read this

A - Should you progress if only one student has read what has happened and the others have not because then you are only talking to one person and I think that is where that sense was picked up because just in watching you at the side of my eye - while I was writing - it was like you know

looking towards him it is almost like he was going to be the source, give it outHe will be the source of whatever you were going to be requiring at that pointIf I say things that sound, that you think are wacky, I am a bit wacky - but if I am putting too much into it - then you must say - no, no you must say that is not the way I thought, you must say that, because obviously I am sharing my interpretation, it is my interpretation it is not yoursso I need to clarify that as well for all of us

P - Angela - what is also important is everything that we do - whether it is really material or we are working on the reflection - I think everything you also need to assess in terms of its value in other words let us take a very simple example and you feel uncomfortable with asking me questions I am going back to the power issue- if you for instance feel that it is very high value in the fact that we need to look at the power relationship and you know that you are feeling uncomfortable with asking me questions or getting deeper into a thing - then do that - but if it is not an issue to you but you need to really be very conscious that it is not an issue and it is not because you know Slabbert is here and that is why you are doing it. So also validate everything that we are doing with u , is it really important, is it really meaningful to you - because one thing is for sure - that if the power

relationship me in terms of authority with you is too authoritative so that you do not feel participants in the situation then something must be done very seriously - but if u feel no it is not really, then we step up from the power thing and we do not even try to explore it. So when issues come up which u feel really oh yes this must be addressed - like for one thing I would like to say the thing I said earlier is when we give you some material the expectancy, the assumption is that will go through - not that you must learn it off by heart

but go through it so that you have a working knowledge of what it is really about unless you say something else and then we work from there

A- At what point was that shared with the students.

B - it is just Prof - I do not know where or how I got the impression - but Prof said here is something for you to look through. Next year for the other students tell them directly so that they understand what is expected of them

C - we were not told that this is something important - I did not understand that it was something that was necessary to know.

P- This is very important - what you are saying now - it is very important because the way in which we handle this and the way in which you took your cue more because I did not say enough you took your cue real firm it was indeed my mistake not to over elaborate from this - from my position then I want to make it quite clear- when I give you material it is expected that you go through it - but when I give you material and I say this is important to study - then you really need to study it that means when you get in here you need to know what this is all about and when - so I will make a point of it then to be much more clearer in statement of what you need to do with material - although basically

A- I put down clarity about materials for sessions - these guidelines should be set out in the beginning - so that they understand the operational aspects as well to

B - if it was another week - I had so much to do - I would have done it - read through it

Side B videoooo

P - In this course you are required to improve your practice theory - you are required to build on through what you experiencethis is different from other courses - here you are required to build from this ---You have realized up to now that you needed to have your concept map (practice theory) ready for facilitating learning but we have not touched on that yet. the assumption is that it is ready - at anytime we can use it, it is not a question of now I must tell the students to get it ready. This makes it very difficult - you are not doing tests and exams - so the tendency would be to whom we must submit it - so it is dangerous not to keep up

A - Karien I kind of wonder why you did not challenge Slabbert more specifically on the whole issue of Indig knowledge and why could that IK not be used later - he started talking about western capitalismyou stated if the mense were so good why did they go extinct.. ..

C - he clarified that

A- did he clarify

C - he did clarify it more

P - I think that was the whole thing I could see psychologically that she was going there and from the inter-relatedness of what she was talking about.. .. I think what Angela wants to say - do not at

first response just accept - keep challenging until you are really satisfied --- there may be points in time when I will say we cannot discuss in depth take a note of it and do bring it up

A- the whole thing of challenge and remember what you are looking at - if you can do it here, you will be open to this type of setting when you are in the classroom.

I was tightening up a bit - when you started to share the experience that they will meet up with in the classroom - I was thinking - no let them come back and tell you - But I can understand why you did it - you are somehow setting the boundaries and somehow or the other you are relaxing them because they are anxious - so you are trying to relax them

P - yes normally I would not have said - I am glad that you bring this up - it is kind of sad to say that sometimes it is so shocking - the reason being you have been in an environment of expectation- you think that you are going out there and to meet opportunities this is what we are trying to protect you from -you might get into a situation that is wonderful but you could get into a situation that is bad ...

My experience - I went to a school here in Pretoria - one of the top schools to see a student - a cold day I was told to sit in an open passage where the wind was blowing - I waited for 12 hr - the principal came out of his office - did not greet me I want you to be aware of the experiences that you could have - you must not say that we did not tell you

Do you feel that you are progressing?

M - I feel that I have definitely progressed over these sessions - but definitely I do not know where we are going from here -

P - at least you have an idea of what the learning tasks look like what are the things that you need to be able to create, how that will really get to the ...

A - In terms of the whole essence and idea of progress when you are progressing is there an endpoint that you are looking towards

M- I see that we have done a lot of theory - base - of Life Sciences etc. I am looking towards finding out on how to facilitate Life Sciences in the classroom - get down to it in the lab

A - Last issue - school setting - rel between school and university

Remember you were told about the sensitive relationship bet univ and school --- you started ques about the grades- why can you not ask which grades you can take How do you feel about that - knowing that you are going to the school and knowing that the relationship is such a sensitive one C - Now, I feel scared of screwing up because it is such a sensitive issue .. .if I screw up then they will say you are not coming here again - no-one ... makes me kind of nervous

M - I have been nervous about it and also that the teacher has to give 40% of her time - the responsibility - I was speaking to another teacher who said that is quite a lot of time

B - I feel responsible and will have to keep from trampling on peoples' toes.

P - Previous students would go for three weeks and in the first week no teaching ... then teach 2 lessons per day what happened there is the students did what the teacher told them to do .. there was no time to do what they were trained to do - they learnt the opposite of what they were trained to do - they would just do what the teacher told them now you are in the situation you have to take responsibility .. a big one on your side a big step of courage that the mentor educator makes

P - just a reminder - we are saying this especially running for next week - hard work It is going to be hours and hours We will keep to a scheduled time ..

We need to have the learners exp
theoretical stuff ...



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PREPARATION FOR THE SCHOOLS

P - yes normally I would not have said - I am glad that you bring this up - it is kind of sad to say that sometimes it is so shocking - the reason being you have been in an environment of expectation- you think that you are going out there and to meet opportunities this is what we are trying to protect you from -you might get into a situation that is wonderful but you could get into a situation that is bad ...

My experience - I went to a school here in Pretoria - one of the top schools to see a student - a cold day I was told to sit in an open passage where the wind was blowing - I waited for 1 1/2 hr - the principal came out of his office - did not greet me I want you to be aware of the experiences that you could have - you must not say that we did not tell you

Do you feel like you are progressing

now you are in the situation you have to take responsibility .. a big one on your side a big step of courage that the mentor educator makes

P - Just a reminder - we are saying this especially running for next week - hard work It is going to be hours and hours We will keep to a scheduled time ..

We need to have the learners explore - what we need to do need to gather material - the theoretical stuff ...

ACTION TO TAKE

Prof

I just want to quickly talk about what will happen when you go to the schools. You will meet your mentors. The purpose of that week -is twofold - you are releasing the mentor to come to the course - you will be a tutor. The teacher will give you the work that needs to be done - you will have to see that they continue to work

S - we are expecting everyone -we are dealing with some new transformation learning - metlearning. The other function - you will collect the programme - the teacher needs to sit down with you and say from this point you will need to

We are going to ask them to supply you with tests and examinations so that you know what will be expected. Remind the teachers - What do you need the learners to equip themselves for the learning - week programme - planning - all these things will help us then because in the afternoons we will be working on what you require to know. Establish from the teacher where do I need to start and where do I need to end. In the afternoons when you come back we can devise some means of how we are going to manage that. I hope that you are all in gr 11 - so that we can really support one another - get excellent work done.

The relationship between schools is a very sensitive thing. We need to be very careful- schools are running at a pace -

We do not want to interrupt the school programme - teachers willingly doing the mentor programme but you are taking 40% of their programme - but the teachers also have to assess you

Just remember what you are going to experience in the school may be very different from what you have exp and learnt up to now. But you do see the doc and the policy with regard to what is



expected. We have spoken about - even though since 1997 - some schools are not there yet even today - transformation a very long process. I would also like you to in addition to what you need to do at the schools - go to the lab and interview the lab manager - could that person give you in very broad terms what is where and why. Be diplomatic when you ask this - the teachers at schools are very busy - the Look at what the laboratories look like - what can you learn from this how will you organize your laboratory

A - yes, looking at all the safety aspects as well

s - what we want you to learn what are the possibilities for a laboratory to be arranged. Look At the study guide - I will also give you information.

We will be using a number of labs very often - natural Science labs. We would like you to - so when you design a learning task you need to be able to do that before you get the learners to do it. You can then design the pracs in your own time. Go through the study guide - what it contains write down questions - study guide before the pgce programme - we will tell you what goes where We are going to the labs next week -

M - what do we need for that

S- go through the study manual to get a feel of what it says - we are taking a different view pt and we need to organize our time

S- now the question I would like to ask - how much relevance could you detect from here and the work we have done in the rest - all the modules